B.Ed., DEGREE PROGRAMME - FIRST YEAR SYLLABUS

COURSE CODE: FPEPL

PSYCHOLOGY OF LEARNERS AND LEARNING

OBJECTIVES:

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

- acquire knowledge about the approaches to Educational Psychology;
- comprehend the concepts of various theories of growth and development;
- gain knowledge about the concept of learning and its related theories;
- identify the nature of attention and various types of memory;
- appreciate the influence of motivation on human behavior;
- understand in-depth concepts of intelligence and creativity;
- understand the concepts and theories of personality;
- comprehend the concept of individual differences;
- identify the various adjustment mechanisms; and
- understand the types of guidance and counseling programmes.

UNIT – I: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Psychology: Meaning - Branches of Psychology - Methods of Study in Psychology - Schools of Psychology - Structuralism, Psychoanalysis, Behaviorism, Humanism, Transpersonalism, Gestalt Cognitive Psychology - Its implications - Educational Psychology: Meaning, Scope and Significance.

UNIT – II: GROWTH AND DEVELOPMENT OF THE LEARNER

Growth and Development: Meaning, factors influencing Growth and Development - Stages of development and its characteristics - Adolescence: problems and solutions - Dimensions of development: Physical, Cognitive, Social, Emotional and Moral -
UNIT – III: LEARNING


UNIT – IV: ATTENTION AND MEMORY


UNIT – V: MOTIVATION AND GROUP DYNAMICS

Motivation: Definition, types of motivation, factors influencing motivation - Theories of motivation: Maslow’s Hierarchy of Needs, McClelland’s Theory of Achievement Motivation - Its educational implications - Level of Aspiration - Promoting Achievement motivation among learners - Group dynamics: Meaning, definition, types and characteristics - Transactional Analysis (TA).

UNIT – VI: INTELLIGENCE AND CREATIVITY

Intelligence: meaning, definition and types - Theories of Intelligence: Spearman Two factor, Thurston Group factor, Thorndike Multi factor, Guilford Structure of Intellect,
UNIT – VII: PERSONALITY

Personality: Meaning - Determinants of personality: Type theory, Trait theory and Development theory - Integrated Personality - Assessment of Personality: Projective, Non-Projective techniques and Dream analysis.

UNIT – VIII: INDIVIDUAL DIFFERENCES

Concept of Individual differences - Role of Heredity and Environment in individual differences - Nature of Gifted, slow and disabled children - Understanding learners with varying cognitive abilities especially with ‘learning difficulties’ - Slow learners: Dyslexia, Dyscalculia and Dysgraphia - Educational programmes for differently abled students.

UNIT – IX: ADJUSTMENT AND MENTAL HEALTH


UNIT – X: GUIDANCE AND COUNSELLING

Guidance and Counselling: Nature, principles and scope - Types: Personal, Educational, Social, Vocational, Avocational and Health - Its implications in the global context - Guidance Services: Orientation service - Educational and occupational information service - Counselling service, placement and follow up - service - Guidance for special
children: Slow learners, children with mental retardation and gifted - Juvenile delinquency.

**SUGGESTED ACTIVITIES:**

- Observe and inquire the process of learning by children from different backgrounds and record your observations.
- Prepare an album of any 10 psychologists and their contributions to the learning process.
- Visit any two Special Education Institutions and write a report on the methods of teaching.
- Visit any one of the Mental Health Institutes / Dead diction Centers nearer to you and prepare a detailed report about it and submit same.
- Visit any one of the Vocational Education Centres and prepare a report on the Job-oriented courses offered to the differently abled students.

**PSYCHOLOGY EXPERIMENT**

Choose any **THREE** from **Group A** and **Group B** respectively and administer the tests/experiments, and submit the record at the time of practical examination:

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<th>Sl. No.</th>
<th><strong>GROUP A</strong> (Paper-pencil Test) (Test to be administered with appropriate standardized tools on the following aspects)</th>
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<td>Interest</td>
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<td>Division of Attention</td>
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7. Personality 7. Level of Aspiration
8. Self – Concept 8. Problem-Solving

SUGGESTED READINGS:


COURSE CODE: FPEEC

EDUCATION IN CONTEMPORARY INDIA

OBJECTIVES:
At the end of the course, the student-teachers will be able to
- Acquire Knowledge of Education;
- understand the Eastern and Western Schools of Philosophy;
- understand the process, functions of Education and knowledge of knowing;
- identify the area of education.
- gain knowledge on role of various Statutory bodies of Education;
- understand the Constitutional Provisions for Education;
- outline the modern trends in education
- explain the integrated and holistic approach to education for values; and
- elucidate the objectives of the various teacher education programmes.

UNIT – I: NATURE AND PROCESS OF EDUCATION
Education - Meaning, Definition, Purpose and Nature – Concept of Education - Functions of Education - Types of Education: Formal, Informal and Non formal - Philosophy: Concept, Meaning and Definition - Branches of Philosophy - Relationship between Philosophy and Education.

UNIT – II: EASTERN AND WESTERN SCHOOLS OF PHILOSOPHY
b) Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism and Constructivism and its Educational Implications. Western
UNIT – III: THEORY OF KNOWLEDGE

Knowledge: Meaning - Three Conceptions of Knowledge: Knowledge for Practice, Knowledge in Practice - Knowledge of Practice – Theory of Knowledge: Empiricism, Rationalism, Experimental and Yogic theory – Sources of Knowledge: Sensory Experiences, Reasoning, Authority and Intuition - Facets of knowledge: local and universal, concrete and abstract, theoretical and practical, contextual and textual – Forms of Knowledge: Intuitive knowledge, Demonstrative knowledge, Sensitive Knowledge, Experiential Knowledge, Logical Knowledge, Revealed Knowledge, Digital Knowledge, Difference between information, knowledge and wisdom.

UNIT – IV: AREAS OF EDUCATION


UNIT – V: CENTRAL AND STATE ORGANISATIONS OF EDUCATION

UNIT – VI: EDUCATION IN THE INDIAN CONSTITUTION


UNIT – VII: MODERN TRENDS IN EDUCATION


UNIT - VIII: PSYCHO – SOCIAL ISSUES RELATED TO STUDENTS


UNIT – IX: VALUE EDUCATION

Values: Concept, Meaning and Types – views of Committees and Commissions on Value Education - Theories of Values - Value Education in Schools- Personal Values and Code of Conduct for Teachers – Culture: meaning and definitions – transmission and transformation of culture – Cultural Lag.
UNIT - X: TEACHER EDUCATION

Teacher Education: Meaning, definitions and functions – Historical background of Teacher Education in India – Objectives of elementary and secondary teacher education programmes – NCTE(2014) norms and standard for elementary and secondary level – Problems of Teacher Education Programmes and its solutions – Pre-service and in-service teacher education – Open and Distance Learning (ODL)

SUGGESTED ACTIVITIES:

- Visit any one of the educational institutions based on practicing various philosophies like Ramakrishnamath, Sri Aurobindo Schools, Krishnamurthy Foundations etc., and prepare a report on the same.
- Write and display of Education related quotes in your institution.
- Prepare an album about the best practices of various schools.
- Organize an Essay Writing Competition for protecting and safeguarding our Eco-System and submit a write up on it.
- Prepare a detailed report on the code of conduct observed by the teachers in schools

SUGGESTED READINGS:

Adiseshiah, M.S. (1978). *Report of the National Review Committee on Higher Secondary Education with Special Reference to Vocationalisation*. New Delhi: Govt. of India


COURSE CODE : FPEES

EDUCATION AND SOCIALIZATION

OBJECTIVES:

At the end of the course, the Student - Teacher will be able to

- gain knowledge on the concept and meaning of education;
- understand the historical aspects of Indian Education system;
- identify the various agencies of education and their role in society;
- appreciate education as a sub-system of Indian Society;
- identify the different types of Socialization and Social change in the modern Indian society;
- understand the relationship between Culture and Education;
- comprehend the role of education in societal context as well as cultural context;
- recognise the Rights and Duties of the every citizen and
- understand the concept of self and social identity.
- develop positive attitude towards the impact of LPG on Education.

UNIT- I: EDUCATION AND SOCIETY

UNIT- II: HISTORICAL REVIEW OF INDIAN EDUCATION SYSTEM


UNIT- III: AGENCIES OF EDUCATION


UNIT- IV: THE INDIVIDUAL AND THE SOCIETY


UNIT- V: BASIC CONCEPTS IN THE SOCIOLOGY OF EDUCATION

Constitution of India – Equality in Education, **Authority**: Meaning and definition of authority – Authority in Education.

**UNIT VI: EDUCATION IN THE SOCIETAL CONTEXT**


**UNIT VII: EDUCATION IN THE CULTURAL CONTEXT**

**Indian Culture and Tradition**: Two-tier system of Indian Culture Values – Composite Culture of India – Material and Non Material culture – **Culture-based Education**: Culture as a system of Values – Blending Indians’ Heritage in Education Role of Educational Institutions and Teachers in Preservation Transmission and Advancement of culture – **Work Culture**: Interpersonal Competencies - Categories of Interpersonal competencies: Essential skills, Management skills, Leadership skills and Contextual skills – **Life-Skill Education**: Types of Life skills and Strategies for Life - skills Education.

**UNIT VIII: SOCIO–POLITICAL THEORIES**

UNIT – IX: SOCIAL IDENTITY


UNIT - X: INTERNATIONALISATION OF EDUCATION


SUGGESTED ACTIVITIES

1. Study the Social Customs prevailing in the local community and submit a report.
2. Study the religious diversities existing in the community and describe the root causes for such diversities.
3. Education and vertical / Horizontal Social Mobility – Conduct a Survey in a village/ward and prepare a report
4. Study the Social Stratification in a Village/ ward and prepare a report on it.
5. Study the Essential skills & Life skills in education and prepare a report on it.

SUGGESTED READINGS:


COURSE CODE: FPEET

ESSENTIALS OF TEACHING AND LEARNING

OBJECTIVES:

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

- acquire the knowledge the concept, terms and procedures in teaching and learning;
- understand the principles and maxims of teaching;
- understand the tasks of teaching;
- acquire knowledge on the various theories of teaching;
- apply various models of teaching to teaching situation;
- comprehend the instructional system;
- gain knowledge of innovative methods and devices of teaching;
- develop skills of using different techniques of teaching;
- apply innovative teaching strategies; and
- acquire skills on effective teaching.

UNIT-I: CONCEPTS OF TEACHING-LEARNING

UNIT-II: PRINCIPLES AND MAXIMS OF TEACHING

General principles of teaching: Purposeful-Based, Paedo-Centered, Experience-Based, Activity-Centered and Evaluation-Based Teaching - Psychological principles of teaching - Maxims of Teaching.

UNIT-III: TASKS OF TEACHING

Meaning - Definition, Variables, Phases of Teaching Task - Operation of Teaching Tasks: Pre: active phase, Inter-active phase and Post-active phase - Levels of Teaching: Memory, Understanding and Reflective Levels.

UNIT-IV: THEORIES OF TEACHING


UNIT-V: MODELS OF TEACHING


UNIT-VI: INSTRUCTIONAL SYSTEM


UNIT-VII: METHODS AND DEVICES OF TEACHING

Concept of Teaching methods - Categorization of Teaching Methods: Lecture Methods, Discussion Method, Team Teaching, Symposium, Panel Discussion, Seminar,
Conference, Supervised Study and Tutorial Method-. The Concept of Teaching Devices-
Categorization of Teaching devices: Narration, Exposition, Description, Explanation, 
Questioning, Review and Assignment.

UNIT-VIII: THE TECHNIQUES OF TEACHING
Concept of Teaching Techniques-Categorization of Teaching Techniques-Teacher 
Dominant Techniques: Telling, Indoctrination, Guidance and Counselling, Drill and 
Demonstration- Student Dominant Techniques: Debate, Creative Writing, Library Work, 
Project work, Field Trip, Problem Solving Technique, Brain Storming, Colloquium, 
Self-Learning, Meaningful Learning, Programmed Instruction, Keller Plan and Computer 
Assisted Instruction (CAI) -Group activities involving Team Work: Group Interactive 
sessions, Co-operative Learning, Constructivist Learning, Group Investigation and 
Group Project.

UNIT-IX: TEACHING STRATEGIES
Concept of Instructional Strategy- Evolving Instructional Strategy: Selection of Content 
to be taught, Description of Ability, Dimensions of Educational Goals, Preparation of a 
Table of Specification, Prioritization of Goals, Specification of Instructional Objectives 
in Behavioral terms, Deciding the time duration, Selection of the appropriate method and 
Determining the most appropriate strategy-Innovative Teaching strategies: Block 
Teaching, e-tutoring, Interactive Video, Print Media, Electronic Media, Tele-
Conference, Video Conference, Interactive Video, Cybernetics and Virtual Classroom.

UNIT- X: EFFECTIVE TEACHING
Effective Teaching: Concept and Meaning- Teaching competence and skills: Meaning 
and Nature – Classification of Teaching Skills: Core Teaching Skills, Specific Teaching 
Skills and Target Group Specific Skills -Dimensions of the Effective Teaching: 
Competency Areas, Commitment Areas and Performance Areas - Factors contributing 
Effective Teaching.
SUGGESTED ACTIVITIES:

- Conduct a group discussion on innovative teaching strategies.
- Prepare a detailed report on the different roles of a Teacher in an Instructional System.
- Conduct a Brainstorming session on issues and trends in contemporary Indian Education.
- Prepare a Programmed Learning Material for any one of the topic.
- Prepare a list of study habits prevailing among students of a particular class through the interaction of students.

SUGGESTED READINGS


COURSE CODE: FCPTA

Pedagogy of Tamil (Part-1)

தமிழ் கல்விக் எடுப்பு (பகுதி-1)

பார்வாயிட்டு:

பல்லவியல்கள் கல்வியின் மாணவு-அறிவியல்

- தெளிவான,விளையாட்டாக்கப்பட்ட தமிழ் பல்லவியின் குறுக்கு வாய்வுகளை தொடர்க்கவைகை
- தமிழ் கல்வியு-அறிவியல் வாய்வுகளை நிகழ்த்துவைகை
- பல்லவிய தொழில்நுட்பத்தான் தமிழ்க் கல்வியாட்டு அறிவியல் பல்லவியுக்கு
- தொடர்பான விளையாட்டாக்கப்பட்ட பல்லவியின் தொழில்நுட்பத்தான் அறிவியல் விளையாட்டு
- தொடர்பான விளையாட்டாக்கப்பட்ட பல்லவியேற்றத் தொழில்நுட்பத்தான் விளையாட்டு
- தமிழ்க் கல்வியு-அறிவியல் வாய்வுகளை ஏற்றது பல்லவியேற்றத் தொழில்நுட்பத்தான் விளையாட்டு
- அறிவியல் பல்லவியின் தொழில்நுட்பத்தான் அறிவியல் விளையாட்டு
- தொடர்பான விளையாட்டாக்கப்பட்ட பல்லவியேற்றத் தொழில்நுட்பத்தான் விளையாட்டு
- தொடர்பான விளையாட்டாக்கப்பட்ட பல்லவியின் தொழில்நுட்பத்தான் விளையாட்டு

கீழ் - I : பல்லவியு

கீழ் 1: 1 வம்சச் சேர்த்து பல்லவி பல்லவியக்காலம் முதுகூறுகள் (6-8 ஆம் வகுப்பு: குறிப்பிட்டு,தமிழ்,கல்வி,மறுபுரு மறுபுரு துறவு உள்விளையாட்டு) (தமிழ்நாடுச் சமவுக்கு முதுகூறுகள்)

கீழ் 2: 2 வம்ச பதவியான வேளாட்சியும் பதவியான பல்லவியக்காலம் பதுகூறுகள் (9-10 ஆம் வகுப்பு முதுகூறுகள் -தமிழ்நாடுச் சமவுக்கு முதுகூறுகள்) முதுகூறு (11-12 ஆம் வகுப்பு முதுகூறுகள் -தமிழ்நாடுச் சமவுக்கு முதுகூறு)

(தமிழ் தொழில் பல்லவியுந்துகள்க்கான உயர்நிலை கொள்கொள்ளும்)
அக்த- II : கனவுக் கட்டமைப்பு சேர்த்துச் செயல்கேட்டு அறிவியல்கள்

c: கனவுக் கட்டமைப்பு சேர்த்துச் செயல்கேட்டு அறிவியல்கள் - குழு நிலைக் குறியீடுகள்
and வலுசுக் கட்டமைப்பு சேர்த்துச் செயல்கேட்டு - அறிவியல் திறன்பொருள்

c: கனவுக் கட்டமைப்பு சேர்த்துச் செயல்கேட்டு - குழு நிலைக் குறியீடுகள்: கலையில் குறியீடு
and வலுசுக் கட்டமைப்பு சேர்த்துச் செயல்கேட்டு - அறிவியல் திறன்பொருள் அறிவியல்

c: கனவுக் கட்டமைப்பு சேர்த்துச் செயல்கேட்டு - குழு நிலைக் குறியீடுகள: இணைய திறன்
and வலுசுக் கட்டமைப்பு சேர்த்துச் செயல்கேட்டு - அறிவியல் திறன்பொருள் அறிவியல்

c: கனவுக் கட்டமைப்பு சேர்த்துச் செயல்கேட்டு - குழு நிலைக் குறியீடுகள: இணைய திறன்
and வலுசுக் கட்டமைப்பு சேர்த்துச் செயல்கேட்டு - அறிவியல் திறன்பொருள் அறிவியல்

அக்த-III : தொல்லியலங்க் குறிப்பிட்டுப்பாடு குறிப்பிட்டுப்பாடு

c: தொல்லியலங்க் குறிப்பிட்டுப்பாடு: பாடல் - பிள்ளைக் - பாடலில்க் குறிப்பிட்டு- 1. நிறமத்தை

அக்த-IV: கலைகளியின்றுகள்முறச்செயல்கேட்டு முடிவியல்

c: கலைகளியின்றுகள்முறச்செயல்கேட்டு - அறிவியல் - கலைகளியின்றுகள் முடிவியல் முறுகு

அக்த-V: கலைகளியின்றுகள் விளக்கச்செயல்கேட்டு பக்தம்

c: கலைகளியின்றுகளில் விளக்கச் செயல்கேட்டு பக்தம் - புகழ்பெற்றுணர்வு அமைப்பியல்
and வலுசுக் கட்டமைப்பு சேர்த்துச் செயல்கேட்டு - கலையில் விளக்கச் செயல்கேட்டு பக்தம்
and கலையில் சேருநிறைவுக்கான விளக்கச் செயல்கேட்டு (LCD) - கலை-செயல்கேட்டுகள்: விளக்கம், விளக்கச் செயல்கேட்டு,
விள்ளூட்சியம், செய்திப்பாளர், செயல்பாட்டில் முறையாம் - கணினியியல் பல்கலைக்கழகத்தின் (PPT) - பிறசொந்தம் - செயல்பாட்டில் முறையாம் - செயல்பாட்டில் முறையாம் - வணிகம் - பிள்ளை - நிறுத்தக் குறுக்கு - கணினியியல் பல்கலைக்கழகத்தின், கல்லூரியில், கல்லூரியில் (செயல்பாட்டில்), கல்லூரியில், கல்லூரியில், செயல்பாட்டில் முறையாம் - வணிகம்.

அங்கு - VI : குறிப்பிட்டு குறிப்பிட்டு இருக்கின்றால்:

அங்கு - VII : குறிப்பிட்டு குறிப்பிட்டு இருக்கின்றால்

அங்கு - VIII: பாராளாக்கிய பாராளாக்கிய
கூட்டு – IX: நாம்பல் நூற்றாண்டு


பின்னருக்கான பகுதிகள்:

1. கிருஷ்ணையம் 10வது கிருஷ்ணையம் தன்னால் உருவாக்கிய பெற்றியல் பாடசாலை குற்றம்பிட்டு.
2. பாதுகாக்க பேராசிரியர்களின் குற்றம்பிட்டு நூற்றாண்டு (தேசியபாட்டு, தேசியவரடிகுறுக்குச் சேதுசம்).
3. குற்றம்பிட்டு பாதுகாக்க பேராசிரியர்கள் நூற்றாண்டு குற்றம்பிட்டு நூற்றாண்டு குற்றம்பிட்டு.
4. குற்றம்பிட்டு பாதுகாக்க பேராசிரியர்கள் நூற்றாண்டு பாதுகாக்க பேராசிரியர்கள் குற்றம்பிட்டு குற்றம்பிட்டு.
5. கல்லூரியார் எழுதிய பதிப்புகளின் விளக்கம்: பதிப்பின் வழக்கங்களுக்கு அடுத்துக்காலப் பாடற்கைகள்.

பாடலான பதிப்புகள்

நூற்றாண்டின் முதலில் முழுவதுடன் பதிக்சின்னமாக மூன்று ஆண்டுகளுக்கு முன்னர் பதிக்சின்னங்களை எழுதிய பதிப்புகள் (2013),
நூற்றாண்டின் முதலில் முழுவதுடன் பதிக்சின்னங்களை எழுதிய பதிப்புகள் (2002),
நூற்றாண்டின் முதலில் முழுவதுடன் பதிக்சின்னங்களை எழுதிய பதிப்புகள் (2007),
நூற்றாண்டின் முதலில் முழுவதுடன் பதிக்சின்னங்களை எழுதிய பதிப்புகள் (2013),

காலத்தை கொண்டு கல்லூரியார் எழுதிய பதிப்புகள்:

காலத்தை கொண்டு கல்லூரியார் எழுதிய பதிப்பு (2008),
காலத்தை கொண்டு கல்லூரியார் எழுதிய பதிப்பு (2007),
காலத்தை கொண்டு கல்லூரியார் எழுதிய பதிப்பு (2002),

மறுக்கான பதிப்புகள்:

மறுக்கான பதிப்பு (2013),
மறுக்கான பதிப்பு (2010),
மறுக்கான பதிப்பு (2015),

மறுக்கான பதிப்பு (2013),
மறுக்கான பதிப்பு (2010),
மறுக்கான பதிப்பு (2011),
மறுக்கான பதிப்பு (2012),

மறுக்கான பதிப்பு (2004),
மறுக்கான பதிப்பு (2008),
மறுக்கான பதிப்பு (2007).


[www.cict.in](http://www.cict.in) (ஆற்றுத்துறை சமூகவியல் ஆராய்ச்சிக் கொள்கை)

[www.tamilvu.org](http://www.tamilvu.org)

[www.ssa.tn.nic.in](http://www.ssa.tn.nic.in)

[http://www.studygs.net/texred2.htm](http://www.studygs.net/texred2.htm)

[http://www.fastol.com/~renkwitz/sq4r_study_method.htm](http://www.fastol.com/~renkwitz/sq4r_study_method.htm)
COURSE CODE: FCPEN

PEDAGOGY OF ENGLISH – PART I

OBJECTIVES:

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

- sensitise the contents and structures of English textbook of Tamil Nadu Govt. from the standards of upper primary (VI to VIII), secondary (IX &X) and higher secondary (XI & XII) level;
- realize the aims and objectives of teaching English;
- acquaint with the skills of teaching at micro and macro levels;
- understand the importance of organising and integrating various essential components in constructing a standardized curriculum;
- engage themselves in the preparation of teaching resources and materials with the assistance of ICT;
- get familiarized with the various strategies of teaching English;
- identify and resolve the issues and problems in teaching-learning of English;
- trace out the needs of diversified students in particular, slow learners, gifted and differently abled children; and
- comprehend the significance and the aspects of classroom management;
- obtain knowledge about the evaluation process, types of tests and the basics of Educational statistics.

UNIT – I: SENSITISING THE SCHOOL CURRICULUM

a) Sensitising the graduate students towards school curriculum of upper primary level (VI to VIII) Analysis of school text books at upper primary level (VI to VIII Standards) prescribed by Tamil Nadu Government time to time.

b) Sensitising the graduate students towards English curriculum secondary / higher / secondary level (UG IX & X) - (PG IX - XII) Analysis of English text books of
secondary (IX & X Standards) / higher secondary (XI & XII Standards) levels prescribed by Tamil Nadu Government from time to time.

UNIT – II: AIMS AND OBJECTIVES OF TEACHING ENGLISH

Bloom’s Taxonomy (Revised) of Educational Objectives: Cognitive, Affective and Psychomotor domains - General and Specific instructional objectives - Place of English at different levels of school education (Upper Primary, Secondary and Higher Secondary levels) - Quality of English teaching: pre-class, in-class and after-class - Place of English in three language formula and its objectives - Teaching the communication skills: Listening, speaking, reading and writing - Teaching English as a skill subject rather than a knowledge subject - Learning the Mother Tongue and Second Language (MT & SL).

UNIT – III: TEACHING SKILLS AND ORGANISATION OF PRACTISING TEACHING PROGRAMME

Micro teaching: Meaning, definition and principles - Micro teaching cycle - Micro teaching skills: Introducing the lesson, Explanation, Using the blackboard, Reinforcement, Stimulus variation and Questioning - Link lesson, Year plan Unit plan and Lesson plan: prose, poetry, grammar and composition - Lesson plan format: GIOs and SIOs, motivation, presentation, application, recapitulation and assignment - Observation and its types - Demonstration lesson: Teacher educator, guide teacher, peer group feedback – Organization of practice: Role of supervisor, principal and academic staff in conduct of practicing teaching programme – General teaching competency scale, Self-Appraisal scale, Guidelines for Peer observation and framework of Evaluation.

UNIT – IV: INTEGRATION AND ORGANISATION OF CURRICULUM

Curriculum: meaning, essential components and principles of curriculum construction - Vertical and Horizontal organisation of curriculum - Process of curriculum organization: analysis of needs, objectives, criteria for selection of contents and selection of learning
experiences, organization and integration of content and learning experiences and evaluation techniques.

UNIT–V: DEVELOPMENT OF TEACHING AND LEARNING MATERIALS

UNIT – VI: STRATEGIES OF TEACHING ENGLISH
UNIT – VII: ISSUES AND PROBLEMS IN TEACHING AND LEARNING


UNIT – VIII: DIVERSIFIED NEEDS OF LEARNERS

Interest and attitude of learners towards learning English - Difficulties in learning of English: slow learners, gifted learners and differently abled children - Remedial measures for slow learners, enrichment programmes for gifted learners and differently abled children - Non-cognitive Abilities: meaning and nature - Interest, Attitude, Values: meanings, classifications and sources - Source of values through personal and by teacher, organization and management of various co-curricular activities.

UNIT – XI: CLASSROOM MANAGEMENT

Classroom Management: concept and components - Classroom Organization - Classroom learning atmosphere - Positive classroom climate - Factors assisting effective learning atmosphere - Advantages of positive learning climate - Creating ideal classroom atmosphere - Technical teaching skills - Prevention and control of students - Classroom activities - classroom records and rules.

UNIT – X: EVALUATION OF TEACHING – LEARNING PROCESS

Evaluation: concept and characteristics - Techniques of evaluation: oral and written, self-evaluation, peer evaluation, group evaluation - Characteristics and qualities of constructing a good English test - Item analysis and difficulty level index of items - Preparation of Blue print based on components with equal weightage - Types of tests: prognostic and diagnostic tests, teacher-made test, achievement test, standardized test and
competitive examinations - Central tendency: mean, median, mode and range - Quartile and Standard deviations - Rank Order Correlation Coefficient and Karl Pearson’s product moment method - Graphical representation of data: bar diagram, histogram, pie chart, frequency polygon, frequency curve and Ogive curve - Progress and assessment of development of language skills - Comprehensive and Continuous Evaluation (CCE): formative and summative evaluations - Typology of questions: activities and tasks reflecting, problem solving, creative and critical thinking and enhancing imagination - Preparation of tests for testing different skills of language: listening, speaking, reading, writing, study skills and reference skills - Preparation of Scholastic Achievement Test (SAT) giving weightages to objectives and learning experiences.

SUGGESTED ACTIVITIES:

- Write an essay on various contemporary social and educational emerging issues and problems in detail.
- Enumerate ten activities (Five for listening and Five for speaking) from the text books of classes VI to VIII.
- Suggest your own activities using supplementary materials.
- Analyze the tasks given at the end of anyone unit in the textbook and check their relevance to cognitive, affective and psycho motor domains.
- Select a topic of your choice and select 10 vocabulary items to teach in the relevant context and give reasons for your selection.
- Prepare a question paper for classes VI to VIII to asses all the aspects of language learning.
- Preparation of lesson plans and episodes for micro teaching skills as well as demonstration and observation process.
- Analyse the text books of English of Tamil Nadu Govt. in terms of organisation and integration of essential components, skills, needs and requirements with special reference to learners.
- Preparation of remedial materials for slow learners, gifted and differently abled children for anyone of the units.
• Prepare digital lesson plans and PowerPoint presentations for classroom teaching-learning process.

SUGGESTED READINGS:


COURSE CODE: FCPMA

PEDAGOGY OF MATHEMATICS - PART I

OBJECTIVES:

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

- get sensitised the school content in Mathematics;
- comprehend the aims and objectives of teaching Mathematics;
- acquire various teaching skills and develop competence in structuring lesson plans;
- integration and organisation of Mathematics curriculum;
- identify the various learning resources;
- explore the methods of teaching Mathematics;
- understand the issues in teaching and learning Mathematics;
- understand the diversify needs of the students;
- acquire classroom management skills; and
- construct appropriate assessment tools for evaluation.

UNIT-I: SENSITISING THE SCHOOL CURRICULUM


UNIT - II: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Need and significance of teaching Mathematics-Aims: Practical, Social, Disciplinary and Cultural aims - Instructional Objectives: General Instructional Objectives (G.I.Os) and Specific Instructional Objectives (S.I.Os) relating to the Cognitive, Affective and
Psychomotor Domain based on Bloom’s Taxonomy of Educational Objectives – Revised Bloom’s Taxonomy.

**UNIT-III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE - TEACHING PROGRAMME**


**UNIT – IV: INTEGRATION AND ORGANIZATION OF COMPUTER SCIENCE CURRICULUM**


**UNIT V: DEVELOPMENT OF TEACHING LEARNING MATERIALS**

UNIT-VI: STRATEGIES OF TEACHING MATHEMATICS

Methods of Teaching: Analytic, Synthetic, Inductive, Deductive, Heuristic, Problem solving, Project and Laboratory - Activity Based Learning (ABL) - Active Learning Method (ALM) - TIGER Method - Techniques of Teaching Mathematics: Self Study, Drill work, Supervised Study, Assignment, Oral Work, Group discussion and Buzz Session. Interactive Teaching: Meaning and Types - Interaction Patterns Generated by Teacher Centred Approaches to Teaching.

UNIT-VII: ISSUES IN TEACHING AND LEARNING


UNIT VIII: DIVERSIFIED NEEDS OF STUDENTS

Need for Learner Centred Approach; Historical Perspective; Attributes of learner Centred Classroom; Application of Learner Centred Approach; Integration of Learner Centred Approach with the Main Stream Education System. Slow learners and gifted learners in mathematics - Remedial and Enrichment programmes - Non-Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Interest and Attitude of students towards learning Mathematics - Values: Meaning and Importance - Source of Values through Personal examples set by Teachers and Organisation and Management of a variety of Co-curricular activities.
UNIT IX: CLASSROOM MANAGEMENT

Concept of Class Room Management - Class Room Organisation - Components of Class Room Management - Class Room Learning atmosphere - Positive Classroom climate - Factors supporting a Effective Learning atmosphere - Advantages of Positive Learning climate - Creative Ideal classroom atmospheres - Classroom Activities - Classroom Records and Rules.

UNIT - X: EVALUATION OF TEACHING – LEARNING

Different types of tests in Mathematics: Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation - Construction of Achievement Test - Continuous and Comprehensive Evaluation - Formative and Summative Evaluation - Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Standard Deviation, Quartile deviation, Rank Order Correlation Method and Karl Pearson’s product moment method - Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency curve, Frequency polygon and Ogive curve.

SUGGESTED ACTIVITIES

1. Collect and present the History and Contributions of any one Mathematician.
2. Discussion on various learning resources in Mathematics.
3. Preparation of Teaching Learning Material for any one topic in Mathematics.
4. Preparation of Power Point Presentation for any one topic in Mathematics.
5. Identify and practice suitable methods of teaching to teach a Mathematical Concept.
6. Conduct a Mathematical Quiz.
7. Organise a Mathematics Club.
SUGGESTED READINGS


Mathematics Books for standard VI - XII, Tamil Nadu Text Book Corporation, Government of Tamil Nadu.
COURSE CODE: FCPCS

PEDAGOGY OF COMPUTER SCIENCE - PART I

OBJECTIVES

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

- get sensitized the school content in Computer Science;
- comprehend the aims and objectives of teaching Computer Science;
- acquire various teaching skills and develop competence in structuring lesson plans;
- integration and organization of Computer Science curriculum;
- identify the various learning resources;
- explore the methods of teaching Computer Science;
- understand the issues in teaching and learning Computer Science;
- understand the diversify needs of the students;
- acquire classroom management; and
- construct appropriate assessment tools for evaluation.

UNIT- I: SENSITISING THE SCHOOL CURRICULUM


UNIT - II: AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE

Need and significance of teaching Mathematics-Aims: Practical, Social, Disciplinary and Cultural- Instructional Objectives: General Instructional Objectives (G.I.Os) and Specific Instructional Objectives(S.I.Os) relating to the Cognitive, Affective and Psychomotor
Domain based on Bloom’s Taxonomy of Educational Objectives – Revised Bloom’s Taxonomy.

UNIT-III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE - TEACHING PROGRAMME


UNIT – IV: INTEGRATION AND ORGANIZATION OF COMPUTER SCIENCE CURRICULUM


UNIT V: DEVELOPMENT OF TEACHING LEARNING MATERIALS

UNIT-VI: STRATEGIES OF TEACHING COMPUTER SCIENCE


UNIT –VII: ISSUES IN TEACHING AND LEARNING


UNIT VIII: DIVERSIFIED NEEDS OF STUDENTS

Need for Learner Centered Approach; Historical Perspective; Attributes of learner Centered Classroom; Application of Learner Centered Approach; Integration of Learner Centered Approach with the Main Stream Education System – Slow learners and gifted learners in Computer Science – Remedial and Enrichment programmes-Blended Learning-Smart Classroom - Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Interest and Attitude of students towards learning Computer Science - Value: Meaning and Importance; Source of Values through Personal examples set by teachers and Organization and management of a variety of Co-Curricular activities.
UNIT IX: CLASSROOM MANAGEMENT


UNIT-X: EVALUATION OF TEACHING – LEARNING

Different types of tests in Computer Science: Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation - Construction of Achievement Test – Online test- Continuous and Comprehensive Evaluation - Formative and Summative Evaluation - Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Quartile deviation, Standard Deviation, Rank Order Correlation Coefficient Method and Karl Pearson’s product moment method - Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.

SUGGESTED ACTIVITIES:

1) Prepare a power point presentation for any two units in Computer Science and submit it.
2) Develop a Blog of your own and add it in online.
3) Visit to any IT Company to know about latest software’s.
4) Analyse any one topic in different website and present your report by comparing it.
5) Explore the Usage of Office 365 and write the merits and demerits in CD.

SUGGESTED READINGS:


Balagursamy,(2000), Programming in Basic. THN, Delhi.


Delhi: BPB Publishing.


Gotstried,(2005),*Programming with BASIC*, SCHAUAM.


COURSE CODE: FCPPS

PEDAGOGY OF PHYSICAL SCIENCE - PART I

OBJECTIVES:

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

- get sensitised the school content in Physical Science;
- comprehend the aims and objectives of teaching Physical Science;
- acquire various teaching skills and develop competence in structuring lesson plans;
- develop a theoretical understanding integration and organisation of Physical Science curriculum;
- identify various learning resources;
- explore the methods of teaching Physical Science;
- understand the issues in teaching and learning Physical Science;
- understand the diversified needs of the students;
- acquire classroom management; and
- construct appropriate assessment tools for evaluation.

UNIT- I: SENSITISING THE SCHOOL CURRICULUM

Analysis of the Content course of Standard VI to VIII (Tamil, English, Mathematics, Science and Social science) Text Books prescribed by Government of Tamil Nadu and content course of standard IX & X (for UG), XI & XII (for PG) Text Books Prescribed by Government of Tamil Nadu.

UNIT - II: AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE

Need and significance of teaching Physical Science -Aims: Practical, Social, Disciplinary and Cultural- Instructional Objectives: General Instructional Objectives (G.I.Os) and Specific Instructional Objectives(S.I.Os) relating to the Cognitive, Affective and
Psychomotor Domain based on Bloom’s Taxonomy of Educational Objectives – Revised Bloom’s Taxonomy

UNIT-III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE - TEACHING PROGRAMME


UNIT – IV: INTEGRATION AND ORGANIZATION OF PHYSICAL SCIENCE CURRICULUM


UNIT V: DEVELOPMENT OF TEACHING LEARNING MATERIALS

Need and importance of Audio Visual Aids – Types of Audio Visual Aids – Radio, Tape
recorder, Television, Computer and Activity Aids - Science Club, Science Lab, Science Library, Field trip, Field work and Science Exhibition: Need and importance, Organization, Activities and its advantages.

UNIT-VI: STRATEGIES OF TEACHING PHYSICAL SCIENCE


UNIT –VII: ISSUES IN TEACHING AND LEARNING

Gender issues – Individual Differences, Language Problem in Learning, problems in proving laboratory equipments to students expectations, Nature of Subjects, Examination and Grading System – Difficulties in establishing a culture of evidence, Teaching and Learning Styles – Classroom behaviour of Teacher and Learner – Importance of Effective Instruction

UNIT - VIII: DIVERSIFIED NEEDS OF STUDENTS

Need for Learner Centred Approach; Historical Perspective; Attributes of learner Centred Classroom; Application of Learner Centred Approach; Integration of Learner Centred Approach with the Main Stream Education System - Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Value: Meaning and Importance; Source of Values through Personal examples set by teachers, Organization and management of co-curricular activities.
UNIT - IX: CLASSROOM MANAGEMENT

Concept of class Room Management – Class Room Organisation – Components of Class Room Management – Class Room Learning atmosphere – Positive Classroom climate – Factor supporting an Effective Learning atmosphere – Advantages of Positive Learning climate – Creative Ideal classroom atmospheres – Technical teaching skills – Prevention and Control of Students – classroom Activities – Classroom Records and Rules.

UNIT - X: EVALUATION OF TEACHING - LEARNING

Different types of tests in Physical Science: Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation - Construction of Achievement Test, Blue print - Continuous and Comprehensive Evaluation - Formative and Summative Evaluation - Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Quartile deviation, Standard Deviation, Rank Order Correlation Coefficient Method and Karl Pearson’s product moment method - Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.

SUGGESTED ACTIVITIES:

1. Prepare different steps involved for demonstration of an experiment each one for Physics and Chemistry
2. Identify concrete and abstract concepts in physics and chemistry of any class and suggest the appropriate teaching methods and approaches to teach them and report
3. Prepare an album about scientist and their contributions to Physics and Chemistry
4. Visit a science centre or science museum (District / State / National ) and prepare a report
5. Organise science exhibition and submit a write up about it
SUGGESTED READINGS:


Physical Science Books for standard VI - XII, Tamil Nadu Text Book Corporation, Government of Tamil Nadu.
COURSE CODE: FCPBS

PEDAGOGY OF BIOLOGICAL SCIENCE - PART I

OBJECTIVES:

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

- acquire the knowledge about the school content in Biological Science;
- understand the aims and objectives of teaching Biological Science;
- acquire various teaching skills and develop competence in structuring lesson plans;
- understand the integration and organisation of Biological Science curriculum;
- identify the various learning resources;
- explore the methods of teaching Biological Science;
- understand the issues in teaching and learning Biological Science;
- understand the diversified needs of the students;
- develop skill on classroom management; and
- construct appropriate assessment tools for evaluation.

UNIT- I: SENSITISING THE SCHOOL CURRICULUM


UNIT - II: AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

Need and significance of teaching Biological Science - Aims: Practical, Social, Disciplinary and Cultural- Aims: General Instructional Objectives and Specific Instructional Objectives relating to the Cognitive, Affective and Psychomotor Domain based on Bloom’s Taxonomy– Revised Bloom’s Taxonomy.
UNIT-III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE -
TEACHING PROGRAMME


UNIT – IV: INTEGRATION AND ORGANIZATION OF BIOLOGICAL SCIENCE CURRICULUM


UNIT V: DEVELOPMENT OF TEACHING LEARNING MATERIALS

Science club, Science lab, Library, field trip, Field work and Science Exhibition: Need and importance, Organization, activities and its advantages.

UNIT-VI: STRATEGIES OF TEACHING BIOLOGICAL SCIENCE


UNIT –VII: ISSUES IN TEACHING AND LEARNING


UNIT VIII: DIVERSIFIED NEEDS OF STUDENTS

Need for Learner Centred Approach; Historical Perspective; Attributes of learner Centred Classroom; Application of Learner Centred Approach; Integration of Learner Centred Approach with the Main Stream Education System - Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Value: Meaning, Importance and Source of Values. Organisation and management of a variety of co-curricular activities.

UNIT IX: CLASSROOM MANAGEMENT

Concept of class Room Management – Class Room Organisation – Components of Class Room Management – Class Room Learning atmosphere – Positive Classroom climate –
Factor supporting an Effective Learning atmosphere – Advantages of Positive Learning climate – Creative Ideal classroom atmospheres – Technical teaching skills – Prevention and Control of Students – Classroom Activities – Classroom Records and Rules.

UNIT-X: EVALUATION OF TEACHING – LEARNING


SUGGESTED ACTIVITIES

1. Visit to Zoological Park / Botanical garden/ Food industry/ Agro based industry.
2. Write the life history and contributions of Carl Linnaeus/ Gregor John Mendel/ Louis Pasteur/ Ian Wilmut.
3. Preparation of improvised Biological Science kit.
4. Conducting and Organising Biological Science Quiz /Biological Science Club / Science fair.
5. Organise an event on Earth day/ Environment day/ Water day/ World health day.
6. Collection, preservation and display of museum specimen.
7. Preparation of Herbarium (5 Families).
8. Maintenance of aquarium, terrarium, vivarium, use of incubator and so on.
**SUGGESTED READINGS:**


Science and Biology Textbooks for standard VI - XII, Tamil Nadu Text Book Corporation, Government of Tamil Nadu.


COURSE CODE : FCPHI

PEDAGOGY OF HISTORY - PART I

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

- acquire knowledge about the school history text books from VI to XII;
- understand the aims and objectives of teaching History;
- develop effective teaching skills;
- adopt the different teaching-learning strategies;
- analyse and develop appropriate methods to deal with controversial issues in history;
- know the principles underlying history curriculum;
- plan the classroom management;
- realise the implications of teaching learning materials;
- identifying the diverse needs of students and develop suitable programmes;

and

- use of various tools for evaluation.

UNIT- I: SENSITIZING THE SCHOOL CURRICULUM

Analysis of the Content course of Standard VI to VIII (Tamil, English, Mathematics, Science and Social Science) Text Books prescribed by Government of Tamil Nadu and Content course of Standard (IX to X for UG and XI to XII for PG) History Text Books prescribed by the Government of Tamil Nadu.

UNIT – II: AIMS, OBJECTIVES AND VALUES OF TEACHING HISTORY

General and Specific aims of Teaching History - Revised Blooms Taxonomy, Taxonomy of Instructional Objectives: Cognitive, Affective and
Psychomotor Domain; Values of Teaching History: Social, Economic, Cultural, Moral, Philosophical, Political, Intellectual and Vocational.

Unit – III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE - TEACHING PROGRAMME


Unit – IV: INTEGRATION AND ORGANIZATION OF HISTORY CURRICULUM


Unit – V: DEVELOPMENT OF TEACHING LEARNING MATERIALS FOR TEACHING HISTORY

Teaching Learning Materials: Significance and principles of using teaching learning materials in History – Classification of Teaching Learning Materials:
Edger Dale’s cone of experience – Audio aids, Audio visual aids, Graphic aids, 3D aids, Display boards and arbitrary aids.

**Unit – VI: STRATEGIES OF TEACHING HISTORY**


**Unit – VII: ISSUES IN TEACHING AND LEARNING HISTORY**


**Unit – VIII: DIVERSIFIED NEEDS OF THE LEARNERS**

Interest and attitude of students toward learning history – Difficulties in learning history – Slow learners and gifted learners – Remedial and enrichment programmes.

**Unit – IX: CLASSROOM MANAGEMENT**


**Unit – X: EVALUATION IN HISTORY**

Different types of tests in History: Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation - Construction of Achievement Test – Online test- Continuous and Comprehensive Evaluation - Formative and Summative Evaluation - Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Quartile deviation, Standard Deviation, Rank Order Correlation
Coefficient Method and Karl Pearson’s product moment method - Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.

**SUGGESTED ACTIVITIES:**

1. Preparing Journal Reflecting on the Text books from VI to XII standards
2. Demonstration of teaching skills (Micro teaching).
3. Analysis of the Strength and weakness of traditional and modern methods of teaching.
4. Writing of module for history class.
5. List out the classroom management skills.
6. Visiting the historical places and monument.
7. Reporting on Current events (scrap book) related to history.
8. Preparation and use of Power Point
9. Identifying and Cataloguing of three web-sites related to the state board history Curriculum.
11. Construction of Achievement Test to history.

**SUGGESTED READINGS:**


COURSE CODE: FCPGE

PEDAGOGY OF GEOGRAPHY – PART I

OBJECTIVES:

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

- get sensitised to the school content in Geography;
- comprehend the aims and objectives of teaching Geography;
- acquire various teaching skills and develop competence in structuring lesson plans;
- integrate and organise Geography curriculum;
- identify the various learning resources;
- explore the methods and techniques of teaching Geography;
- understand the issues in teaching and learning of Geography;
- understand the diversified needs of the students;
- acquire classroom management; skills and
- construct appropriate assessment tools for evaluation of Geography learning.

UNIT- I: SENSITISING THE SCHOOL CURRICULUM

Analysis of the Content course of Standard VI to VIII (Tamil, English, Mathematics, Science and Social science) Text Books prescribed by Government of Tamil Nadu, and content course of standard IX - X (for UG), XI – XII (for PG) Geography Text Books Prescribed by Government of Tamil Nadu.

UNIT - II: AIMS AND OBJECTIVES OF TEACHING GEOGRAPHY

Need and significance of teaching -Aims: Practical, Social, Disciplinary and Cultural-Instructional Objectives: General Instructional Objectives (G.I.Os) and Specific Instructional Objectives(S.I.Os) relating to the Cognitive, Affective and Psychomotor
Domain based on Bloom’s Taxonomy of Educational Objectives – Revised Bloom’s Taxonomy.

UNIT-III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE - TEACHING PROGRAMME


UNIT-IV: INTEGRATION AND ORGANIZATION OF GEOGRAPHY CURRICULUM


UNIT-V: DEVELOPMENT OF TEACHING LEARNING MATERIALS

Edgar dale’s cone of experience - Projected aids: Over Head Projector, LCD projector, Slide Projector and Epidiascope - Non Projected Aids: Charts, Flash Cards, Print Materials, Realia and Models. Types of Boards: Bulletin Board, Magnetic Board, Smart Board, Interactive Board and Flannel Board. Need and importance of Audio Visual aids -
Types of Audio Visual Aids - Graphic Aids - Activity Aids. Geography Club, Cartography Lab, Geography Library and Geographic Exhibition: Need and importance, Integration, Organizations, Activities and its Advantages.

UNIT-VI: STRATEGIES OF TEACHING

Methods of Teaching: Analytic, Synthetic, Inductive, Deductive, Heuristic, Problem solving, Project and Laboratory - Activity Based Learning (ABL) – Active Learning Method (ALM) – Strategies for Teaching Geography: Regional Method, Journey Method, Excursion Method, Project Method, Comparative Method, Lecture cum Discussion Method, Question Answer Method, Inquiry and Field Visit - Interactive Teaching: Meaning and Types- Interaction Patterns Generated by Teacher Centred Approaches to Teaching.

UNIT-VII: ISSUES IN TEACHING AND LEARNING

Gender issues – Individual differences, Language problem in learning – Nature of subjects, Examination and grading system – Teaching and Learning styles – Classroom behaviour of Teacher and Learner - Need for Learner Centred Approach; Historical Perspective; Attributes of learner Centred Classroom; Application of Learner Centred Approach; Integration of Learner Centred Approach with the Main Stream Education System.

UNIT-VIII: DIVERSIFIED NEEDS OF STUDENTS

Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Interest and Attitude of students towards learning- Value: Meaning and Importance- Source of Values through personal examples set by Teachers and Organisation and management of a variety of Co-curricular activities – Difficulties in Learning – Slow learners and Gifted learners in Geography: Remedial measures and Enrichment programmes.
UNIT-IX: CLASSROOM MANAGEMENT

Concept of class Room Management – Class Room Organisation – Components of Class Room Management – Class Room Learning atmosphere – Positive Classroom climate – Factors supporting an Effective Learning atmosphere – Advantages of Positive Learning climate – Creative Ideal classroom atmospheres – Technical teaching skills – classroom Activities – Classroom Records and Rules.

UNIT-X: EVALUATION OF TEACHING – LEARNING

Different types of tests in Geography: Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation - Construction of Achievement Test - Continuous and Comprehensive Evaluation - Formative and Summative Evaluation- Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Standard Deviation, Quartile deviation, Rank Order Correlation Method and Karl Pearson’s product moment method - Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.

SUGGESTED ACTIVITIES:

1. Collect and present the History and Contributions of any one Geographer.
2. Prepare the Teaching Learning Material for any one topic in Geography.
3. Prepare the Module for any one of the Concept in Geography.
4. Prepare a report on various community resources in learning Geography.
5. Organise a Field trip and prepare a report.

SUGGESTED READINGS


Books for standard VI - XII, Tamil Nadu Text Book Corporation, Government of Tamil Nadu.


COURSE CODE: FCPEC

PEDAGOGY OF ECONOMICS

PART I

Objectives:

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

- acquire the knowledge on the school content in Economics;
- understand the aims and objectives of teaching Economics;
- acquire various teaching skills and develop competence in structuring lesson plans;
- understand the integration and organisation of Economics curriculum;
- identify the various learning resources;
- explore the methods of teaching Economics;
- understand the issues in teaching and learning Economics;
- understand the diversified needs of the students;
- develop skill on classroom management; and
- construct appropriate assessment tools for evaluation.

UNIT- I: SENSITISING THE SCHOOL CURRICULUM

UNIT- II: AIMS AND OBJECTIVES OF TEACHING ECONOMICS

Nature and scope of economics - Aims and values of teaching Economics - Objectives of teaching Economics based on Bloom’s taxonomy- Recent trends in Economics aspects – Globalisation, Liberalization and Privatization to Economics.

UNIT-III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE -

TEACHING PROGRAMME


Organisation of Practice – Teaching Programme for B.Ed., Student-teachers. Role of the Supervisor; Role of the Principal and the Academic Staff in the Conduct of Practice-teaching Programme. General Teaching Competence Scale, Self-Appraisal Scale, Guidelines for Peer Observation and Framework of Evaluation

UNIT – IV: INTEGRATION AND ORGANIZATION OF ECONOMICS CURRICULUM

UNIT -V: DEVELOPMENT OF TEACHING LEARNING MATERIALS


UNIT-VI: STRATEGIES OF TEACHING ECONOMICS


UNIT –VII: ISSUES IN TEACHING AND LEARNING


UNIT- VIII: DIVERSIFIED NEEDS OF STUDENTS

Need for Learner Centred Approach - Historical Perspective - Attributes of learner Centred Classroom - Application of Learner Centred Approach - Integration of Learner Centred Approach with the Main Stream Education System.
Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Value: Meaning, Importance and Source of Values. Organisation and management of a variety of co-curricular activities.

UNIT- IX: CLASSROOM MANAGEMENT

Concept of class Room Management – Class Room Organisation – Components of Class Room Management – Class Room Learning atmosphere – Positive Classroom climate – Factor supporting an Effective Learning atmosphere – Advantages of Positive Learning climate – Creative Ideal classroom atmospheres – Technical teaching skills – Prevention and Control of Students – Classroom Activities – Classroom Records and Rules.

UNIT-X: EVALUATION OF TEACHING - LEARNING

Concept of Evaluation, Objective Based Evaluation, Continuous and Comprehensive Evaluation, Summative and Formative Evaluation. Different types of tests: Standardised and Teacher made test - Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation - Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Quartile deviation, Standard Deviation, Rank Order Correlation Coefficient Method and Karl Pearson’s product moment method - Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.

SUGGESTED ACTIVITIES:

1. Observe a day’s proceedings in house of assembly or parliament budget report.
2. Collect newspaper clippings on any economic issue and write a report on the issue with your commands.
4. Field visit and report writing of any one cottage or small scale industry).
5. Critical analysis of the characteristics of economics textbook of XI / XII standard and prepare a detailed report.

**Suggested Readings**


COURSE CODE : FCPCA

PEDAGOGY OF COMMERCE AND ACCOUNTANCY - Part - I

OBJECTIVES:
At the end of the course, the student teacher will be able
- To help the student teachers to acquire the knowledge of nature and historical development
- To understand the aims, objectives and planning for instruction to teach commerce.
- To understand and develop different micro-teaching skills.
- To develop competency in different methods and techniques of teaching.
- To understand different types of techniques in curriculum construction.
- To get familiarize with the various learning resources for professional effectiveness.
- To understand the need for the different types of training programme and qualities of a commerce teacher and commerce text book.
- To enable the student teachers to understand the classroom climate and classroom
- To develop competency in constructing achievement test in commerce and accountancy
- To help the student teachers to sensitize the school content in commerce and accountancy

Unit - I: SENSITISING THE SCHOOL CURRICULUM

Analysis of the Content course of Standard VI to VIII (Tamil, English, Mathematics, Science and Social Science) Text Books prescribed by Government of Tamil Nadu and course content of standard XI and XII Commerce and Accountancy textbooks prescribed by govt. of Tamil Nadu
Unit II: AIMS AND OBJECTIVES OF TEACHING OF COMMERCE AND ACCOUNTANCY

Aims and Objectives – meaning and definition – Bloom’s taxonomy of educational Objectives: cognitive, affective and psychomotor domains – relationship between objectives.

Unit III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE TEACHING PROGRAMME

Micro teaching – history and development – definition, objectives and characteristics- steps and procedure – micro teaching cycle – Major micro teaching skills: skill of explaining, stimulus variation, black board writing, reinforcement and illustrating with examples – need for a link lesson - Planning – need and importance – year plan and unit plan – its importance and preparation - Lesson Plan: need, principles, steps and requirements – preparation of lesson plan for both commerce and accountancy - review and assignment – purpose, types of assignment – characteristics of a good assignment - remedial measures.


Unit IV: INTEGRATION AND ORGANIZATION OF COMMERCE AND ACCOUNTANCY CURRICULUM


Unit V: DEVELOPMENT OF TEACHING LEARNING MATERIALS FOR TEACHING COMMERCE AND ACCOUNTANCY

Unit – VI: STRATEGIES OF TEACHING COMMERCE AND ACCOUNTANCY

Methods of teaching - meaning, need and characteristics of good teaching method and its classification – lecture method, descriptive, problem solving, inductive and deductive and case study method. Techniques of teaching – role playing, brainstorming, buzz session, stimulation, seminar, symposium, group discussion, workshop and team teaching.

Unit – VII: ISSUES IN COMMERCE EDUCATION

Commerce Education – meaning, nature and scope - historical development – need for commerce and accountancy education – fulfilling the present day needs – values of teaching commerce and accountancy: practical, social, cultural, moral, disciplinary and vocational values. Correlation of commerce and accountancy with reference to economics, mathematics, commercial geography, business administration and management.

Gender issues – Individual differences, Language problem in learning – Nature of subjects, Examination and grading system – Teaching and Learning styles – Classroom behaviour of Teacher and Learner – Difficulties in Learning Commerce and Accountancy

Unit - VIII: COMMERCE DEPARTMENT AND RESOURCES


Classroom interaction analysis - classroom climate – meaning and managing tasks – factors influencing for creating better classroom climate – classroom discipline – role of the commerce teacher.

Unit – IX: CLASSROOM MANAGEMENT

Classroom management – concept, principles and techniques - understanding student needs – factors influencing classroom management- Time Management.

Unit – X: EVALUATION IN COMMERCE AND ACCOUNTANCY

Testing and Evaluation - purpose and administration of a test – types of evaluation - questions: objective type, short answers and essay type - criteria for good test -

SUGGESTED ACTIVITIES

1. Preparing Journal Reflective on the Text books from VI to XII standard
2. Demonstration of teaching skills (micro teaching)
3. Analysis of the strength and weakness of traditional and modern methods of teaching
4. Writing of module for Commerce and Accountancy class.
5. List out the classroom management skills.
6. Visiting the Industries and Market write a report.
8. Preparation and use of Power Point
9. Identification and Cataloguing of three web-sites related to the state board Commerce and Accountancy Curriculum
11. Construction of Achievement Test to Commerce and Accountancy.

Reference:


COURSE CODE: FCPHS

PEDAGOGY OF HOME SCIENCE - PART I

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

- acquire knowledge about the School Home Science content from standards VI to XII;
- understand the aims and objectives of teaching Home Science;
- acquire effective teaching skills and develop competency in structuring lesson and unit plans.
- know the principles underlying home science curriculum;
- realise the significance of teaching learning materials in Home Science teaching;
- comprehend the strategies of teaching Home Science.
- gain knowledge on the diversified needs of the learners:
- plan classroom management in Home Science:
- use various tools for evaluation of Home Science.

UNIT- I: SENSITIZING THE SCHOOL CURRICULUM
Analysis of the Content course content of Standard VI to VIII (Tamil, English, Mathematics, Science and Social Science) Text Books prescribed by Government of Tamil Nadu and course of content Standard XI to XII for PG Home science Text Books prescribed by the Government of Tamil Nadu.

UNIT – II: AIMS, OBJECTIVES AND VALUES OF TEACHING HOME SCIENCE
General and Specific aims of Teaching Home Science - Revised Bloom’s Taxonomy, Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domain; Values of Teaching Home Science: Social, Economic, Cultural, Moral, Philosophical, Political, Intellectual and Vocational.
Unit – III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE - TEACHING PROGRAMME

Micro Teaching: Meaning, Concept, Principles and Phases of Microteaching - Developing the Skills: Introducing a Lesson, Explaining, Probing Questioning, Stimulus Variation, Reinforcement, Achieving Closure, Use of Teaching Aids, and Blackboard Usage - Link lesson: Definition, Need for Link Lesson in Micro Teaching Programme - Macro Teaching: Unit plan, Year Plan and Daily Plan, Need and Importance of Lesson Plan, Objectives based teaching, Steps in lesson plan - Organization of Practice – Teaching Programme for B.Ed., Student-teachers - Role of the Supervisor; Role of the Principal and the Academic Staff in the conduct of Practice -teaching programme - General Teaching Competence Scale, Self-Appraisal Scale, Guidelines for Peer Observation and Framework of Evaluation.

Unit – IV: INTEGRATION AND ORGANIZATION OF HOME SCIENCE CURRICULUM

Principles of curriculum development, selection of content and organization of subject matter of Home Science curriculum in senior secondary education.

Unit – V: DEVELOPMENT OF TEACHING LEARNING MATERIALS FOR TEACHING HOME SCIENCE


Unit – VI: STRATEGIES OF TEACHING HOME SCIENCE

Scientific methods: Observation, enquiry, hypothesis, experimentation, data collection, generalization. Inductive and Deductive procedures-Lecture cum discussion method-

Unit – VII: ISSUES IN TEACHING AND LEARNING

Unit – VIII: DIVERSIFIED NEEDS OF THE LEARNERS
Interest and attitude of students toward learning home science – Difficulties in learning home science – slow learners and gifted learners – Remedial and enrichment programmes.

Unit – IX: CLASSROOM MANAGEMENT

Unit – X: EVALUATION IN HOME SCIENCE
SUGGESTED ACTIVITIES:

1. Prepare a Journal Reflecting on the Text books from VI to XII standards.
2. Plan of equipments for home science lab in schools.
3. Demonstration of teaching skills (Micro teaching).
4. Analysis of the Strength and weakness of traditional and modern methods of teaching.
5. Writing of module for home science class.
6. List out the classroom management skills.
7. Preparation of radio and TV lessons.
10. Identifying and Cataloguing of three web-sites related to the state board home science Curriculum.
11. Preparation and use of teaching and learning materials related to home science.
12. Construction of Achievement Test to home science.

SUGGESTED READINGS:

Archana Satarkar. *Food science and nutrition*. Jaipur. ABD Publisher.
COURSE CODE: FCPSS

PEDAGOGY OF SOCIAL SCIENCE - PART I

OBJECTIVES

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

- acquire knowledge about the school Social Science text books from VI to XII;
- understand the aims and objectives of teaching Social Science;
- develop effective teaching skills;
- adopt the different teaching-learning strategies;
- analyse and develop appropriate methods to deal with controversial issues in Social Science;
- know the principles underlying Social Science curriculum;
- plan the classroom management;
- realise the implications of teaching learning materials;
- identify the diversified needs of students and develop suitable programmes and;
- use of various tools of evaluation.

UNIT- I: SENSITIZING THE SCHOOL CURRICULUM

Analysis of the Content course of Standard VI to VIII (Tamil, English, Mathematics, Science and Social Science) Text Books prescribed by Government of Tamil Nadu and Content course of Standard (IX to X for UG and XI to XII for PG) Social Science Text Books prescribed by the Government of Tamil Nadu.
UNIT – II: AIMS, OBJECTIVES AND VALUES OF TEACHING SOCIAL SCIENCE

General and Specific aims of Teaching Social Science- Revised Blooms Taxonomy, Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domain; Values of Teaching Social Science: Social, Economic, Cultural, Disciplinary, Moral, Philosophical, Political, Intellectual and Vocational.

Unit – III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE - TEACHING PROGRAMME


Unit – IV: INTEGRATION AND ORGANIZATION OF SOCIAL SCIENCE CURRICULUM

Unit – V: DEVELOPMENT OF TEACHING LEARNING MATERIALS FOR TEACHING SOCIAL SCIENCE

Teaching Learning Materials: Significance and principles of using teaching learning materials in Social Science – Classification of Teaching Learning Materials: Edger Dale’s cone of experience – Audio aids, Audio visual aids, Graphic aids, 3D aids, Display boards and arbitrary aids.

Unit – VI: STRATEGIES OF TEACHING SOCIAL SCIENCE


Unit – VII: ISSUES IN TEACHING AND LEARNING SOCIAL SCIENCE


Unit – VIII: DIVERSIFIED NEEDS OF THE LEARNERS

Interest and attitude of students toward learning Social Science – Difficulties in learning Social Science – slow learners and gifted learners – Remedial and enrichment programmes.

Unit – IX: CLASSROOM MANAGEMENT

Unit – X: EVALUATION IN SOCIAL SCIENCE

Different types of tests in Social Sciences: Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation - Construction of Achievement Test –Online test- Continuous and Comprehensive Evaluation - Formative and Summative Evaluation - Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Quartile deviation, Standard Deviation, Rank Order Correlation Coefficient Method and Karl Pearson’s product moment method - Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.

SUGGESTED ACTIVITIES

1. Preparing Journal Reflective on the Text books from VI to XII standard
2. Demonstration of teaching skills (micro teaching)
3. Analysis of the strength and weakness of traditional and modern methods of teaching
4. Writing of module for Social Science class.
5. List out the classroom management skills.
6. Visiting the historical, geographical places and monument.
8. Preparation and use of Power Point
9. Identification and Cataloguing of three web-sites related to the state board Social Science Curriculum
11. Construction of Achievement Test to Social Science.
SUGGESTED READINGS:


Mofatt, Maurice, P. *Social Studies instruction*. New York: Prentice Hall.


COURSE CODE: FCPAL

ASSESSMENT OF LEARNING

Objectives:

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

- understand the basic concepts of Test, Assessment and Evaluation;
- acquire the knowledge of commonly used Tests in schools;
- understand the purpose of Diagnostic Test;
- develop Teaching Competency Assessment Scale;
- develop knowledge on Continuous and Comprehensive Evaluation;
- understand the Tools of Evaluation;
- understand the process of Standardization of Tests;
- identity the various types of Intelligence Tests;
- understand the various types of Personality, Aptitude and Interest Tests;
- understand the various aspects of Curriculum Evaluation;

COURSE CONTENT

UNIT I: BASICS OF MEASUREMENT AND EVALUATION


UNIT II: COMMONLY USED TESTS IN SCHOOLS


UNIT III: DIAGNOSIS RELATED TO ACHIEVEMENT

Meaning and Importance of Educational Diagnosis - Purpose and use of Diagnostic Tests - Diagnostic Evaluation Versus Summative and Formative Evaluation. Steps involved in the Diagnosis and Remediation of Learning difficulties - Areas and Content of Diagnostic Testing - Achievement tests versus Diagnostic Tests.

UNIT IV: RATING SCALE

Meaning and Definition of Rating Scale - Construction of Rating Scale - Teaching Competency Assessment Scale.

UNIT V: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

Unit VI: TOOLS OF EVALUATION

Rating scale, Check list, Anecdotal records, Socio-Metric Technique, Interview, Opinionnaire, Questionnaire, Schedule, Attitude Scale, Test and Inventory - Use of test data: placement, promotion, grouping, diagnosis and remediation – Self reporting Techniques - Reflection as assessment technique for learning.

UNIT VII: TEST CONSTRUCTION AND STANDARDIZATION


Unit VIII: INTELLIGENCE TESTS

Construction and Standardization of the Psychological Tests, Intelligence - its nature - Theories - Spearman, Thorndike, Thurstone and Guilford. Types of Intelligence Test - their functions and uses.

UNIT IX: ASSESSMENT OF PERSONALITY, APTITUDE AND INTEREST


UNIT X: CURRICULUM EVALUATION

SUGGESTED ACTIVITIES

1. Plan and construct an achievement test in one of the Pedagogy Subjects.
2. Prepare a report by undertaking question papers of previous year public examination of any three school subjects.
3. Administer an intelligence test on students of any class and interpret the results.
4. Survey the continuous and comprehensive assessment practices followed in schools and prepare a report.
5. Prepare the Teaching Competency Assessment Scale.

SUGGESTED READINGS


Nail, V.H. (1965) Introduction to Educational Measurement, Boston, Hoaghton Mifflin Co.,


Stodola Quentin & Stordhal Kalmer, (1972), Basic Educational Tests and Measurement; New Delhi; Thomson Press (India Limited).


COURSE CODE: FEPCY

YOGA, HEALTH AND PHYSICAL EDUCATION

OBJECTIVES:

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

- define the concept of Yoga;
- classify the sanas and Pranayama;
- understand the meaning and significance of Pranayama, mudra, kriyas and meditation;
- comprehend the aims and objectives of Health Education;
- appreciate the important of food and nutrition;
- list out the communicable diseases and life style disorders;
- explain the Physical Education concepts and its scope;
- practice the various physical exercises;
- write lesson plans; for various games and appreciate the methods of teaching;
- acquire skills to organise and conduct sports in schools.

UNIT – I: INTRODUCTION TO YOGA

Meaning, Concept and Historical Development of Yoga – Misconception about Yoga - Aims and objectives - Eight limbs of yoga - Guidelines for practicing yoga - Benefits of yoga – Physiological, Psychological, Therapeutic and Physical.

UNIT – II: ASANAS

Surya namaskar: Meaning, Twelve stages of Surya namaskar, Benefits, Preventive and curative effects of asanas.

UNIT III: PRANAYAMA, MUDRA, KRIYAS AND MEDITATION


UNIT IV: HEALTH EDUCATION


UNIT V: FOOD AND NUTRITION


UNIT VI: COMMUNICABLE DISEASES AND LIFE STYLE DISORDER

UNIT – VII: INTRODUCTION TO PHYSICAL EDUCATION

Concept and Meaning, Definition - Aims and Objectives of Physical Education - Scope, Need and Importance of Physical Education - Physical Fitness: Meaning, Definition, and Health related components of Physical fitness: Muscular Strength, Muscular Endurance, Flexibility, Cardio – respiratory endurance and Body composition, benefits of Physical fitness.

UNIT – VIII: PHYSICAL EXERCISE

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

UNIT – IX: RULES OF GAMES AND SPORTS, LESSON PLAN AND METHODS OF TEACHING


UNIT – X: ORGANISING COMPETITIONS

SUGGESTED ACTIVITIES:

1. Sit in a meditative posture and meditate for 30 minutes. Record your experiences in a brief manner.
2. Visit any one school and conduct on interview with the students about their participation in games and sports.
3. Prepare an album on some communicable diseases in your locality and suggest solutions for the same.
4. Plan a state level sports and cultural meet and prepare a programme list.
5. Visit one or more schools, ask the Physical Director about the concept of Physical stamina and fitness; Compare and contrast their concept with that of Yogic concept and its relevance to the present day scenario.

SUGGESTED READING:


SUGGESTED WEB READING:


COURSE CODE: FEPCE

ENVIRONMENTAL EDUCATION

OBJECTIVES:

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

- realise the importance of environmental education;
- list out the natural resources and its associated problems and solutions;
- understand the impact of different types of pollution and its management;
- appreciate the policies and programmes initiated to protect the environment;
- narrate the environmental movements in India;
- appreciate the international initiatives to protect the environment;
- realise the importance of management and protection of the environment;
- understand the status of environmental education in the school curriculum;
- understand the impact of science and technology on the environment; and
- adopt the environmental ethics in day-to-day life.

UNIT I - Environmental Education


UNIT II - Natural Resources, Problems and Solutions


UNIT III - Environmental Pollution, Hazards and Disaster Management

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

UNIT IV - Environmental Problems, Policies and Programmes


Unit 5 - Environmental Movements and Sustainable Development in India


Unit 6 - International Efforts for Environmental Protection


Unit 7 - Management and Protection of Environment


Unit 8 - Environmental Education in the School Curriculum

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

Unit 9 - Impact of Science and Technology on the Environment

Unit 10 - Environmental Ethics


SUGGESTED ACTIVITIES:

1. Identify and prepare a brief note on any 10 plants in and around your institution and write a brief report on them.
2. Suggest the means and methods for a clean and safe environment.
3. Prepare a time-line chart on the environmental policies and programmes of India.
4. Prepare a scrap book on issues related to the environment.
5. Prepare a case study report on the effects of pollution.

SUGGESTED READINGS:


**SUGGESTED WEB READING:**

22. [http://www.epa.gov/sustainability/basicinfo.htm](http://www.epa.gov/sustainability/basicinfo.htm)
24. [http://indiatoday.intoday.in/story/10+most+powerful+movements/1/22812.html](http://indiatoday.intoday.in/story/10+most+powerful+movements/1/22812.html)
25. [www.unesco.org/shs/ethics](http://www.unesco.org/shs/ethics)
30. [http://wwf.panda.org/about_our_earth/blue_planet/problems/pollution](http://wwf.panda.org/about_our_earth/blue_planet/problems/pollution)
COURSE CODE : FEPCI

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

OBJECTIVES:

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

- understand the concept of Information and Communication Technology;
- acquire knowledge about new horizons in ICT;
- comprehend the theory of communication;
- appreciate enriched learning expenses using ICT;
- comprehend the role played by ICT in Education;
- attain the knowledge of internet and its applications;
- appreciate the use of multimedia and web content for teaching learning;
- use ICT in educational institutions;
- organize and learn through ICT;
- analyse the role of ICT in Evaluation

Unit – I: INFORMATION AND COMMUNICATION TECHNOLOGY

ICT: Concept, Objectives, Need and Importance of ICT - Characteristics and Scope of Information and Communication Technology.

Unit – II: NEW HORIZONS IN ICT

Recent trends in the area of ICT - Interactive Video-Interactive White Board- video-conferencing –M-learning, Social Media- Community Radio: Gyan Darshan, Gyanvani, Sakshat Portal, e-Gyankosh, Blog, MOOC, Whatsapp, Facebook, Twitter etc.-Recent experiments in the third world countries and pointers for India with reference to Education.

Unit – III: COMMUNICATION AND INTERACTION
Communication - Concept, Elements, Process, Barriers and nature - Types of classroom communication-verbal, non-verbal classroom communication- its barriers and solutions.

**Unit – IV: ICT ENRICHED LEARNING EXPERIENCES**

Application of ICT for Enriching Classroom Experiences – Application and use of Multimedia Educational Software for Classroom situations – Use of Internet based media for teaching and learning enrichment – Project based learning using computers, Internet and Activities – Collaborative learning using group discussion, projects, field visits, blogs, etc.

**Unit - V: ICT IN EDUCATION**

E-learning: Meaning, Advantages and Disadvantages – Open Educational Resources: Concept and Significance - Internet and Education, Critical Issues in Internet usage – Authenticity, Addiction, Plagiarism, Ethical and Legal Standards.

**Unit VI: INTERNET AND ITS APPLICATIONS**

Introduction - History of the internet- Understanding WWW- Web browsers - Favourites and bookmarks - Kinds of information available - Parts of internet, searching the net, researching on the net.

**Unit -VII: CONCEPT, CHARACTERISTICS OF MULTI - MEDIA TECHNOLOGY AND INNOVATIONS IN TEACHING AND LEARNING**

Concept and Characteristics of Multi-media Technology - Multi-media packages in teacher training - Multi-media laboratory - need for multi-media laboratories in India - functions of multimedia laboratory - setting up of multi-media laboratory in class rooms - Personalized System of Instruction(PSI) - Meaning and concept, origin and growth of PSI- Current status and Research on PSI - problems involved in using PSI in India - Learner Controlled Instruction (LCI), Meaning and Concept of LCI - Advantages and Limitations of LCI.
Unit – VIII: ICT IN EDUCATIONAL INSTITUTIONS


Unit- IX: ORGANIZING AND LEARNING THROUGH ICT

Digital Story Telling - Combining media to tell a story – Scripting; Creating Photo essays and video documentation as a source of information and a learning process - Framework for Creation of Learning resources- Concept mapping - Developing a topic for a class room - Learning outcomes - Activity based learning.

Unit – X: ICT IN EVALUATION

ICT in Evaluation – Purposes and Techniques of Evaluation - Scope of ICT in evaluation - Data analysis; look at data, read and make meaning – Graphs - Exploring Sources of data - Evaluation of Data – Communicating data and data analysis.

SUGGESTED ACTIVITIES:

- Use various social networks in teaching and learning and report their effectiveness on learning of the students.
- Prepare a communication module on any one topic and analyse its effectiveness for student learning.
- Prepare a multimedia package on any one topic to enrich the teaching - learning process.
- Submit a report on critical issues in utilization of internet among learners.
- Organize a seminar on the impact of ICT in Educational institutions.
- Prepare various types of graph highlighting the performance of students.
SUGGESTED READING:


