



**தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்**  
**TAMILNADU TEACHERS EDUCATION UNIVERSITY**

(Established under Tamil Nadu Act 33 of 2008)

Chennai - 600 005.

Regulations and Syllabus  
for the

**Degree of**  
**Bachelor of Education (B.Ed.)**

**from the academic year 2013 - 2014**





## TAMIL NADU TEACHERS EDUCATION UNIVERSITY

### About the University

The Tamil Nadu Teachers Education University is one of the State Universities have been established by Act No.33 of 2008 by the Government of Tamil Nadu for promoting excellence in Teacher Education. This University is unique in nature relatively to that of other Universities since its assignment is to promote Excellence in Teacher Education and produce dynamic and smart teacher products for the benefit of Society and the Nation at large. This is an unique vision of the Government of Tamil Nadu. Without brilliant and dynamic teachers, the dissemination of knowledge in various fields of study is not possible. This is the only State University established for Teacher Education for the entire country. It is such a divine task and it is really proud that the University has to affiliate and monitor all the colleges of education including Government, Government Aided and Self-Financing Colleges in the whole of the Tamil Nadu. Presently 670 colleges of education all over the Tamil Nadu are affiliated to this University. His Excellency, the Governor of Tamilnadu will be the Chancellor and Minister for Higher Education will be the Pro-Chancellor of this University. The University strive hard to utilise the talented youth for teaching profession as one of the objectives of Vision 2023, document of the Government of Tamilnadu.

### **Vision**

The unique vision of Tamil Nadu Teachers Education University is to promote excellence in teacher education for the benefit of Students, Society, Nation and Mankind at large.

The University's vision is also to accomplish the ideal of Dr.S.Radhakrishnan, second President of India that the "Education should be imparted with a view to the type of society that we wish to build. We are working for a modern democracy built on the values of human dignity and equality. These are only ideals: we should make them living forces. Our vision of the future should include these great principles."

### **Mission**

The Mission of the University as per the Act is to produce brilliant, intelligent and dynamic teachers for the benefit of one and all. The teachers so produced will learn, realize and teach in accordance with the motto of the University "ஓதி உணர்ந்து பிறர்க்கு உரை".

In consonance with the motto of the University it is taking various efforts to improve the standard of teacher education to an international level.

**VICE-CHANCELLOR**

<b>S.No.</b>	<b>Content</b>	<b>Page No.</b>
<b>1.</b>	<b>REGULATIONS</b>	
	1. Eligibility for admission to the course	8
	2. Duration of the B.Ed course	11
	3. Programme content	11
	4. Medium of Instruction	23
	5. Attendance	24
	6. Examinations	24
	7. Written examination	25
	8. Practical examination	26
<b>2.</b>	<b>CORE COURSES</b>	
	1. Education in the Emerging Indian Society	32
	2. Psychology of Learning and Human Development	36
	3. Educational Innovations Curriculum Development	41
<b>3.</b>	<b>ELECTIVE COURSES</b>	
	1. Teaching of Early Childhood Education	46
	2. Human Rights Education	49
	3. Peace and Value Education	53
	4. Environmental Education	58

	5. Guidance and Counselling	62
	6. Perspectives in Special Education	66
	7. Computers in Education	69
	8. Educational Administration and Management	73
	9. Pre-primary Education	77
	10. Physical and Health Education	81
	11. Library and Information Resource Management	85
	12. Safety and Disaster management Education in schools	88
	13. Professional Course for Teacher Proficiency	91
<b>4.</b>	<b>OPTIONAL COURSES (FOR GRADUATES)</b>	
	1. தமிழ் கற்பித்தலில் புதுமைகள்	96
	2. பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல்	99
	3. Innovations in the Teaching of English	103
	4. Content and Methods of Teaching English	108
	5. Innovations in the Teaching of Urdu	114
	6. Content and Methods of Teaching Urdu	121
	7. Content and Methods of Teaching Mathematics	138
	8. Content and Methods of Teaching Physical Science	143
	9. Content and Methods of Teaching Biological Science	147

	10. Content and Methods of Teaching History	151
	11. Content and Methods of Teaching Geography	158
	12. Content and Methods of Teaching Computer Science	279
<b>5.</b>	<b>OPTIONAL COURSES (FOR POST GRADUATES)</b>	
	1. தமிழ் கற்பித்தலில் புதுமைகள்	164
	2. பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல் (மேல்நிலைபள்ளிக் கல்வி நிலை)	167
	3. Innovations in the Teaching of English	171
	4. Content and methods of Teaching English (Hr. Sec. Level)	176
	5. Innovations in the Teaching of Urdu	182
	6. Content and methods of Teaching Urdu (Hr. Sec. Level)	188
	7. Innovations in the Teaching of Mathematics	206
	8. Content and Methods of Teaching Mathematics (Hr. Sec. Level)	210
	9. Innovations in the Teaching of Physical Science	215
	10. Content and Methods of Teaching Physical Science (Hr. Sec. Level)	219
	11. Innovations in the Teaching of Biological Science	223
	12. Content and Methods of Teaching Biological Science (Hr. Sec. Level)	226
	13. Innovations in the Teaching of History	230

	14. Content and Methods of Teaching History (Hr. Sec. Level)	235
	15. Innovations in the Teaching of Geography	242
	16. Content and Methods of Teaching Geography (Hr. Sec. Level)	247
	17. Innovations in the Teaching of Home Science	252
	18. Content and Methods of Teaching Home Science (Hr. Sec. Level)	255
	19. Innovations in the Teaching of Commerce and Accountancy	258
	20. Content and Methods of Teaching Commerce and Accountancy (Hr. Sec. Level)	262
	21. Innovations in the Teaching of Economics	266
	22. Content and Methods of Teaching Economics (Hr. Sec. Level)	270
	23. Innovations in the Teaching of Computer Science	275
	24. Content and Methods of Teaching Computer Science (Hr. Sec. Level)	279
	25. Innovations in the Teaching of Social Science	284
	26. Content and Methods of Teaching Social Science (Hr. Sec. Level)	287

**தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்**  
**TAMILNADU TEACHERS EDUCATION UNIVERSITY**  
**DEGREE OF BACHELOR OF EDUCATION (B.Ed)**  
**(FOR THE PROGRAMME IN COLLEGES OF EDUCATION -**  
**FULL - TIME AND REGULAR PRE-SERVICE TEACHER**  
**EDUCATION)**  
**REGULATIONS**

**(With effect from the academic year 2013-2014)**

**1. ELIGIBILITY FOR ADMISSION TO THE COURSE:**

A candidate shall be eligible for admission to the course leading to the Degree of Bachelor of Education (B.Ed ) provided:

(i) The candidates who had undergone 10+2+3 (15) or 11+1+3 (15) pattern of study and passed the X and XII examinations conducted by the respective State Board or CBSE or any other recognized Board of Education/Examination and UG Degree examination of the UGC approved Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary/Higher Secondary Education level or its equivalent as it is decided by the Equivalence Committee appointed by Government of Tamilnadu from time to time.

(ii) The candidates who have passed the UG or PG degree in Open University System without qualifying in 11 years SSLC examination and 1 year of Pre-University Course (PUC) examination or 10+2 pattern of school education examination shall not be considered for admission.

(iii) However, the candidates not qualified in XII examination or PUC but possessing Two Years Bachelor Preparatory Programme Certificate / Two Years



Foundation Course Certificate/Two Years Diploma Course conducted by State Government/recognized Universities and qualified with three years UG Degree course are also considered to be eligible for admission.

(iv) The candidates who have studied more than one main subject in Part III (under Double/Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied for that Optional only. In such cases, marks obtained by the candidates in Two/Three major subjects shall be taken into account to arrive percentage of marks stipulated in item (viii).

(v) The candidates who have passed under Double Degree/Additional Degree Programme with less than three years of duration are not eligible for admission.

(vi) The candidates who have qualified in PG Degree (5 year integrated course) under 10+2+5 or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary/allied subjects alone) of the course alone shall be taken into account for admission.

(vii) The candidates with the following marks(which is subject to the decision of Government of Tamilnadu from time to time) in the Bachelor's Degree are eligible for admission to the course other than subjects like Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture for which PG qualification is mandatory.

Community / Category	Minimum Marks
OC	50%
BC	45%
MBC/DNC	43%
SC/ST	40%

**Note:** (a) Marks obtained by the candidates in U.G. degree course Part III Major and Allied including Practicals (other than Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) alone shall be taken into account to arrive at the percentage of marks mentioned above.

(b) Marks obtained by the candidates in PG degree (other than Economics, Commerce, Home Science Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) shall not be considered for admission.

(c) Rounding off of marks to the next higher integer will not be permitted.

(viii) Candidates who have passed PG Degree in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture without undergoing 10+2+3 or 11+1+3 pattern of education shall not be considered for admission.

(ix) In the case of Physically or Visually Challenged candidates, a minimum pass in the degree is enough.

(x) Post graduate candidates in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture with 50% (irrespective of their UG mark) of marks in PG Degree or in the interdisciplinary subjects which are being declared equivalent by the respective University/ Equivalence Committee can apply.

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

## 2. DURATION OF THE B.Ed COURSE:

The course of study shall be for duration of one academic year consisting of 200 working days/Curriculum transaction days of 1200 hours (6 days per week @ 6 hours per day) excluding admission and examination days. The 200 working days will include 148 curriculum transaction days, 40 teaching practice days, 7 revision examination days and 5 days as study holidays

## 3. PROGRAMME CONTENT

The programme will consist of a theory component and a practicum component.

### THEORY COMPONENT

Theory Component consists of three Core Courses, one Elective Course and two Optional Courses with the following descriptions.

L - Lecture; T - Tutorial; P - Practical / Project work

Sl. No.	Courses	L	T	P	Total Hours
<b>I.</b>	<b>Core Courses</b>				
1.	Education in the Emerging Indian Society	60	20	20	100
2.	Psychology of Learning and Human Development	60	20	20	100
3.	Educational Innovations and Curriculum Development	60	20	20	100

<b>Sl. No.</b>	<b>Courses</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
<b>II.</b>	<b>Elective Course</b>	45	15	15	75
<b>III.</b>	<b>Optional Courses</b>				
1.	Optional I	60	20	20	100
2.	Optional II	60	20	20	100
<b>IV.</b>	<b>General</b>				
1.	Life Skills Course	5	-	5	10
2.	First Aid	5	-	5	10
3.	Moral and Value Education	5	-	-	5
	<b>Total for Theory Component</b>	<b>360</b>	<b>115</b>	<b>125</b>	<b>600</b>

## **DETAILS OF COURSES INCLUDED IN THEORY COMPONENT**

### **(I) CORE COURSES**

1. Education in the Emerging Indian Society
2. Psychology of Learning and Human Development
3. Educational Innovations and Curriculum Development

### **(II) ELECTIVE COURSE**

Each college will offer minimum of any FOUR elective courses from the list given below. A student shall choose any ONE of the elective courses offered by the respective college.

1. Early Childhood Education
2. Human Rights Education
3. Peace and Value Education
4. Environmental Education
5. Guidance and Counselling
6. Perspectives in Special Education
7. Computers in Education

8. Educational Administration and Management
9. Pre-primary Education
10. Physical and Health Education
11. Library and Information Resource Management
12. Safety and Disaster Management Education in Schools
13. Professional Course for Teacher Proficiency

**Note :**

For all the Elective courses opted by the students the concerned institution should conduct MINIMUM OF FIVE subject specific field based activities for each elective course during the course of study.

**(III) OPTIONAL COURSES**

Each undergraduate has to study 1st optional course based on their parent disciplines teaching methodologies. The 2nd optional course should be English / Tamil / Urdu.

However, in the case of English (B.A. and M.A. English literature), Tamil (B.A, B.Lit. & M.A. Tamil Literature) and Urdu (B.A. and M.A. Urdu) candidates, their optional I will be Innovations in Teaching English / Tamil and optional II will be Content and methods of Teaching English / Tamil / Urdu. Post Graduate candidate has to study Optional - I and Optional -II papers based on their major subjects in PG only.

**EXPLANTARY NOTE**

Degree	Major Subject	Optional subject -I	Optional subject -II
B.Litt	Tamil or its Equivalent	தமிழ் கற்பித்தலில் புதுமைகள்	பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல்
B.A.	Tamil or its Equivalent	தமிழ் கற்பித்தலில் புதுமைகள்	பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல்
M.A.	Tamil or its Equivalent	தமிழ் கற்பித்தலில் புதுமைகள்	பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல்

B.A.	Urdu or its Equivalent	Innovations in the Teaching of Urdu	Content and Methods of Teaching Urdu
M.A.	Urdu or its Equivalent	Innovations in the Teaching of Urdu	Content and Methods of Teaching Urdu
B.A.	English or its Equivalent	Innovations in the Teaching of English	Content and Methods of Teaching English
M.A.	English or its Equivalent	Innovations in the Teaching of English	Content and Methods of Teaching English
B.Sc	Mathematics or its Equivalent	Content and Methods of Teaching Mathematics	Content and Methods of Teaching English
			Content and Methods of Teaching Tamil
M.Sc	Mathematics or its Equivalent	Innovations in the Teaching of Mathematics	Content and Methods of Teaching Mathematics (H.S. Level)
B.Sc	Physics or its Equivalent	Content and Methods of Teaching Physical Science	Content and Methods of Teaching English
			Content and Methods of Teaching Tamil
M.Sc	Physics or its Equivalent	Innovations in the Teaching of Physical Science	Content and Methods of Teaching Physical Science (H.S. Level)
B.Sc	Chemistry or its Equivalent	Content and Methods of Teaching Physical Science	Content and Methods of Teaching English
			Content and Methods of Teaching of Tamil
M.Sc	Chemistry or its Equivalent	Innovations in the Teaching of Physical Science	Content and Methods of Teaching Physical Science (H.S. Level)

B.Sc	Botany or its Equivalent	Content and Methods of Teaching Biological Science	Content and Methods of Teaching English
			Content and Methods of Teaching Tamil
M.Sc	Botany or its Equivalent	Innovations in the Teaching of Biological Science	Content and Methods of Teaching Biological Science (H.S. Level)
B.Sc	Zoology or its Equivalent	Content and Methods of Teaching Biological Science Paper I	Content and Methods of Teaching English
			Content and Methods of Teaching Tamil
M.Sc	Zoology or its Equivalent	Innovations in the Teaching of Biological Science	Content and Methods of Teaching Biological Science (H.S. Level)
B.Sc	Computer Science or its Equivalent	Content and Methods of Teaching Computer Science	Content and Methods of Teaching English
			Content and Methods of Teaching Tamil
M.Sc	Computer Science or its Equivalent	Innovations in the Teaching of Computer Science	Content and Methods of Teaching Computer Science (H.S. Level)
B.A	History or its equivalent	Content and Methods of Teaching History	Content and Methods of Teaching English
			Content and Methods of Teaching Tamil
M.A	History or its equivalent	Innovations in the Teaching of History	Content and Methods of Teaching History (H.S. Level)

B.A.	Geography or its equivalent	Content and Methods of Teaching Geography	Content and Methods of Teaching English
			Content and Methods of Teaching Tamil
M.A	Geography or its Equivalent	Innovations in the Teaching of Geography	Content and Methods of Teaching Geography (H.S. Level)
M.A.	Economics or its Equivalent	Innovations in the Teaching of Economics	Content and Methods of Teaching Economics
M.Com	Commerce or its Equivalent	Innovations in the Teaching of Commerce	Content and Methods of Teaching Commerce
M.Sc.	Home Science or its Equivalent	Innovations in the Teaching of Home Science	Content and Methods of Teaching Home Science
M.A.	Political Science/ Sociology, Psychology, Logic, Philosophy, Indian Culture or its Equivalent	Innovations in the Teaching of Social Science	Content and Methods of Teaching Social Science



## WEIGHTAGE GIVEN FOR THEORY COMPONENT

Mark wise weightage given to three Core Courses, two Optional Courses and one Elective Course is given below

Sl.No.	Theory Component	Title of the papers	Maximum Marks (100)	
			Internal Marks	External Marks
<b>I</b>	<b>Core Courses</b>			
1.		Education in the Emerging Indian Society	20	80
2.		Psychology of Learning and Human Development	20	80
3.		Educational Innovations and Curriculum Development	20	80
<b>II.</b>	<b>Elective Course</b>	Any one of the Electives given in the list	20	80
<b>III.</b>	<b>Optional Courses</b>			
1.		Optional I	20	80
2.		Optional II	20	80
<b>IV</b>	<b>General</b>	i) Life Skills Course ii) First Aid iii) Moral and Value Education	Mark wise weightage is not given. It is only for internalizing all the life related skills, First Aid, Moral and Value system	
<b>Total weightage for Theory Component</b>			<b>600</b>	

## COMPONENTS OF INTERNAL ASSESSMENT

S.NO	COMPONENT	MAXIMUM MARKS
1.	<b>TESTS</b> (Aggregate of marks obtained by each candidate in minimum 3 class tests converted into 5)	5
2.	<b>ATTENDANCE</b> (Weightage for Attendance: 85% and above - 5marks 80% to 84% - 4 marks 75% to 79% - 3 marks Less than 75% - No marks)	5
3.	<b>ASSIGNMENTS</b> (Aggregate of marks obtained by each candidate in minimum 2 Assignments converted into 5)	5
4	<b>SEMINAR</b> (Minimum one)	5
	<b>TOTAL</b>	<b>20</b>

## PRACTICUM COMPONENT

The Practicum Component consists of the following activities.

S. No.	Name of the Activity	Name of the Files /Records to be prepared	No of Hrs.
1.	Observation for Optional I	Observation Record Optional I	175
2.	Demonstration for Optional I	Demonstration Record Optional I	
3.	Micro Teaching for Optional I	Micro Teaching Record Optional I	
4.	Practice Teaching for Optional I	Lesson Plan Record-Optional I	
5.	Preparation of Instructional Aids / Materials for Optional I	Instructional Material Record Optional I	

6.	Construction of an achievement test and interpretation of test scores for Optional I	Test and Measurement Record Optional I	25
7.	Observation for Optional II	Observation Record Optional II	175
8.	Demonstration for Optional II	Demonstration Record Optional II	
9.	Micro Teaching for Optional II	Micro Teaching Record optional II	
10.	Practice Teaching for Optional II	Lesson Plan Record optional II	
11.	Instructional Aids/ Materials for Optional II	Instructional Material Record Optional II	
12.	Construction of an achievement test and interpretation of test scores for Optional II	Test and Measurement Record Optional II	25
13.	Application of Educational Technology (Development of Multimedia Package in their Parent discipline)	Educational Technology Record	25
14.	Case Study (Individual student case study)	Case study Record	13
15.	Conducting Psychology Experiments	Psychology Experiments Record	25
16.	Environmental Education Activities	Environmental Education Record	6
17.	Citizenship Training Camp (CT Camp)	CT Camp Record	25
18.	Physical Education	Physical Education Record	14
19.	SUPW	SUPW Record and products	10
20.	School Text Book Review pertaining to Optional I	Text Book Review Record for Optional I	10
<b>Total hourwise Weightage for Practicum Component</b>			<b>528</b>

**a) Description with reference to Practicum Components:**

**Activity No Description**

1. Observation of relevant subject's Senior Teachers classroom teaching before the commencement of internship/teaching practice. (Minimum of 5 curriculum transaction periods/sessions for each optional course)
2. Demonstration by Subject Expert/Teacher Educator (Minimum of one class.
3. Teaching Skills development - Micro Teaching practice for developing 5 teaching skills in each optional.
4. School based internship / teaching practice
  - a. The practice teaching will have to be undergone in any one of the recognized schools approved by State/CBSE/ ICSE/or any other recognized Board for a continuous period of 40 working days inclusive of teaching of both the optionals. Medium of internship /teaching practice may be decided by the Principals of Colleges of Education in consultation with the respective teacher educators based on the communication abilities of student teachers in either English or Tamil.
  - b. All graduates who obtained admission based on their UG mark should undergo Internship/Teaching Practice at upper elementary level classes i.e from Std. VI to VIII for all subjects and at secondary level classes i.e Std. IX and X for the relevant subject studied at the UG level. All Post Graduates in any one of the higher secondary level school subjects should undergo

the internship / Teaching Practice at upper elementary, secondary and higher secondary levels.

- c. However, post graduates in Economics, Commerce and Accountancy, Home Science, Political Science, Sociology, Psychology, Logic, Philosophy and Indian Culture should undergo the internship / teaching practice only at the higher secondary level for their master subject.

### ***Teaching of Optional Course I***

- i) Preparation of lesson plans (20 lesson plans)
- ii) Preparation and use of Educational Software materials based on their teaching lessons (minimum 2 teaching aids for each lesson plan)
- iii) Preparation of Self-learning packages (Based on the principles of Linear programming-minimum of 25 frames)
- iv) Downloading Web resources related to the optional course and evaluating the same.

### ***Teaching of Optional Course II***

- i) Preparation of lesson plans (20 lesson plans)
- ii) Preparation and use of Educational Software materials based on their teaching lessons (minimum 2 teaching aids for each lesson plan)
- iii) Preparation of Self-learning packages (Based on the principles of Branching programming-minimum of 15 frames)
- iv) Downloading Web resources related to the optional course and evaluating the same.

5. Preparation of Instructional Material Record, Preparation and use of AV aids based on Edgar Dale's Cone of Experience.
  6. Construction and Administration of Teacher made Achievement test, analysis and interpretation of test scores.
- 7 to 12. All these activities have to be carried out as above for optional II
13. Integrating Emerging Educational Technologies (Development of Multimedia Package in their Parent discipline only).
  14. Case Study (Individual)
  15. Conducting Psychological Experiments (Any six out of the following). Each student -teacher has to perform any 4 psychology experiments from Group A and 2 psychology experiments from Group B.

**Group A**

**(Related to Adolescence)**

1. Intelligence
2. Learning
3. Transfer of Training
4. Aptitude
5. Adjustment
6. Concept Formation
7. Level of Aspiration
8. Interest
9. Personality Types
10. Attention
11. Creativity
12. Achievement Motivation

**Group B**

**(Related to Childhood)**

1. Distraction of Attention
2. Division of Attention
3. Creativity
4. Piaget's task
5. Non-Verbal Intelligence Test
6. Sociometry
7. Measure of Anger
8. Emotional Stability
9. Moral Values
10. Motivation
11. Span of Attention
12. Motor Skills

16. Environmental Education related activities
17. **Camp** : A 5 day Citizenship Training Camp either inside or outside the campus including night stays which are different from Scout camp/Guides camp/NSS Camp should be organized. All activities conducted in the five day Citizenship Training Camp should help the student teachers to develop civic sense and social skills.
18. Physical Education related activities
19. SUPW: Each Student teacher should acquire experience in the preparation of any five socially useful products which are tangible
20. Text book review: Each Student teacher should review a school text book relevant to the subject of Optional I (Major Based Subject) and prepare a report.

### **Life Skills Course:**

Life Skills Course should consist of experiences related to

- a. Stress Coping Management
- b. Transactional Analysis
- c. Communication Skills Development
- d. Self Awareness and Self Motivation
- e. Positive-thinking
- f. Emotional Intelligence
- g. Time Management
- h. Empowerment

This course should be organized as a bridge course soon after the commencement of the curricular transaction days.

## **4. MEDIUM OF INSTRUCTION**

Each candidate admitted into B.Ed course in any one of the colleges of education affiliated to Tamil Nadu Teachers Education University needs to select the Medium of Instruction either as English or as Tamil (as per the availability of Medium of

Instruction in the College of Education). After the last date of admission, Principals of the Colleges of Education should submit the name list along with the Medium of Instruction opted by each candidate to Tamil Nadu Teachers Education University. In case, if the admitted candidates prefer to change their medium of instruction at a later stage of the course it should be permitted only after obtaining necessary written permission from the Tamil Nadu Teachers Education University, prior to the publication of Nominal Roll. Medium of instruction chosen by the candidate to pursue the B.Ed course will be indicated in the B.Ed course transfer certificate alone. Classroom instruction shall be carried out separately for the different medium of instruction.

## **5. ATTENDANCE**

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

## **6. EXAMINATIONS**

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



## 7. WRITTEN EXAMINATIONS

The written examinations will be conducted by the university after the completion of 200 working days. The written examinations will be held for three Core Courses, one Elective Course and two Optional Courses.

Each theory course question paper will be designed for 3 Hours duration which consists of Section A, Section B and Section C with the number of questions and allotment of marks as described below:

<b>Section</b>	<b>Type of Questions</b>	<b>Marks</b>	<b>Total Marks</b>	<b>Maximum word limit for each answer</b>
A	Very Short Answer Type Questions with open choice (Any Ten Questions out of Twelve Questions)	10 x 2	20	50 words for each question
B	Short Answer Type Questions with open choice (Any Six Questions out of Eight Questions)	6 x 5	30	200 words for each question
C	Essay Type Question with Internal Choice (Two Essay Questions)	2 x 15	30	600 words for each question
	<b>Total Marks</b>		<b>80</b>	

### Passing Minimum for Written Examination

Each candidate should apply for the written examination in the first attempt. A candidate shall be declared to have passed the Written Examination only if he or she secures not less than 50% in aggregate in each of the six courses, with a minimum of 45% in the external examination in each paper. All other candidates shall be deemed

to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again only for those courses in which he/she failed.

### **Revaluation / Retotalling**

A candidate applying for revaluation /retotalling should have secured a minimum of 18 marks and above in the External examination to become eligible for revaluation / retotalling (i.e.minimum of 18 marks which is 50% of 36 marks). Revaluation/ retotalling is permitted for those candidates who appear in the main examination only.

Candidates can apply for either retotalling or revaluation or both to the Tamilnadu Teachers Education University within 10 days after the publication of results by paying necessary fee prescribed by the University.

### **Reappearance for Written Examination**

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

## **8. PRACTICAL EXAMINATION**

Tamil Nadu Teachers Education University will conduct practical examination after the successful completion of 40 working days teaching practice and three months prior to the commencement of written examination. A Panel consisting of three external members (one Convener, one member and one Headmaster/ Headmistress/ Assistant Headmaster/Headmistress serving in schools, situated near by the college concerned) appointed by the University will examine the teaching competency of each candidate and also his/ her practical works, records and instructional materials.

Students should develop and maintain Work Books, Record Note Books and Other Reports of the activities related to all practicum components bearing the following weightage:

<b>Activity No.</b>	<b>Name of the Record to be submitted</b>	<b>Marks allotted</b>
	<b>PART - A</b>	
1.	Teaching Competency for Optional I	80
2.	Lesson Plan Record for Optional I	20
3.	Teaching Competency for Optional II	80
4.	Lesson Plan Record for Optional II	20
	<b>PART - A - Total</b>	<b>200</b>

<b>Activity No.</b>	<b>Name of the Record to be submitted</b>	<b>Marks allotted</b>
	<b>PART -B</b>	
5.	Observation Record for Optional I	05
6.	Demonstration Record for Optional I	05
7.	Micro Teaching Record for Optional I	10
8.	Instructional Material Record for Optional I	15
9.	Test and Measurement Record for Optional I	15
10.	Test Book Review Records pertaining to Optional I	10
11.	Obervation Record for Optional II	05
12.	Demonstration Record for Optional II	05
13.	Micro Teaching Record for Optional II	10
14.	Instructional Material Record for Optional II	15
15.	Test and Measurement Record for Optional II	15

16.	Case study Record	20
17.	Psychology Experiments Record	20
18.	Educational Technology Record	10
19.	Environmental Education Record	10
20.	CT Camp Record	10
21.	Physical Education Record	10
22.	SUPW Record	10
	<b>GROUP B-Total</b>	<b>200</b>

### **Passing Minimum for Practicum Components**

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

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

### **Reappearance for Practicum Component**

Each unsuccessful candidate shall be permitted to reappear for the practicum components examinations within the next three consecutive academic years in the main examinations only.

## **Classification of Successful Candidates**

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

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

### **CLASSIFICATION FOR WRITTEN EXAMINATION**

Percentage of Marks	Classification
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

### **CLASSIFICATION FOR PRACTICUM COMPONENTS**

Percentage of Marks	Classification
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

<b>Marks Secured in Activities GROUP A</b>	<b>Marks Secured in Activities GROUP B</b>	<b>Over all Classification for practicum components</b>
I Class	I Class	I Class
II Class	I Class	II Class
I Class	II Class	II Class
Distinction	I Class	I Class
I Class	Distinction	I Class
Distinction	Distinction	Distinction

## OVERALL CLASSIFICATION

<b>Theory</b>	<b>Practical</b>	<b>Over all</b>
I Class	I Class	I Class
II Class	I Class	II Class
I Class	II Class	II Class
Distinction	I Class	I Class
I Class	Distinction	I Class
Distinction	Distinction	Distinction

# **CORE COURSES**

# **CORE COURSE I**

## **EDUCATION IN THE EMERGING INDIAN SOCIETY**

### **OBJECTIVES:**

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

1. Understand the concept of philosophy and education.
2. Understand the relationship between philosophy and education.
3. Understand the educational thoughts of great thinkers.
4. Understand the relationship between sociology and education.
5. Understand the role of different agencies in education.
6. Understand the issues and challenges in Indian society and educational solutions.
7. Understand the constitutional provisions for education.
8. Understand the role of various statutory bodies of education.
9. Understand the importance of value education.
10. Understand the importance of health and physical education.

### **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.

#### **UNIT VI : 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 grade repetition- 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 VII : 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.

#### **UNIT VIII : 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 IX : 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 X : 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.

## **SUGGESTED REFERENCE BOOKS:**

- Avinashilingam, T. S. (1985). Education speeches of Swami Vivekananda. Chennai: Sri Ramakrishna Math.
- Bhatia, R. L., & Ahuja, B. N. (2008). History of modern Indian education. Delhi: Surjeet Publications.
- Dash, B. N. (2000). Teacher and education in the emerging Indian society. Hyderabad: Neelkamal Publications.
- Delors, J. (1996). Learning: The treasure within - Report to UNESCO of the International Commission on Education for 21st Century.
- Dewey, J. (1916). Democracy and Education. New York: Macmillan Company.
- Gandotra, V., & Patel, S. (2009). Women working condition and efficiency. New Delhi: New Century Publication.
- Gill, S.S. (1998). The pathology of corruption. New Delhi:
- Gupta, V.K. (1996). Education in the emerging Indian society. Jalandhar: New Academic Publishing House.
- Inkles, A., & Smith, D. H. (1940). Becoming modern. London: Heineman Company. Joshi, S. C. (2005). Non formal education. New Delhi: Akansha publication.
- Kard Bole, Cyber Security, John wiley Publication.

- Lakshmi, S (1990). Challenges in Education. New Delhi: Sterling Publication.
- Lal, R. B., & Sinha, G. N. (2008). Development of Indian education and its problem. Meerut: R.Lall Books Depot.
- Mark Menow, Information Security, Pearson Education Publication.
- Mohit Puri, (2012). Great Indian thinkers on education. New Delhi: APH Publishing Corporation.
- Musgrove, F. (1976). The family, education and society. London: Routledge Kegan Paul.
- NCERT. (2005). National curriculum framework. New Delhi: NCERT.
- Patel, M. S. (1953). The Educational philosophy of Mahatma Gandhi. Ahmedabad: Navjeevan Publishing House.
- Pathak, R.P. (2001). Philosophical and sociological perspectives of education. New Delhi: Atlantic Publishers and Distributors.
- Ram Puniyani. (2003). Communal politics: Facts versus myths. New Delhi: Sage Publications.
- Santhanam, S. (2000). Philosophical and sociological foundation of education. Chennai: Vasantha Publication.
- Sarojini, R. (2002). Justice for women. Hyderabad: Sai Srinivasa Printers.
- Sharma, A.P. (2010). Indian and western educational philosophy. New Delhi: Unicorn Books.
- Sharma, R. A. (2008). Development of educational system in India. Meerut: R.Lall Books Depot.
- Sharma, R. N. (2008). Education in the emerging Indian society. Delhi: Surjeet Publications.
- Swami Bodhasarananda. (1940). Letters of Swami Vivekananda. Kolkata: Advita Ashrama.
- Swami Ranganadananda. (1969). Eternal values for a changing Society. Bombay : Bharatiya Vidya Bhavan.
- Syed Harron and Ruchi Sachdev (Ed.) (2012), Teacher in Emerging Indian Society, New Delhi Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Core Paper I (Page 23)
- Tuner, B. (Ed.) (1990). The theories of modernity and post-modernity. London: Sage Publication.
- UNESCO. (1959). Education for international understanding: Examples and suggestion for classroom use. Paris: UNESCO Publication.
- William P. Theswick, Internet Security, Pearson Education Publication.
- World Bank. (1999). Knowledge for development - World Development Report. New York: Oxford University.

**CORE COURSE II**  
**PSYCHOLOGY OF LEARNING AND HUMAN DEVELOPMENT**

**OBJECTIVES:**

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

1. Apply methods of educational psychology for studying problems associated with education.
2. Comprehend and use the knowledge of educational psychology in fulfilling the obligations of a teacher.
3. Explain the basic concepts and principles associated with human development Explain the link between development and learning
4. Applies theories of development in dealing with learning and behavior problems of his / her students.
5. Assess the personality of human beings using selected psychological tools of assessment. Examines the factors influencing her/his personality and that of the fellow trainees
6. The adjustment problems of self, and others .
7. Understands and applies knowledge of Intelligence, motivation, attention, perception, learning theories, theories of memories, and transfer theories and tries to maximize learning in the classroom
8. Identify the mental health problems of children in their practice teaching schools.
9. Studies the child rearing practices followed in her/his neighborhood and examines its impact on their academic achievement, creativity, and general achievement motivation.
10. Apply the principles of guidance and counseling in helping their wards in school.
11. Identify children with learning disabilities viz., dyslexia, autism, slow learners etc and interventions for learning.

**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: 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 4: 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 5: 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 6: 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 7: 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.

## **UNIT 8: 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 9: Mental Health and special children**

**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. Special children: types and characteristics Inclusive Education.

## **UNIT 10: 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 six of the following topics and conduct experiments using appropriate tools and prepare the report

Personality

Intelligence

Memory

Creativity

Motivation

Level of aspiration

Aptitude

Attitude

Interest

Problem solving ability

Concept formation

### **SUGGESTED REFERENCE BOOKS:**

Anastasi, Anne (1989) *Psychology Testing*, Macmillan Publishing Company.NY.

Ausubel David, P and Floyd, G.Robinson (1985). *Educational Psychology*, Holt Rinehart and Winston Inc

Batnagar, A., & Gupta, N. (1999). *Guidance and Counseling*. New Delhi: Vikas Publishing House.

Chauhan S.S., (1988). *Advanced Educational Psychology*, Vikas Publishing House Pvt Ltd. Clifford.

Dunlop, F. (1971). *The Education of Feeling and Emotions*, London: George Allen and Unwin.

Erik Erikson,(1968). *Childhood and Society*, W.W. Norton & Co.NY.

Elizabeth B. (1977) *Developmental Psychology*, Tata McGraw Hill Publishing Company, New Delhi.

Eysenck, H.J. (1997). *Dimensions of personality*. London: Kegan Paul.

- Freeman. F.S. (1969) *Psychological Testing*, Holt, Rinehart, NY.
- Geetha C., Subash C.S., (1998) *How to Understand and Help Adolescents. A Friendlier Approach*, Student publications; New Delhi.
- Goleman D., (1998). *Emotional Intelligence: Why it can matter more than IQ*. Sage publications: New Delhi.
- Guilford, J.P.(1977). *The Nature of Human Intelligence*. McGraw Hill, NY.
- Harry Adler., *Boost Your Creative Intelligence*. Kogan Page India Pvt. Limited: New Delhi.
- Hurlock, Elizabeth B. (1973) *Adolescent Development*, McGraw Hill Book Company, NY. Hurlock, Jerisd, A.T., (1954) *The Psychology of Adolescence*, Macmillan Co., Kakar, S, (1995) *The Indian Psyche*, Oxford University press.
- Kapur, M, (1998). *Mental Health of Indian Children*, Sage Publications, New Delhi.
- Kapur. M, (1999). *Mental Health in Indian Schools*, Sage Publication, New Delhi.
- Kuppuswamy, B. *Advanced Educational Psychology*, Sterling Brothers.
- Malathy Rajagopal, (1999). *Kalviyil Manaviyal*.
- Mangal, S.K. (1981). *Psychological foundations of education*. Ludhiana: Parkash Bros. Nagarajan, (1998) *Educational psychology*.
- Morgan and King, (1978). *Introduction to Psychology*, Tata McGraw Hill Bombay, New Delhi
- Nirmala, J. (2012). *Psychology of Learning and Human Development*. Neel kamal publication Pvt Ltd, New Delhi.
- Quazi Ferdoushi Islam (2012), *Educational Psychology*, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Core Paper II (Page 29)
- Roberts T.B. (Ed) 1970). *Four Psychologies Applied to Education: Freudian, Behavioral, Humanistic, Transpersonal*, NY.
- Roberts, M. W. Travers, (1997) *Educational Psychology*, The Macmillan Co.
- Santhanam, S. (2008) *Kalviyil Manviyal*, Chennai: Shantha press.



## CORE COURSE III

### EDUCATIONAL INNOVATIONS AND CURRICULUM DEVELOPMENT

#### OBJECTIVES:

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

1. acquire knowledge of the terms used in educational innovations and curriculum development
2. understand innovations in schools, teaching-learning process and principles of curriculum development;
3. apply the educational innovations and curriculum development in school practices
4. develop skills in employing and developing new educational innovations and curriculum development;
5. develop interest in the educational innovations and curriculum development techniques; and
6. develop desirable and positive attitude towards educational innovations and curriculum development.
7. Understand the need for promotion of innovations.
8. Understand the experiments conducted in schools.
9. Understand the importance of ICT in education.
10. Understand the need for innovations in evaluation.
11. Application of CCE with specific reference to Formative and summative Assessment.

#### **(A) Educational Innovations**

##### **Unit I : Innovation**

Meaning - Principles - Barriers to promotion of innovation - Suggestions for the promotion of innovation - Generation of innovations - Origin, Specification, Trial-Adaptation and consolidation - Conditions for the emergence of innovation : Institution - Society - Individual - Recommendation of YASHPAL committee report

##### **Unit II : Innovations and Experiments in Schools**

De-schooling - Community School - Alternative School - Non-Graded School - Navodaya School - Sainik School - Initiatives of Government of India : SSA (Sarva Shiksha Abyan), RMSA (Rashtra Madhyamic Shiksha Abhiyam) - Initiatives of State Government : ABL (Activity Based Learning), SALM (Simplified Active Learning Methodlogy), ALM (Active Learning Methodlogy)

- CCE (Continuous and Comprehensive Methodology), ALM (Active Learning Methodology) - CCE (Continuous and comprehensive Evaluation), Trimester Pattern - Welfare schemes for quality enhancement - Virtual School - Mobile School - International Schools - Open School - Distance Learning - Floating University.

### **Unit III: Innovations in Teaching and Learning Process**

Basic concepts of : Play - way Learning - Sensory Training - Joyful Learning - ABL-ALM-MLL (Minimum Levels of Learning) - CLASS (Computer Literacy and Studies in Schools) - Programmed Learning - Teaching Machine - Cybernetics - Models of Teaching - Basic elements with reference to Information processing models of teaching.

### **Unit IV : ICT in Education**

ICT in Education - Web based Education (Virtual) - e-learning - e-tutoring - Computer Assisted Instruction (CAI) - Tele/Video Conferencing - Interactive Video - Multi media - SITE (Satellite Instruction Television Programme) - ETV (Educational Television) - Edusat - Reach the Unreach - e book - Digital Library.

### **Unit V : Innovations in Evaluation**

Evaluation of Students: Continuous and comprehensive evaluation - self evaluation - question bank - open book examination-grading. Evaluation of Teachers: self evaluation-peer evaluation - student evaluation National Testing Service.

## **(B) Curriculum Development**

### **Unit VI: Curriculum**

Curriculum - Its meaning, nature and scope concept of curriculum - Definition Scope - Sequence - Types - Balance in the curriculum - curriculum development - need - Determinants of curriculum - cultural and social changes - Value system.

### **Unit VII: Bases of curriculum**

Philosophical bases of curriculum - Philosophy and Education - Schools of Philosophy and their impact on education - sociological and psychological bases of curriculum - curriculum content - curriculum organization.

### **Unit VIII: Principles of curriculum construction**

Principles of curriculum construction - Recommendations of Education commissions - Curriculum for different stages of Education - curriculum issues in selected instructional fields - Languages - Sciences - Arts.

## **Unit IX : Curriculum Change, Planning and Transaction**

Curriculum Change - need for curriculum change - change strategies - Curriculum Planning - Need - Curriculum Transaction. Strategies of Curriculum Transaction - Role of media and agencies for curriculum change-Curriculum development cell - National Curriculum frame work (2005).

## **Unit X : Curriculum Evaluation**

Curriculum evaluation - evaluation plan - evaluation models - Tyler's evaluation model - Robert E. Stake's model - Stuffle Beam's CIPP model - Hilda Taba's model - Cronback's model - Michael Scriven's Goal free model - Mukhopadhaya's model - Saran's model- Outcome of Curriculum evaluation.

## **SUGGESTED REFERENCE BOOKS**

Aggarwal, J.C (2006). Essentials of educational technology: Teaching and learning. New Delhi: Vikas Publishing House Pvt Ltd.

Aggarwal, J.C (2008). Theory & Principles of Education. UP: Vikas Publishing House Pvt Ltd.

Alberty, B. Harold, Alberty, J. Elsie., Reorganizing the High School Curriculum, Light and Life Publishers, 1962

Curriculum in Transaction-Report on In-country national Training Workshop in curriculum Development, 1978 National Council of Educational Research and Training.

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

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

Goodlad, J.I.(1979) . Curriculum inquiry: The study of curriculum practice. New York: McGraw Hill.

Gwynn, I Minor., Curriculum Principles and Social Trends, 1960.

Krishnamurty, R.C. (2003). Educational technology : Expanding our Vision Delhi : Authors press.

Kumar, K.L. (1996). Educational technology. New Delhi: New Age International Publishers.

Lakshmi. S. (1993) Innovations in Education. New Delhi: Sterling Publisher Private Limited.

- Meenakshisundaram, A (2007), Curriculum: Development, Transaction, Management , Dindigul : Kavyamala Publishers
- Meenakshisundaram, A (2007), Educational Innovations : Management, Evaluation, Technology, Dindigul: Kavyamala Publishers.
- Mrunalini Talla (2012), Curriculum Development : perspectives, principals and issues, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Paper III (Page 34)
- NIEPA. (2003). Globalisation and challenges for education. Delhi. Shipra Publications.
- Packard, N., & Race, P (Ed). (2005). 2000 Tips for Teachers. New Delhi: Kohan Page India Pvt. Ltd.
- Patel, A.S., and Lulla, B.P., Curriculum Improvement in Secondary Education, Centre for Advance study in Education, 1965.
- Pathak, R.P. and Jagdeesh Chaudhary (2012), Educational Technology, New Delhi: Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Core Paper - III (Page 34)
- Ragan, B. William, and Shepherd, D. Gene, Modern Elementary Curriculum, 1971.
- Richards. (2009). Curriculum development in language teaching. London: Cambridge University Press.
- Sambath, K., & Panneerselvam, A. (2006). Introduction to educational technology. New Delhi: Sterling Publishers Private Limited.
- Schaffarzck, J., & Harupson, D.H. (1975).Strategies for curriculum development. Berkeley: McCutchar.
- Taba, H. (1962). Curriculum development : Theory and practice. New York: Harcourt.
- Taylor, P.H., & Richards, C.M.(1979).An introduction to curriculum studies New York: Humanities Press
- Tyler, R.W. (1969). Basic principles of curriculum and instruction. Chicago: University of Press.
- Venkataiah, N. (2008). Curriculum innovations for 2000A.D. New Delhi: APH Publishing corporation.
- West, C. (1992). Instructional design strategies and tactics. NJ: Prentice Hall.

# **ELECTIVE COURSES**

**ELECTIVE COURSE**  
**TEACHING OF EARLY CHILDHOOD EDUCATION**

**OBJECTIVES:**

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

1. enable the student- teacher to develop an awareness about the importance of Early Childhood Education.
2. acquire a sound knowledge about the contributions of various philosophers to the cause of early childhood education.
3. develop an understanding about organizing different types of early childhood education programmes.
4. acquire knowledge about various instructional strategies to teach young children.
5. develop an awareness about the various developmental aspects of children.
6. attain of various skills.
7. develop the ability to deal children with minor/major behavioural disorders.
8. develop various play way methods
9. familiarize with various evaluation techniques to assess the performance of preschool children.
10. assess the performance of preschool children
11. Familiarize with the concept of ABL.

**UNIT I: History of Early Childhood Education in India.**

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

**UNIT II: Contributions of philosophers to pre school education**

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

### **UNIT III: Planning and Organization of pre schools**

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

### **UNIT IV: Growth and development of child**

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

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

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

### **UNIT VI: Curriculum of Early Childhood Education**

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

### **UNIT VII: Instructional strategies, Teacher and Evaluation**

Sense training - Auditory, visual, olfactory, gustatory and tactual - play way method - music - story telling - role playing - field trip - creative activities. Indoor and out door games - corner arrangement - audio visual aids - evaluation of children's competency - report card, personal data sheet - qualities and qualifications of pre-school teacher - Concept of ABL - Its implementation - School Readiness Programme - 'odivilayadu pappa'.

### **UNIT VIII: Parental involvement in pre-school education**

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

## **UNIT IX: play way methods –Evaluation**

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

## **UNIT X: Assessment Techniques**

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

### **SUGGESTED REFERENCE BOOKS:**

- Devadas P. Rajammal. A text book on child development, MC Millan India Ltd. New Delhi - 1984.
- Hurlock, Elizabeth. B. (2001) Child growth and development, Tata McGraw Hill publishing company, New Delhi.
- Kaul Vinetha (2001) Early Childhood Education Programme. National council of Educational Research and Training, New Delhi.
- Lortan, J.W, and Walley, B.L., Introduction to Early Childhood Education. D. Van Nostrand Company, New York, 1979.
- Mohanthy jagannath and Bhagyadhar Mohanthy (2000) Early Childhood care and Education, Deep and Deep Publication, New Delhi.
- Ruth Katherine etal. Early Childhood programmes. New York - 1987.
- Sathe, Shweta and Mehta, Anubha. (1999) You and Your child - Observation, Milestones and Activities, Mumbai.
- Shanmugavelayudham. K. and Bhuvanewari. (2003) M., the ‘must’ for Nursery Education. TN - FORCES
- Swaminathan, Mina. (1995) Playing to Learn. A training manual for Early Childhood Education, M.S. Swaminathan Reasearch Foundation.
- Swaminathan, Mina and Daniel, Prema. Play Activities for Child Development. New Delhi, National Book Trust.



**ELECTIVE COURSE**  
**HUMAN RIGHTS EDUCATION**

**OBJECTIVES:**

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

1. Understand the concept, meaning and theories of human rights.
2. Understand the role of UNO in human rights development
3. Understand the Indian Constitutional provision of human rights
4. Understand the role and functions of international institutions to enforce human rights.
5. Understand the power and functions of various Human right Commissions in India
6. Understand and analyze the issues related to human rights violations with regard to the marginalized sections.
7. Understand the common issues related to Human Rights violations
8. Understand the need for human rights education
9. Select and use the appropriate methods of teaching with respect to human rights education.
10. Understand the role of various agencies in promoting human rights education.
11. Showcase good practices of the State - Casteless Society.

**UNIT I : Historical back ground of Human Rights**

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

**UNIT II : UNO and Human Rights**

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

**UNIT III : Indian Constitution and Human Rights**

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

**UNIT IV : Human Rights and International Organisations**

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

## **UNIT V : Human Rights Commissions in India**

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

## **UNIT VI : Human Rights and Marginalised Sections**

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

## **UNIT VII : Human Rights and Other Issues**

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

## **UNIT – VIII Human Rights Education**

Meaning, Objectives and Principles –Problems and Prospects - Human Rights Education at different levels: Primary, Secondary and Higher Education-Research in Human Rights Education - Good practices of State - Casteless Society.

## **UNIT IX : Methods of Teaching Human Rights**

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

## **UNIT X : Agencies of Human Rights Education**

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

## **SUGGESTED REFERENCE BOOKS:**

Andreopoulos, G. and Pierre, C. (1996). Human rights education: Conceptual and Practical Challenges. Philadelphia: University of Pennsylvania Press.

Bansal, V. K. (1987). Right to life and personal liberty in India. New Delhi: Deep and Deep Publications.

Baxi, U. (1994). In human wrongs and human rights. New Delhi: Har Anand Publications.

Beldon, F. (2003). Rethinking human rights for new millennium. New Delhi: Mac millan Dhand, H. (2000). Teaching human rights: A handbook for teacher educators. Bhopal: Asian Institute of Human Rights Education.

- Bhakry, Savita. (2006). Children in india and their rights. New Delhi: NHRC,
- Chatrath, K. J. S. (1998). Education for human rights and democracy. Shimla: Rashtrapati Niwas.
- Chaudari, A. S. (1990). Chaudhari's constitutional rights and limitations. Allahabad: Law Book Ed.
- Darren, J. (2005). Human rights: An introduction. Singapore: Pearson Education.
- Dev, A., & Dev, I.A. (1996). Human rights: A source book. New Delhi: NCERT.
- Digvijay, N. (2007). Teaching of human rights. New Delhi: Lotus Press.
- Gearty., & Cono. (2006). Can human rights survive? Can human rights survive?. London : Cambridge University Press.
- Gopal, B. (2001). Human rights concern of the future. New Delhi: Gyan Books Pvt. Ltd.
- Gopal, B. (2001). Human rights concern of the future. New Delhi: Gyan Books Pvt.
- Gupta, U. N. (2006). Human rights. New Delhi: Atlantic Publishers & Distributors (p) Ltd.
- Harry, D. (2008). Teaching human rights :A hand book for teacher education. Delhi : Authors
- Jagannath, M. (2005). Teaching of human rights. New Delhi: Deep & Deep Publications (p) Ltd
- Kinnu, G. (2006). An analysis of international legal Regime on Human Trafficking. New Delhi: NHRC.
- Krishna Iyer, V.R. (1990). Human rights and inhuman wrongs. Delhi: B.R. Publication Corporation.
- Macwan, Martin, (2006). Dalit Rights. New Delhi: NHRC.
- Manjot, K. (2008). Teaching of human rights. New Delhi: APH Publishing Corporation.
- Mani V.S., (1998). Human rights in india: An Overview. New Delhi: Institute for the World Congress on Human Rights.
- Mathur, K.M. (1999). Crime, human rights and national security. New Delhi: Gyan Publications.
- Mehta, P.L. and Neena Verma, (1995). Human rights under the Indian constitution. New Delhi: Deep and Deep Publications.
- Micheline, R. I. (2008). The history of human rights: From ancient times to the globalization era. London : Orient Longman Limited.
- Mohit, Anuradha, et al. (2006). Rights of the Disabled. New Delhi: NHRC.
- Naseema, C. (2004), Human Rights Education: Conceptual and Pedagogical Aspects. New Delhi: Kanishka Publishers.

- National Council for Teacher Education, (1996). Human Rights and National Values: Self – Learning Module. New Delhi: NCTE Publication.
- Nirmal, C.J., (1999). Human rights in india. New Delhi: Oxford University Press.
- Pachauri, S.K., (1995). Children and human rights. Delhi: APH Publications.
- Pachauri, S.K. (1999). Women and human rights. Delhi: APH Publications.
- Pal, R.M. (Ed.) (1995). Human rights education. New Delhi: Peoples Union for Democratic Rights.
- Peter, U. (2005). Human rights and development. India: Kumarian Press.
- Sarojini, N.B., et al. (2006). Woman’s Right and Health. New Delhi: NHRC.
- Sharma, R.N (1992). Fundamental rights: Liberty and social order. New Delhi: Deep and Deep Publications. Carlos, S. (1991). Ethics of human rights. London: Oxford University Press.
- Shiman, David et.al (1988). Teaching about human rights. Denever: Centre for Teaching International Relations.
- Smith, Lesley (1988). Dimensions of childhood: A handbook of social education. London: Health Education Authority and UNICEF, U.K.
- Subramanian, S. (1997). Human Rights: International Challenges. New Delhi: Institute of World Congress on Human Rights.
- Tarrow, N.B. (1987). Human Rights and Education. England; Pergamon Press.
- UNESCO (1986). Philosophical Formulations of Human Rights. Paris: UNESCO.
- UNESCO (1984). Violations of Human Rights: Possible Rights of Recourse and Forms of Resistance. Paris: UNESCO.
- UNESCO (1978). Proceedings of the international congress on teaching of human rights. Vienna: UNESCO.
- UNESCO (1993), Human rights teaching: International congress one education of human rights and democracy. Montreal: UNESCO.
- Varsha, C. (2009). Child labour: A socio legal perspective. Delhi: D.K. Agencies (P) Ltd.
- Vijapur, A.P. and Suresh, K. (1999). Perspectives on human rights. New Delhi: Manak Publications.

**ELECTIVE COURSE**  
**PEACE AND VALUE EDUCATION**

**OBJECTIVES :**

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

1. Acquire the knowledge of Nature, concepts, aims and objectives of peace and value education.
2. Develop skill to integrate peace and value education in the present curriculum
3. Understand dimensions of culture of peace
4. Develop the attitude to appreciate the role of peace movement and contributions of world organizations
5. understand the models of Conflict Resolutions
6. Understand indispensable features of character building
7. Appreciate the role of Parents, Teachers, Society, Government etc in fostering values
8. Develop skills to adopt different strategies in peace education
9. Understand some practical approaches to teach peace education
10. Develop attitude in promoting in value education
11. Showcase good practices of the State - Life Skill

**UNIT I : Peace Education**

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

**UNIT II : Integrating Peace Education in the curriculum**

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

**UNIT III : Promoting Culture Of peace**

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

#### **UNIT IV : Education for culture of peace**

- Knowledge, attitude and skills to be developed in the following
- Ecological thinking and respect for life (ages 8-12)
- Tolerance and respect for human rights (ages 11-16)
- Critical thinking and active Non – Violence (age 12+)
- Social Justice and civic responsibility (ages 14+)
- Leadership and global citizenship (ages 16+)

#### **UNIT V : Peace Movement**

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

#### **UNIT VI : Conflict Resolution**

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

## **UNIT VII : Value Education**

- Values: Meaning, definition, concepts - Classification sources of values – socio – cultural tradition Religion and Constitution
- Aims and objectives - status of value education in the curriculum - Need for value Education in global perspective.

## **UNIT VIII : Character Building**

- Truthfulness, self control, trust, honest, integrity, morality, Altruism, social-cultural modernity, Emotional balance – Communication skill – Time and stress management – Interpersonal relationship – team work – sustaining relationships successful living – positive attitudes – overcoming obstacles – Self esteem - Life skills of WHO.

## **UNIT IX : Fostering Values**

- Role of parents, Teachers, society, peer groups, Religion, government - Mass media – voluntary organizations.

## **UNIT X : Approaches and Strategies in Peace and Value Education**

- Approaches – Value inculcation Analysis and clarification
- Strategies – Curricular - co-curricular, personal examples
- Activities – Field Trip, Sports, NSS, NCC, YRC, Scouts etc, Curricular club activities Story telling, Dramatization, Episode writing Identification of values in learning Subject.

## **SUGGESTED REFERENCE BOOKS:**

Aber J.L. Brown., J.L.A. Henrich C.C (1999) Teaching conflict resolution an effective

Adans, D. (Ed). (1997). Unesco and a culture of peace, promoting a global movement. Paris: UNESCO Publication.

Aggarwal, J.C.(2005). Education for values, environment and human rights. New Delhi: Shipra publication.

Babu Muthuja .,Usharani, R & Arun, R.K (2009) Peace and Value Education,New Delhi :Centrum Press.

Balasoorya, A.S.(2001) .A teacher's guide to Peace Education .New Delhi :UNESCO Publication.

Balvinder Kaur (2006) Peace Education New Delhi : Deep& Deep Publications.

- Central Board of Secondary Education – Value Education : A Hand Book for teachers (1997)
- DBNI, NCERT, SLERT Dharma Bharti National Institute of peace and Value education, secunderabad 2002
- Diwaha R.R. and Agarwal M (Ed) Peace Education (Special Issue) Gandhi Marg, New Delhi 1984
- Dr.Kirupa Charles and Arul selvi, Peace and Value Education, Neelkamal Publications Pvt Ltd,2011.
- Galtung Johan., Peace by peaceful Means, sage publication, New Delhi,1996
- Ghose G.N,A text book of value Education, New Delhi, Dominant Publishers and Distributors, 2008
- Ignacimuthu .S – Values for life, Better Yourself Book, Mumbai, 1991.
- Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
- Jagdish chand, Value Education, Anshah publishing House, New Delhi (2007)
- Johan, G.(1996) Peace by Peaceful means .New Delhi :Sage Publication.
- Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
- Kuppusamy B,An Introduction to Social Psychology, Mumbai, Asia Publishing House, 2004.
- Lakshmi Narayanan & U ma Maheswari, Value Education, Chennai, Nilam Publications,2009
- Mani Jacob (Ed) Resource Book for value education, Institute for value Education, New Delhi 2002.
- Morrison, M.L(2003).Peace Education .Australia : Mc Farland Publication.
- Murthy S.K.Essentials of Higher Secondary Education, Ludhinana, Prakash Brothers,1986.
- Passi, B.K., & Singh, P. (1999). Value education. Agra Psychological Corporation.
- Ruhela, S.P. (1986). Human values and education. New Delhi: Sterling publishing.
- Salomon, G., & Neva, B (2002) .Peace Education :The Concept, Principles and Practices around the world .London:Lawrence Erlbaum Associates.
- Shankara Rao,Sociology, New Delhi, S.Chand &Company Ltd, 1990.
- Subramanian, K. (1990). Value Education. Madurai: Revana Publication
- Shukla, R.P. (2004). Value education and human rights. New Delhi: Sarup and sons.



Venkataiah, N. (1998). Value Education. New Delhi: Aph Publishing Corporation.

Vanaja and Vijiya Bharathi, Value Oriented Education, Initiatives at the Teacher Education Level, New Delhi, Neelkamal Publications Pvt Ltd, 2011.

[www.unesco, org/Cp](http://www.unesco.org/Cp).

[www.peace.Ca](http://www.peace.Ca)

[www.unesdoc.unesco.org](http://www.unesdoc.unesco.org)

[Enwikipedia.org/peace education](http://Enwikipedia.org/peace education)

**ELECTIVE COURSE**  
**ENVIRONMENTAL EDUCATION**

**OBJECTIVES:**

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

1. Understand the objectives, scope and nature of environment education
2. Develop an understanding of natural resources
3. Understand the causes and remedies for environmental hazards and pollution
4. Understand the causes and control measures for environmental degradation
5. Understand the need for remedial ways to protect the environment in daily life
6. Acquire knowledge of environmental issues and policies in India
7. Acquire knowledge about the international efforts for environmental protection
8. Understand the need for inclusion of environmental education in school curriculum
9. Develop a sense of responsibility and favourable attitude towards conservation of environment, biodiversity and sustainable development
10. Understand environmental ethics.
11. Showcase the good practices of the State, Solar policy, rain - water harvesting.

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

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

**UNIT II : Natural Resources and Associated Problems**

- Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forests and tribal people.
- Water resources: Use and over-utilization of surface and ground water, floods, droughts, water disputes.
- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.

- Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity.
- Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.
- Land resources: Land as a resource, land degradation, man induced landslides, soil erosion, conversion of wet land into dry land.
- Equitable use of resources for sustainable lifestyles.

### **UNIT III : Environmental Hazards and Pollution**

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

### **UNIT IV : Environmental issues and Policies**

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

### **UNIT V : Environmental movements and developments**

Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao Andolon. Sustainable development : Concept, meaning and strategies for sustainable development in India.

### **UNIT VI : International efforts for Environmental Protection**

The Stockholm Conference (1972) — Nairobi Conference (1982) – Brundtland Commission (1983), The Rio Summit (1992), Kyoto Conference (2012)

## **UNIT VII : Environmental management and Protection**

Need for environmental management –Factors responsible for flora and fauna extinction – Measures to conserve flora and fauna - causes for wild fire- measures of prevention. Biodiversity and its conservation.

## **UNIT VIII : Environmental Educational in the School Curriculum**

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

## **UNIT IX : Environmental Education and Educational Technology**

Impact of Science and technology on environment – degradation of resources – Role of individual in conservation of natural resources- Role of information technology in environmental and human health.

## **UNIT X: Environmental Ethics**

Environmental ethics: Meaning, concept and Definition. Effects of Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and Promoting preventive measures.

### **SUGGESTED REFERENCE BOOKS:**

Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.

Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF.

Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. NewYork: Doubleday.

Eisler, J. (1994). Comprehensive conflict result program (1993-94). New York: N. Y. City.

Ingelstam, M. (1996). Empowered for peace service: A curriculum for education and training in violence prevention, non-violence conflict transformation and peace building. Stockholm: Christian Council of Sweden.

- Joy, P., & Neal, P. (1994). The handbook of environmental education: London, New Fetter Lane
- Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut: Calicut University.
- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyerabad: Neelkamal publications.
- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- Sharma, R. G. (1986). Environmental Education. New Delhi : Metropolitan Book Co., Pvt. Ltd.,
- Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
- Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
- Text Book of Environmental Education For Bed Students Of The Indian Universities *by* Surinder Singh Sirohi.

## **ELECTIVE COURSE**

### **GUIDANCE AND COUNSELLING**

#### **OBJECTIVES:**

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

1. recall the principles underlying guidance
2. recognize the need of guidance and counselling in schools
3. describe the different services in the school guidance programme
4. understand the various therapies in counselling
5. acquire the skills necessary to administer and interpret standardized tools
6. know the qualities required for a good counsellor
7. understand the various types of counseling
8. understand the group guidance and counseling.
9. describe the various testing devices in guidance
10. understand the guidance for exceptional children
11. Showcase good practices of the State like mobile counselling centers, State Resource centers for counselling children with disability.

#### **UNIT I : Guidance**

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

#### **UNIT II : Counselling**

Counselling– Meaning, Definitions, Elements-Characteristics – Objectives – Need – Types: Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning, Characteristics, Steps, Advantages, Limitations – Difference between Counselling and Guidance.

#### **UNIT III : Guidance Movement in India**

Therapies in counseling-Psycho behavior therapy-Psychoanalytic therapy-Gestalt therapy – Stress and stress management History of guidance movement in India – Problems of guidance movement in India – Ways to improve guidance movement in India.

#### **UNIT IV : Qualities of a Counsellor**

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

#### **UNIT V : Group Guidance and Group Counselling**

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

#### **UNIT VI : Theories of Vocational Choice**

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

#### **UNIT VII : Testing Devices in Guidance**

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

#### **UNIT VIII : Non –Testing Devices in Guidance**

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

#### **UNIT IX : Guidance Services in Schools**

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

#### **UNIT X : Guidance for Exceptional Children**

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

## **SUGGESTED REFERENCE BOOKS:**

- Aggarwal, J. C. (1991). Educational, vocational guidance and counseling. New Delhi: Doabai House.
- Anne, A. (1982). Psychological testing. New York: McMillan Company.
- Barclay, J. R. (1971). Foundations of counselling strategies. London: John Wiley and Sons Inc.
- Bhatnagar, R. P., & Seema, R. (2003). Guidance and counselling in education and psychology. Meerut: R.Lal Book Depot.
- Brewer, J. M. (1971). Education as guidance. New York: McGraw Hill.
- Chauhan, S. S. (1982). Principles and techniques of guidance. New Delhi: Vikas Publishing House Pvt.Ltd.
- Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
- Cirtes. (1974). Handbook on vocational guidance. New Delhi: Ministry of Labour and Rehabilitation, Govt.of India.
- Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
- Gaur, J. S., & Saraswat, R. K. (1978). Occupational literature: An annotated bibliography. New Delhi: NCERT.
- Indu, D. (1983). The basic essentials of counseling. New Delhi: Sterling Publishers Private Ltd.
- James, C. H. (1978). Counselling process and procedures. New York: McMillan Co.
- Jones, A. J. (2008). Principles of guidance.(5 ed). Delhi: Surjeet Publications.
- Kochhar, S. K. (1984). Guidance and counseling in colleges and universities. New Delhi: Sterling Publishing Pvt.Ltd.
- Kochhar, S. K. (1979). Guidance in indian education. New Delhi: Sterling Publishers Private Ltd.
- Madhusudan, M. (1983). Educational and vocational guidance. Sambalpur: Saha Publishers & Distributors.
- Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.



- Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers.
- Nanda, S. K., & Sagar, S. (1972). Fundamentals of guidance. Chandigarh: N.B.S. Educational Publishers.
- Pasricha, P. (1976). Guidance and counselling in indian education. New Delhi: NCERT.
- Patterson, C. H. (1973). Theories of counselling and psycho-therapy. New York: Harper and Row.
- Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt.Ltd.
- Rao, N. S. (1981). Counseling psychology. New Delhi: Tata Mc Graw Hill Publishing Co.
- Sharma, N. R. (1989). Educational and vocational guidance. Agra: Vinod Pustak Mandir.
- Sharma, R. N. (1999). Guidance and counseling. Delhi: Surjeet Publishers.
- Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lall Books Depot.
- Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.
- Sinha, S. N. (1973). Dynamics of vocational behaviour. Jaipur: Asia Publishing House.
- Sodhi, T. S., & Suri, S. P. (1997). Guidance and counseling. Patiala: Bawa Publication.
- Tolbert, E. L. (1974). Counselling for career development. Boston: Houghton Mifflin.
- Vashist S. R.(Ed.). (2002). Principles of guidance. New Delhi: Anmol Publications Pvt.Ltd.

**ELECTIVE COURSE**  
**PERSPECTIVES IN SPECIAL EDUCATION**

**OBJECTIVES:**

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

1. have an overview of the concept of disabilities
2. acquire knowledge on the characteristics of children with disabilities
3. acquire knowledge on services and programmes available for families with special needs
4. acquaint with the policies and programmes for the disabled
5. Obtain knowledge on blindness and low vision
6. Have insight into incidence and prevalence of hearing impairment.
7. Recognize various locomotors disabilities and its incidence.
8. Possess knowledge on family and disability management.
9. Gain knowledge on various policies and legislation relating to disability.
10. Prepare students on various programme and media in creating awareness.
11. Acquire knowledge on inclusive education (IED) for elementary by SSA and IEDSS for secondary schools by Department of Schools Education (DSE)

**UNIT I: Perspectives in Disability**

Definition and classification of disabilities. History of special education. Concessions and rights of the disabled- Recent trends in the field of special education. Awareness and attitudinal changes towards the disabled.

**UNIT II: Blindness and Low Vision**

Definition and identification. Incidence and prevalence. Characteristics. Causes and prevention. Intervention and educational programmes - Plus curriculum

### **UNIT III: Hearing Impairment**

Definitions and identification. Incidence and prevalence. Causes and prevention. Types of hearing loss and characteristics. Communication approaches - sign language and educational programmes

### **UNIT IV: Mental Retardation and Mental Illness**

Definition and identification of mental retardation. Incidence and prevalence. Causes and prevention. Characteristics - mild, moderate, severe, profound. Types and Classification of mental retardation and mental illness. Intervention and educational programmes.

### **UNIT V: Locomotor Disabilities**

Definition and identification. Incidence and prevalence. Causes and prevention-Types, classification and characteristics- Intervention and educational programmes, cerebral palsy and barrier free environment

### **UNIT VI: Learning Disabilities, Autism and Other associated disorders**

Definition and identification of learning disabilities. Autism and other associated disorders - epilepsy, behaviour disorders, emotional disorders and multiple disabilities-Incidence and Prevalence. Causes and prevention-Types and characteristics- Intervention and educational programmes - Dyslexia IED by SSA and IEDSS by DSE.

### **UNIT VII: Family and Disability Management:**

Role of mothers, crisis management, counseling, intervention by multi-disciplinary team, referral services.

### **UNIT VIII: Vocational training and Community Based Rehabilitation**

Concept of shelter workshops. Transitory employment - Self employment and extended employment and CBR

### **UNIT IX: Students Awareness on Disability**

Planning, organizing and conducting programmes in the community, media selection for role play, drama, puppetry, dance, exhibition, postal display and folk arts- psychology of awareness - reporting - Awareness campaign to identify the children with learning disabilities in schools.

## **UNIT X: Policies and Legislation**

Policies and legislative measures pertaining to the disabled - PWD Act, RCI Act, National Trust Act. Services and programmes for the disabled - IED by SSA and IEDSS by DSE.

### **SUGGESTED REFERENCE BOOKS:**

American Association on Mental Retardation, (2002). *Mental retardation: Definition, classification, and systems of supports* (10th ed.). Washington: DC.

Mani, M. N. G. (2000). *Inclusive education in Indian context*. Coimbatore: International Human Resource Development Centre for the Disabled, Sri Ramakrishna Mission Vidyalaya.

Man, K, & Hailahan, M. J. (1992). *Exceptional children : Introduction to special education*. New Jersey: Prentice Hall Inc.

Nirman, P. (2007). *Encyclopedia of Special Education*. New Delhi: Anmol publication.

Narayanaswamy, S., & Kansara, J. (2006). *Family, Community and Hearing Child*. New Delhi: Kanishka Publishers.

Orlansky, W. D. (1992). *Exceptional children : An inventory survey of special education*. New York: Macmillan Publishing Company.

Premavathy, V., & Nagomi, V. G. (2005). *Handbook : Education of children with low vision, rehabilitation council of India*. New Delhi: Kanishka Publishers.

Reddy, G. L. (2004). *Hearing impairment: An educational consideration*. New Delhi: Discovery Publishing House.

Venkatesan, S. (2003). *Children with developmental disabilities: A training guide for parents, teachers and care givers*. New Delhi: Sage Publications.

## **ELECTIVE COURSE**

### **COMPUTERS IN EDUCATION**

#### **OBJECTIVES :**

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

1. acquire knowledge of computers, its accessories and software.
2. understand the application of computer in various domains of functioning of a school.
3. acquire the skills of operating a computer in multifarious activities pertaining to teaching .
4. understand features of MS Office and their operations.
5. develop skill in using MS-Word, Power points and Spread sheets.
6. apply the knowledge gained to process various data of students as well as simple library financial transaction of the school.
7. appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.
8. acquire skill in accessing world wide web and Internet and global accessing of information.
9. integrate technology in to classroom teaching learning strategies.
10. understand the basics of web designing.
11. Integrate ICT towards CCE, English language, Maths, Science and Social Sciences.

#### **UNIT I : Basics of Computer**

Computer : Definition , Historical evolution of Computers - characteristics – generation of computers –Types of computers – Types of memory – Low level and high level languages.

#### **UNIT II Computer Hardware**

Hardware : Definition – Input devices : Keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera-Output devices : monitor, Printers : line, serial, dot matrix, inkjet, thermal. Primary storage devices : RAM , ROM and its types.

Secondary storage devices : FDD,HDD, CD, DVD, Pen Drive (USB).

### **UNIT III : Computers in Education**

Computer application in educational institutions – academic, administrative and research activities.

### **UNIT IV : ICTs Pedagogy in Teacher Education**

Integrating ICTs in Teacher Training – New needs of Teachers – Motivation of teachers integration in Teacher Education – ICTs for improving quality of teacher training – Enhancing quality of Teacher Training – ICTs for improving Educational management - Integrating ICT towards CCE, English language, Maths, Science and Social Sciences.

### **UNIT V : MS-WINDOWS**

Introduction – Start, save, operate MS windows – Windows Elements – Control Menu- Program manager – Menus – To run program from Program Manager – File manager – Working with Files – Disk Menu – View Menu – options menu – window menu – Control Panel – Print Manager – Clip Board Viewer – Paint Brush – Write – Terminal – Note pad, Calendar – Calculator – clock -computer virus – infection, causes and remedies.

Hands on Training

a) Administrative use – Letter correspondence and E-Mail

### **UNIT VI : MS-WORD**

Introduction - Concept of word processing– Entering Text – Selecting and Inserting text – Making paragraph, – moving and copying – searching and replacing – formatting character and paragraph – Data entry, editing, saving and retrieval of data – formatting a text – handling multiple documents, Manipulation of tables – columns and rows- tables and foot notes – table of contents and index – sorting, formatting sections and documents – Spell check applications – printing a word document

Hands on Training

b) Construction of a Question paper

c) Creating learning materials – handouts

## **UNIT VII : SPREADSHEET**

- a) Concept of worksheet / Spread sheet working with excel, selecting worksheet items – using auto fill – adding and removing rows and columns copying and moving info – creating and copying formula – using functions formatting - statistical calculations – drawing graphs.

Hands on training (i) Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.

- b) Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.
- c) Students progress record – Tabulation of results of an academic test.

## **UNIT VIII – PowerPoint and statistical packages**

Basics of power point – creating a presentation, the slide manager preparation of different types of slides, slide design, colour and background, Manipulation and presentation of slides.

Hands on Training

- a) Multimedia presentation on a topic relevant to the Optional Subject
- b) Using of available CAI/CML package on topics relevant to optional subject.
- c) Statistical packages – Statistical Package for Social Sciences (SPSS)

## **UNIT IX : Internet**

Meaning – importance – types of networking – LAN, WAN, MAN – Internet – WWW, Website and web pages, Internet connectively – Browsing the Internet – Browsing Software – URL addresses, Search engines, Exploring websites and downloading materials from websites, E-mail – Sending, receiving and storing mail, Chatting. Online conference,(Audio-video), e-library, websites, blog, wiki, internet forum, news groups –legal and ethical issues – copyright, hacking, netiquettes – student safety on the net.

## **UNIT X : Web Designing**

HTML – Editing tools – Hyperlink and Images, Creating a web pages – HTML tags, tables, frames, and forms. Learning from cyber resources. Hands on training a) Cataloguing websites related school curriculum.

Comparative evaluation of web pages on a unit in the subject relevant to school curriculum.

## **SUGGESTED REFERENCE BOOKS:**

Copestake, S. (2004). Excel 2002. New Delhi: Drem Tech Press.

Davinder singh minhas. (2003) Ms Excel. New Delhi: sterling Publishers Pvt.Ltd.

Dimitris,N. Chorafs. (1991). Hand book of data communications and computer networks

Gini Courter and Annette marquis (1999). Micro Soft Office 2000. New Delhi: BPB Publication

Petzold, C. (1998). Programming windows. USA: Micro soft Press.

Hahn, H. (1998). The internet- complete reference. New Delhi: Tata McGraw Hill Publication.

Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.

Intel education., & NCTE. (2007). Hand book for teacher educators. Bangalore: NCTE.

Kevin Savety (1994). Your internet consultant: The FAQs of life online. USA: SAMS Publications.

Leon, A. M. (2001). Computer for every one. New Delhi: Vikas Publishing house.

Manju Gehlawat (2012), Information Technology in Education, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Aisa

Meredith Flynn and Rita Rutkosky. (2000) advanced Microsoft office. New Delhi: BPB Publication.

Srinivasan, T. M. (2002). Use of Computers and Multimedia in education. Jaipur: Aavisakar Publication.

Stephen mark, E. and John Platt. (1998) HTML 4.0, New Delhi: BPB Publication.

Stone, E. (1996). How to use Microsoft Access. California: Emeryville. Simon, C. (1995). The way microsoft window.

Suresh,K.and Basandra (2001) computer today. New Delhi: Galgotia Publications Pvt.Ltd.



**ELECTIVE COURSE**  
**EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

**OBJECTIVES:**

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

1. Acquire knowledge of the terms used in educational administration and management.
2. Understand the role of head master and its duties
3. Develop the mode of inspection and supervision of function
4. Know the role teacher in decision making
5. develop the skills in employing and developing new educational administration and management.
6. Develop interest in the educational administration and management techniques.
7. Understand the development the management resources
8. Develop appropriate skills for planning, decision making and leadership qualities
9. Apply the principles of classroom management and leadership styles
10. Promote total quality management in education

**UNIT I - Educational Organization**

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

**UNIT II- Essential facets of Administration**

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

**UNIT III - Inspection and Supervision**

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

**UNIT IV - Decision Making in Administration**

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

## **UNIT V - Management**

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

## **UNIT VI - Areas of Educational Management**

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

## **UNIT VII - Management of Resources**

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

## **UNIT VIII - Educational Planning**

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

## **UNIT IX - Classroom Management and Leadership**

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

## **UNIT X - Quality in Education**

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

## **SUGGESTED REFERENCE BOOKS:**

- Alan Paisey - School Management: A case Approach- Harper and Row Publishers.
- Alka Kalra - Efficient School Management and Role of Principles, A.P.H.Publishing Corporation.
- Chakraborty, A. K. (2004). Principle & practice of education. Meerut: R.Lall Books Depot. NIEPA.  
(2003). Globalisation and challenges for education. Delhi: Shipra Publications.
- Chaupe, S. P. (2008). Foundations of education. UP: Vikas Publishing House Pvt Ltd
- Chaube, S. P., & Chaube, A. (2008). School organisation. New Delhi: Vikas Publishing House.
- Gangadhar, R. M., & Rao, V. P. S. (2000). Organizational behaviour. Delhi: Konark Publishers Pvt. Ltd.
- Hemlata, T., & Ruhela, S. P. (1997). Educational management-innovative global patterns. New Delhi: Regency Publication.
- Holbrook, Alfred - School Management , Cosmos Book Hive Publishers.
- Jagannath, M. (1990). Educational administration, supervision and school management. New Delhi: Deep and Deep Publication.
- Krishnamachariyar - School Management and System of Education- Neelkamal Publishers, New Delhi.
- Lawrence, H. S. S. (1996). Education: Concepts and practice. Chennai: V.Manickam Co.,
- Murthy.S.K. School Organization and Administration, Tandon Publication.
- Panneerselvam .A. Educational Management and Supervision-Shantha Publishers,2006.
- Packard, N., & Race, P. (Ed). (2005). 2000 Tips for Teachers. New Delhi: Kohan Page India Pvt. Ltd.
- Prakash, S. (1999). Educational planning. New Delhi: Gyan Publishing House.
- Premila Chandrasekaran, Educational Planning and Management Sterling Publishers (1994)
- Rai B.C, (1997). School organization and management. Lucknow: Prakashan Kendra.
- Rao, V.V., & Vijayalakshmi, V. (2005). Education in india. Delhi : Discovery Publishing House.
- Richard, L.D. (2000). Management. NewYork : The Dryden Press. New York: Richard D .Irwin Inc. Publication.

- Robert, G. W., & Robert, D. (1995). *Management: Comprehension, analysis, and application*. Sachdeva M.S. School Management and Administration, Prakash Brothers & Publishers, New Delhi.
- Sharma, R. A. (2008). *Educational technology & management*. Meerut: R.Lall Books Depot.
- Singh, H. M. (1997). *Fundamentals of educational management*. New Delhi: Vikas Publishing House.
- Vashist, S. R. (2008). *Encyclopaedia of educational administration*. Delhi: Anmol Publication Pvt. Ltd.
- Vashist, S. R. (2006). *Methods of educational supervision*. Delhi : Anmol Publication Pvt. Ltd.
- Vashist, S. R. (2006). *School administration*. Delhi : Anmol Publication Pvt. Ltd.
- Veer, U. (2008). *Modern school Organization*. Delhi : Vikas Publishing House.

**ELECTIVE COURSE**  
**PRE – PRIMARY EDUCATION**

**OBJECTIVES :**

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

1. gain the knowledge of the development of Pre-Primary education
2. be acquainted with the policy perspectives of ECCE in India and world
3. systematize experiences and strengthen the professional competencies of pre-school teachers;
4. enable teachers to organize meaningful learning experiences for pre-school children;
5. develop skills required in selecting and organizing learning experiences;
6. comprehend the developmental needs of pre-school children;
7. acquire knowledge and develop an understanding of various aspects of pre-school management.
8. recognize the need and significance of early childhood care and education
9. understand social and personal development of children (3-6 years).
10. understand the teacher trainee and parental education programme
11. Understanding the role of ICDs and Anganwadies in pre-primary education.

**UNIT 1 : Historical Approach**

Contribution of great educators to the development of child education: Comenius, Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Tagore and Gandhiji – Development of Pre – Primary and Primary Education in India – Brief survey of Ancient India : Moghal, British period and Independent India. Implications for Pre – Primary and Primary Education in our country – Reports of different Education commissions – Particularly the secondary education commission, the Kothari commission of 1964-66 and the new policy of education, 1986 – Development of Pre – Primary and Primary Education under the five year plans – the place of Pre- School and Primary education in the 10+2+3 pattern of education.

**UNIT II : ECCE: Policy and Perspectives**

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

### **Unit III: The Development of Children**

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

### **UNIT IV: Pre-Primary Education**

Principles involved in planning the programme of activities with reference to the aims and objectives of this stage - Basic schedule of activities - Planning and implementation, factors influencing planning - Importance of personal hygiene and environmental sanitation in the programme - Technique of developmental activities: Play, story telling, language games, number work, creative work and activities for self-expression, group and individuals activities. Role of ICDS - Functions of Anganwadi.

### **UNIT V: Strategies / Approaches and Resources**

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

### **UNIT VI : Evaluation and Methods**

Evaluation of pupils' progress - area of internal assessment - patterns and techniques of evaluation - Recording and use of these for diagnostic and remedial work. Problems of wastage and stagnation - Rural class teaching - Free and compulsory primary education - Equalisation of educational opportunities – School complexes - Basic Education - Work experience - Motivating enrolment of pupils and retention - Out of School programmes for children - The primary school and the community - The primary school and the Inspectorate - Building and equipment – Staff pattern and content of teacher training of primary school teachers - In service programmes for professional growth - Code of professional conduct - Registers, records and reports to be maintained in primary schools.

## **UNIT VII : Administration and Organization of Pre – Primary Schools**

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

## **UNIT VIII: Common ailments at the Pre-School age**

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

## **Unit IX : Special Children**

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

## **UNIT X : Teacher training and parental education programmes**

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

## **SUGGESTED REFERENCE BOOKS**

Berk, L. E. (2003). Child development. New Delhi: Prentice Hall of India Pvt. Ltd.

Brian, S. (2008). Thirty three ways to help with numeracy : supporting children who struggle with basic skills.London: Routledge. 58

Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.

Debashree, M., & Ishita, M. (2009). Primary education: contemporary issues and experiences. New Delhi: Concept Publishing Company.

Government of India (1986) National Policy on Education, New Delhi, MHRD.

Government of India (1987) Programme of Action, New Delhi: MHRD.

- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Henniger, M. I. (2005). Teaching young children: an introduction (3rd Edition). London: Pearson Merrill Prentice Hall.
- Hurlock, E. (1978). Child Development. London: International Students Edition.
- Jan, W. (2009). Improving primary mathematics: linking home and school. London: Routledge.
- MHRD (2001): Convention on the Right of the child. New Delhi.
- Nadia, N.S. (2008). Teaching foundation mathematics: A guide for teachers of older students with learning difficulties. London: Routledge
- Nayak, A., & Rao, V. (2002). Primary education. New Delhi: APH Publishing Corporation. Effective networked learning in higher education: notes and guidelines. (2001). Centre for Studies in Advanced Learning Technologies. Lancaster University: Networked Learning in Higher Education Project.
- Pankajam, G. (2005). Pre-primary education: philosophy and practice. New Delhi: Concept Publishing Company
- Rao, R. K. (2000). Primary education. New Delhi: Gyan Books.
- Singh, U., & Sudarshan, K. (2006). Primary education. New Delhi: Discovery Publishing House.
- Swaminathan, M. (1990). The First three Years: A source book on early childhood care and education. Paris: UNESCO.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.



**ELECTIVE COURSE**  
**PHYSICAL AND HEALTH EDUCATION**

**OBJECTIVES:**

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

1. learn the importance and values of physical education and benefits of Physical Fitness.
2. learn the skills and rules of games
3. learn the various methods of teaching physical education and develop skills in organising competitions.
4. acquire the knowledge of yoga and exercise for stress management.
5. understand the nature of injuries and to take care during emergencies and provide first aid.
6. learn to distinguish ancient and modern Olympic games.
7. creation of awareness on healthy living among school children.
8. acquire the knowledge of posture defects and the ways of correcting them.
9. understand the diet modification in the treatment of under-weight and obesity.
10. acquire knowledge of communicable and life style diseases.
11. Showcase good practices of the state.

**UNIT I : Introduction to Physical Education**

Physical Education-Meaning: Definition- Aims and Objectives, Scope, Importance and values.  
Physical Fitness: Meaning, Definition, Health related Components and Benefits.

**UNIT II : Track Layout, Basic Skills and Rules of few Games and Minor Games**

Laying of 400 meters track with stagger. Basic Skills and Rules of Volley Ball, Kho-Kho and Kabaddi .Minor Games–Tag, Circle, Relay.

**UNIT III : Methods, Organization and Administration**

Methods of Teaching Physical activities: Command method, Lecture method, Demonstration method, Reciprocal method, Discussion method, Whole method,

Part method, Part-whole method, Whole-part-whole method, Observational method, Visualization method, Project method, Organization of Intramural and Extramural Competitions- Sports Meet: Standard and Non Standard. Tournament: Preparation of Fixtures, Single Knock out and Single League.

## **UNIT IV : Yoga for Holistic Health**

Yoga: Meaning, Definition, Need and Importance. Eight limbs of yoga- Practice of Yoga for Stress Management – Physical Exercises, Deep Breathing, Progressive Muscular Relaxation Techniques.

## **UNIT V : Athletic Injuries**

Athletic Injuries: Meaning, Common Injuries: Sprain, Strain, Contusion, Laceration, Fracture, Dislocation - Symptoms, Prevention and Treatment.

## **UNIT VI : Olympic Games**

Ancient Olympic Games: Origin, Significance, Rules of Eligibility for Competition, Conduct of the Games, Events, Awards, Decline of the Ancient Olympics. Modern Olympic Games: Controlling Body, Rules of eligibility for competition, Organization and conduct of the games, Venue, Events, Opening Ceremony, Awards, Closing of the games, Olympic flag, Olympic torch, The Marathon race, Comparison of the Ancient and Modern Olympics.

## **UNIT VII : Health Education**

Health Education: Meaning, Definition, Aims & Objectives. Methods of Imparting Health Education in Schools: Health Instruction, Health Services, Health Supervision. Safety Education: Play Field, Road, Home, School, First Aid and its importance.

## **UNIT VIII : Posture**

Posture: Meaning, Importance, Values and Characteristics of Good Posture. Causes of Poor Posture, Preventive Measures. Common Postural Deformities: Lordosis, Kyphosis, Scoliosis, Flat Foot, Bow Legs. Exercises for correcting posture defects.

## **UNIT IX : Food and Nutrition**

Meaning of Food, Classification, and Constituents of Food. Meaning of Nutrition, Balanced Diet-Food Guide Pyramid. Malnutrition: Types, Causes -Diet for Obesity and Under Weight. Nutritional Deficiency Diseases.

## **UNIT X : Communicable and Life Style Diseases**

Meaning, Communicable Diseases - Malaria, Typhoid, Cholera, Tuberculosis, HIV/AIDS-symptoms, Causes and Prevention. Life Style Diseases - Ulcer, Diabetes, Hyper Tension, Heart Attack - Symptoms, Causes and Prevention.

### **SUGGESTED REFERENCE BOOKS:**

- Ajmer, S. (2003). Essentials of physical education. New Delhi: Kalyani Publishers.
- Arul Jothi, D.L.Balaji, Jagadish Prasad Sharma (2011). Physical and Health Education.
- Bhatt Dharmendra Prakash.(2008). Health education. New Delhi: Khel Sahitya Kendra,
- Charles, B. A. (1992). Foundation of physical education and sport. New Delhi:B1 Publication.
- Dambrosa, D., & Robert, D. (1993). Prevention and treatment and running injuries. New Jersey: Slack Incorpor Road.
- Dandon Publication.Chandra, S., Sothi, & Krishnan.P. (2005). Health education and physical education. Delhi: Surject Publications.
- DhananJoy Shaw, Seema Kaushik (2001). Lesson Planning-Teaching Methods and Class Management in Physical education
- Dhanajoy, S., & Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khal Sahitya Kendra.
- Eriksson, O. B. (1990). Sports medicine, health and medication. Enfield: Guninness Publishing Road.
- Hedge, (1997). How to maintain good health. New Delhi: UBPSD Publishers.
- Kanele., B. S., & Kumar, C. P. (1996). Text book on health and physical education. Ludhiana: Kalyana Publishers.
- Krishna, G. (1993). The purpose of yoga. New Delhi: UBS Publishers Ltd.
- Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book market.
- Nash T.N. (2006). Health and physical education. Hydereabad: Nilkamal Publishers.

- Prasad, Y. V. (2006). Method of teaching physical education. New Delhi: Discovery Publishing house.
- Ramachandran, L.T., & Dharmalingam. (1993). Health education. A new approach. NewDelhi: Vikas Publishers Ltd.
- Reema, K. (1996). Physical fitness. New Delhi: Khel Sahitya Sports Publication.
- Sachdeva, M. S. (2006). School organisation, administration and management.Ludhiana:
- Sangral, K. (1977). Methods in Physical Education. Ludhiana: Prakash Brothers. Thomas.J. P. (1954). Organization of physical education. Chennai: Y.M.C.A College of Physical Education.
- Srilakshmi.B, (2004) Nutrition Science, New Delhi, New Age International Inc. Limited publishers.
- Tiwari, O. P. (2002). Asana : Why and how. India: Kanalyadhama.
- [http://www.helpguide.org/mental/stress\\_relief\\_meditation\\_yoga\\_relaxation.htm](http://www.helpguide.org/mental/stress_relief_meditation_yoga_relaxation.htm)
- [http://my.clevelandclinic.org/disorders/hypertension\\_high\\_blood\\_pressure/hichigh\\_blood\\_pressure\\_and\\_heart\\_attack.aspx](http://my.clevelandclinic.org/disorders/hypertension_high_blood_pressure/hichigh_blood_pressure_and_heart_attack.aspx)
- <http://www.webmd.com/digestive-disorders/understanding-ulcers-basic-information>
- <http://www.medicalnewstoday.com/info/diabetes/>

## **ELECTIVE COURSE**

### **LIBRARY AND INFORMATION RESOURCE MANAGEMENT**

#### **OBJECTIVES:**

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

1. get familiar with the importance of library in the field of education,
2. become independent users of information by means of providing variety of Information sources which includes print, non print media (internet, CD Rom, Multimedia etc),
3. use the library and information resources in teaching and learning process effectively,
4. get familiar with the organization of library,
5. acquaint with the resources available in the library,
6. enable them to understand contemporary technologies like digital library, electronic library, virtual library and library networks,
7. understanding the user education and user needs.
8. Aware of various information services and its uses in teaching and learning process.
9. Familiarize with organization of information.
10. Acquaint in preparing bibliography and Indexes.
11. Understanding the library network and its uses in the state.

#### **UNIT I : Library and Information Society**

Library: Meaning, definition - Types of libraries: their functions and objectives – Laws of library science and implications in teacher education libraries - Information Science as a discipline and its relationship with other subject field.

#### **UNIT II : Information Sources**

Information: definition – Sources of information - Types of reference sources – Documentary Sources: Primary, Secondary and Tertiary - Non Documentary Sources: Electronic / Web Learning Sources - e book, e journal, e-learning - Subject gateways in teacher education.

#### **UNIT III : Information Services**

Reference services - Types of reference services – Current Awareness Service, Selective Dissemination of Information, Translation Service, Reprographic Service, Bibliographic Service, Indexing and Abstracting Service - On line service - Learning Resource Centre.

## **UNIT IV : Organization of Information**

Collection development policy of information resources for teacher education institution libraries: Document Selection, Accessing of the document, Technical processing, Physical verification of collection, Serials and Electronic materials management, Preservation. Membership in village, branch, district and state libraries using library resources for classroom translations - encouraging reading and referring habit.

## **UNIT V : Preparing Bibliography and Indexes**

Writing a Bibliography: American Psychological Association (APA) Format and Modern Language Association (MLA) Format. Annotated Bibliography. Writing a Review Article, Review Paper, Book Review, Preparing Abstract and Indexes for teacher education resources.

## **UNIT VI : Retrieval Techniques and Approaches**

Search Engines - Types of searching - Search Techniques – Basic Retrieval Techniques: Boolean searching, Truncation, Proximity Searching – Query Representation – Browsing: Types of browsing - Browsing strategies.

## **UNIT VII : Library Network**

Library Automation - Digital Library, Electronic Library, Virtual library – Library Networks: ERNET, DELNET, INFLIBNET - Documentation Centres - NASSDOC, INSDOC - On line search of teacher education databases.

## **UNIT VIII : User Education**

User education in academic libraries - Role of teachers in the use of library – Library Committee: Constitution and its functions.

## **UNIT IX : Information Literacy**

Information literacy for teacher education: User and their information needs - Access, Evaluation, Uses of information – Art of Book Publishing and Copy Right Act - Plagiarism: Repercussions - Marketing of information product and services to teacher community.

## **UNIT X : Knowledge Management**

Basics of Knowledge Management - Knowledge management tools – Knowledge Management application in teacher education - Total Quality management in libraries.

## SUGGESTED REFERENCE BOOKS

- Bajbai, S.K. (2006) *Book Selection & Acquisition Systems in Library*. New Delhi: Shri Sai Printographers.
- Crawford, W., & Gorman, M. (2005). *Future libraries: Dreams, Madness & Reality*. London: American Library Association.
- Dawra, M. (2004). *Libraries in India*. New Delhi: Rajat Publications.
- Dhiman, A. K., & Sinha, S. C. (2002). *Academic libraries*. New Delhi: Ess Ess Publication.
- Gernert, L. (2003). *A text book of library cataloguing*. New Delhi: Dominant Publishers.
- Ingersoll, P., & Culshaw, J. (2005). *Managing Information Technology*. London: Libraries Unlimited.
- Krishankumar. (2000). *Library Organization*. New Delhi: Vikas Publication.
- Krishnakumar. (2004). *Reference Services*. New Delhi: Sterling Publishers.
- Krishnakumar. (1995). *Library Administration and Management*. New Delhi: Vikas Publication: New Delhi.
- Krishnamurthy,R. (1997). *Library Management*. New Delhi: Commonwealth Publishers.
- Kumaresan, K. C. (2004). *Library Science Unleashed*. Trichy: Rock City Publication.
- Kusum, Verma. (2005). *Digital Library: Preservation Strategies*. New Delhi: Akansha Publishing House.
- Mahapatra, P.K., & Chakrabarti,B. (1999). *Organising Information in Libraries*. New Delhi: Ess Ess Publications.
- Millard, S. (2005). *Introduction to serials work for library technicians*. New Delhi: Atlantic Publishers.
- Navalani, K., & Satija, M.P. (1996). *Library and Information Services: Emerging Challenges*. Jaipur: RBSA Publishers.
- Ramamurthy,C.R. (2005). *Globalisation and Library Information Networking*. New Delhi: Authors Press.
- Ranaganathan, S.R. (1969). *Prolegomena in library classification*. Bombay: Asia Publishing House.
- Satija, M. P. (2007). *The Theory and Practice of the Dewey Decimal Classification System*. UK: Cahinda Publication.

## **ELECTIVE COURSE**

### **SAFETY AND DISASTER MANAGEMENT EDUCATION IN SCHOOLS**

#### **OBJECTIVES :**

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

1. acquire adequate knowledge about disasters and their impacts.
2. understand various types of disasters.
3. analyse the approaches to disaster risk reduction.
4. understand the students to gain knowledge on risk management process.
5. enable the teacher trainees / to compare the responsibilities of various agencies in disaster management.
6. evaluate the policy framework and plans in disaster management.
7. analyse the impact of natural disasters happened in India.
8. understand the relief measures of disaster management
9. familiarise with the technologies used in disaster management.
10. sensitise the Psychological response to Disaster management.
11. Understanding the good practices in State and latest notification of Government.

#### **UNIT I - Introduction to Disasters**

Definition – Meaning -- Concept of Hazard – Risk, Vulnerability and disaster – Impact of disasters – Environment – Economic, Social – Political – Health and Psychosocial.

#### **Unit II - Types of Disasters**

Geological Hazards: Earthquake, Tsunami, Volcanic eruption, Landslide and Mine Fire. Water and climatic Hazards: Cyclone, Tornado, Hurricane, Floods, Drought, Hail storm, Land slide, Heat and Cold Wave and Avalanche. Biological Hazards: Human/Animal Epidemics, Food Poisoning and Weapons of mass destructions. Chemical Hazards: Chemical disaster, Industrial oil spills.

#### **Unit III : Approaches to Disaster Risk Reduction**

Disaster Management Cycle – Prevention, Preparedness and Mitigation – Disaster preparedness plan for people and Infrastructure – Community based disaster preparedness plan – Institutional and Individual’s responsibilities during risk reduction.



## **Unit IV – Risk Management Process**

Risk Assessment – Capacity building – Early warning – Disaster Impact Search – Rescue relief – Damage and Need Assessment Analysis – Rehabilitation – Reconstruction. Components of disaster relief – Water, Food, Sanitation, Shelter, Health and Waste management.

## **Unit V - Role of Various Agencies in Disaster Management**

- Central, State, District and Local Administration.
- Armed Forces, Police, Para Military Forces, Rescue and Fire Services and Health.
- International Agencies, Voluntary Organizations, NGOs, Community based Organizations and Charitable Trust
- Educational Institutions.

## **UNIT VI : Disaster Management Planning and Policy**

Policy framework and plans – disaster management capacity – community awareness – capacity building programmes – monitoring and evaluation management policies – development of personal action plan. State Government's recent safety notification on student transport - swimming pool in schools.

## **Unit VII : Indian Case Studies on Nature Disasters**

Bhopal Gas Tragedy (1984), Orissa Super Cyclone (1999), Bhuj Earthquake (2001), Tsunami (2004), Kashir Earthquake (2005) and Kosi River Flood (2009).

## **Unit VIII : Relief Measures**

Minimum Standard of Relief – Relief Management – Essential Components – Funding Relief – Short term and long term – Disaster Site Management Recovery.

## **Unit IX : Human Behaviour and Response Management**

Philosophy of coping with disasters – Psychological Response – Trauma and Stress management – Rumour and Panic Management – Medical health response to different disasters – Compensation – Role of information dissemination.

## **Unit X : Technologies for Disaster Management**

Geographical Information System (GIS), Remote Sensing (RS), Global Positioning System (GPS), Data Mining (DM), Global Tele Communication System (GTS), Disaster Analyzer and Tracking Environment (DATE) Information Communication System (ICS) Weather Forecasting.

## **SUGGESTED REFERENCE BOOKS:**

Arulsamy .S and Jeyadevi .J (2004). *Safety and Disaster Management*. Bryant Edwards (2005). *Natural Hazards*, Cambridge University Press, U.K.

Chakraborty, S.C. (2007). *Natural Hazards and Disaster Management*, Pragatishil Prokashak, Kolkata.

Sharma, R.K. and Sharma, G. (2005). *Natural Disaster*, APH Publishing Corporation, New Delhi.

Sharma, V.K. (1994). *Disaster Management Indian Institute of Public Administration*, New Delhi.

Singh Satendra (2003). *Disaster Management in the Hills*, Concept Publishing Company, NewDelhi.

Taori, K. (2005). *Disaster Management through Panchayat Raj*, Concept Publishing Company, New Delhi.

<http://quake.usgs.gov>

[www.iirs.nrsa.org](http://www.iirs.nrsa.org)

[www.gis.development.net](http://www.gis.development.net)

**ELECTIVE COURSE**  
**PROFESSIONAL COURSE FOR TEACHER PROFICIENCY**

**OBJECTIVES**

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

1. Ascertain the knowledge of various concepts of Pedagogy
2. Extrapolate on various stages of developmental task
3. Acquire knowledge on various concepts in Tamil
4. Gain knowledge on various concepts in English
5. Acquaint information on Mathematics concepts prescribed by Government of Tamil Nadu
6. deduce evidence on various concepts of social science
7. Conclude on various aspects of guidance and counseling
8. Apprise on cognitive development and its aspects
9. Acquire mastery in the professional course for teacher proficiency
10. Familiarize on various types and models of question based on the syllabus

**UNIT I : Child Development and Pedagogy**

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

**Unit II : தமிழ்**

ஆறாம் வகுப்பு, ஏழாம் வகுப்பு, எட்டாம் வகுப்பிற்குரிய தமிழக அரசால் பரிந்துரைக்கப்பட்ட அவ்வப்போது நடைமுறையிலுள்ள தமிழ்ப் பாடத்திட்டம்.

**UNIT III : ENGLISH**

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

**UNIT IV : MATHEMATICS**

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

## **UNIT V : SCIENCE**

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

## **UNIT VI : SOCIAL SCIENCE**

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

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

For detailed syllabus refer to the Website [www.tnteu.in](http://www.tnteu.in)

## **SUGGESTED REFERENCE BOOKS**

Aggarwal.J.C,(2009). Essentials of Psychology, 2nd Edition, New Delhi: Vikas Publishing House Pvt Ltd.

Aggarwal R.S. Dr. (2011). Objective arithmetic, New Delhi: S. Chand and Company Ltd.

Anjaneyalu, Y.( 2004). Introduction to environmental Science. Hyderabad, A.P.India :BS Publications,

Bathl B.S. et.al Essentials of Physical Chemistry S.Chand and Company Ltd

Bruce W. T, David M. M, (2010). Educational Psychology. USA: Wadsworth Cengage Learning.

Complete physics for IGCSE oxford publications Morton M.Sternhein et.al, General Physics E.Gamov et.al Physics Foundation and frontiers

Dash.B.N,&Tripathi.G.M, (2012). Essentials of General Psychology, New Delhi.Wisdom Press.

David Halliday et.al - Fundamentals of Physics

Department of Education (2012), Eighth standard English Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Eighth standard Mathematics Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Eighth standard Science Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Eighth standard Social Science Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Eighth standard Tamil Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of education (2009-2010), Hand book of Regulation and Syllabus of Degree of Bachelor of Education, Tamil Nadu teachers Education University, Chennai.

Department of Education (2012), Seventh standard English Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Seventh standard Science Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Seventh standard Tamil Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Sixth standard English Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Seventh standard Mathematics Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Seventh standard Social Science Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Sixth standard Tamil Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Sixth standard Mathematics Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Sixth standard Science Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Department of Education (2012), Sixth standard Social Science Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.

Guide to general aptitude test - G.K. Publications private limited(2011) Noida.

Gupta, P.K. (2004.) Methods in environmental analysis - water, soil and air. Jodhpur: Agrobios(India).

Gupta .R (2010). Quantitative Aptitude, New Delhi: Ramesh publishing house.

Jagdison.S. et.al (2010). Common Errors in English, Hyderabad: Neelkamal Publications Pvt Ltd,;

Jean B.Umland et.al General Chemistry (Second edition) west publication company.

Kalpna Rajaram, Constitutional of India and Indian Policy, 9th Edition-2012 Spectrum India Books Pvt. Ltd

Karpagam.M Environmental Economics, Sterling Publishers Private Limited

Kuppuswamy.B.(1991). Advance Educational Psychology, New Delhi: Sterling Publications Pvt.Ltd.

Mangal. S.K, (2009). Advanced Educational Psychology.2nd edition. New Delhi : PHI earning Pvt Ltd.,

Meenakshi,S. (2006). Educational Psychology. Chennai : Kavyamala Publications.

Nagaraj. et al, (2005). Educational Psychology.Chennai : Ram publications.

Pahuja.N.P,(2004).Psychology of Learning & Development, New Delhi:Anmol Publications Pvt Ltd.

Prakash Chander, Eyclopaedia of Indian History, A.P.H. Publishing corporation

Reddy.G.S.(edt) (2007). Vocabulary Builder - Compound words, Hyderabad: Neelkamal publications Pvt Ltd,;

Richard T.Wright., Dorothy F. Boorse (2010). Environmental Science: Toward a sustainable future. Benjamin Cummings;

Santhanam, S. (1985). Teacher and Learners. Chennai : Asian Book Company.

Satyaprakash, Atomic structure, advanced inorganic chemistry, S.Chand & Company Ltd.,

Sinha.B.L.(2002). Educational Psychology -An Introduction. New Delhi: Anmol Publications.

Skinner, (2005). Educational Psychology, New Delhi : Prentice Hall.

Soni Suttan chand P.L. et.al, Textbook of Inorganic Chemistry

Srinivasan.C, Indian History, Orient Longmans

Subrahmanyam.A.L., Indian History, Orient Longmans

Sung, Abraham (2004). New First Aid in English Grammar made simple, Malaysia,Minerva Publications Seeremban,

Tomas, C. (2007). Personality and individual differences. New Delhi : BPs Text Books.

The Teacher's grammar of English Cowan, Ron. Cambridge University press New Delhi (2009)

Tyler Miller, G.Scott Spoolmar. (2011). Living in the environment: Principles, Connections and solutions, Brooks Cole.

William Cunningham., Mary Cunningham (2011). Environmental science: A Global concern McGraw - Hill Publishers Pvt Ltd..

# **OPTIONAL COURSES (GRADUATES)**

## OPTIONAL COURSE - I

### தமிழ் கற்பித்தலில் புதுமைகள்

#### சிறப்புத்தமிழ்

(இளங்கலைப் பட்டம்)

#### நோக்கங்கள் :

1. தமிழ் மொழியின் தோற்றம், வளர்ச்சி, தனித்தன்மை பற்றி அறிதல்
2. கலைத்திட்டத்தில் மொழியின் இடம் பற்றி அறிதல்
3. மொழியியல் கோட்பாடுகள் பற்றி அறிதல்
4. மொழி கற்றல் கொள்கைகள் மற்றும் கற்பித்தல் வளமூலங்கள் பற்றி அறிதல்
5. முத்தமிழின் வளர்ச்சி நிலை
6. இலக்கியத் திறனாய்வு கொள்கைகள் பற்றி அறிதல்
7. இலக்கண அறிவு பெறல்
8. மொழியின் பல்வேறு வளர்ச்சி நிலைகள்
9. தமிழ் மொழியும், விழுமப் பதிவுகளும்
10. வகுப்பறைத் திறன்கள் மேம்படுத்துதல்.

#### சிறப்புத்தமிழ்

##### 1. தமிழ்மொழியில் தோற்றம், வளர்ச்சி, தனித்தன்மை:

மொழி - மொழியின் பண்புகள் - மொழித் தோற்றக் கொள்கைகள் - மொழியின் வளர்ச்சி தமிழ் மொழி வரலாறு - தமிழ் வரிவடிவ வரலாறு - எழுத்துச் சீர்திருத்தம் கிளைமொழிக் கொள்கைகள் - பேச்சு மொழி.

எழுத்துமொழி - தமிழ் மொழியின் தனித்தன்மைகள்.

##### 2. கலைத்திட்டத்தில் மொழியின் இடம்:

கலைத்திட்டம் - கலைத்திட்டம் உருவாக்குதலில் சில அடிப்படைக் கொள்கைகள் - கலைத்திட்ட மாற்றம் - தேசியக் கல்விக் கொள்கை - கல்வியின் நோக்கம் - பள்ளிக் கலைத்திட்டம். தேசியக் கல்வி குறிக்கோளுக்கும், பள்ளிக் கலைத்திட்டத்திற்குமுள்ள தொடர்பு - பள்ளிக் கலைத்திட்டத்தில் தாய்மொழியின் இடம்.

##### 3. மொழியியல் கோட்பாடுகள்:

ஒலி மொழியாதல் - எழுத்துக்களின் பிறப்பு - தமிழ்ஒலிகளின் பிறப்பு - நன்னூலார் கொள்கைகள் - மொழியியலார் கொள்கை. மொழியின் அமைப்பு - ஒலியனியல், உருபனியல், தொடரியல் ஒலியை ஆராயும் முறைகள் - கோட்பாடுகள் - உயிரொலிகள் - மெய்யொலிகள்.



#### 4. மொழிக்கற்றல் கொள்கைகள், மற்றும் வளமூலங்கள் :

மொழிக் கல்வியின் இன்றியமையாமை மொழியும் சமூகமும் - மொழி வளர்ச்சியில் சூழ்நிலையின் பங்கு - மொழி கற்றலுக்கான உளவியல் கொள்கைகள்.

மொழி கற்றல் வளமூலங்கள் - இலக்கண இலக்கிய மூலங்கள் - நிகண்டுகள் - அகராதிகள் - கலைக் களஞ்சியங்கள் - அபிதான சிந்தாமணி - உரை நூல்கள் - தமிழ்ச் சொற்களஞ்சியம் - ஆய்வு கட்டுரைகள் - ஆய்விதழ்கள்.

#### 5. முத்தமிழின் வளர்ச்சி நிலை :

இலக்கிய வகை - கவிதை யாப்பியல் நூல் - மேலட்டார், தமிழறிஞர் விளக்கம் - மரபுக்கவிதை, புதுக்கவிதை. இசைத்தமிழ் - தொல்காப்பியம், சிலப்பதிகாரம், தேவாரம் இசைத்தமிழ் கூறுகள் - பிற்கால வளர்ச்சி நிலை. நாடகத்தோற்ற வளர்ச்சி - சங்க காலம் முதல் இக்காலம் வரை - நாடக வகைகள் - செய்யுளை நாடகமாக்கிக் கற்பித்தல் உத்தி.

#### 6. இலக்கியத் திறனாய்வுக் கொள்கைகள்:

திறனாய்வின் தோற்றம் - இன்றைய திறனாய்வு நிலை - திறனாய்வு வகைகள் - இலக்கிய ஆய்வுநெறி முறைகள் - புதினம், சிறுகதை, சிறுவர் இலக்கியம், நாட்டுப்புற இலக்கியம், பயண இலக்கியம் - முதலியவற்றிற்கு இலக்கணம்.

#### 7. இலக்கண அறிவு:

முதலெழுத்துக்கள் - சார்பெழுத்துக்கள் - எழுத்துக்களின் பிறப்பு - சொல்லிலக்கண வகைகள் - வேற்றுமை, ஆகுபெயர், புணர்ச்சி பொருளிலக்கணம் - அகம், புறம், யாப்பு - அசை, சீர், தளை, அடி, தொடை, பாவகை - பொருள்கோள் - அணி இலக்கணம் - (பள்ளிப் பாடங்களைப் பொருத்தமட்டில் அமையும்.)

#### 8. மொழியின் பல்வேறு வளர்ச்சி நிலைகள்:

மொழியின் பல்வேறு பணிகள் - அறிவியல், தமிழ் - கல்வியியல் - கலைக் கல்வி - கணிப்பொறியியல் - தமிழ் அறிவியல் மற்றும் தொழில் நுட்பக் கலைச்சொற்களை உருவாக்கும் வழிமுறைகள் - ஒலிபெயர்ப்பு, மொழி பெயர்ப்பு, புதுச்சொற்படைப்பு - கலைச்சொற்களை உருவாக்கும் பொழுது மனதிற் கொள்ளத்தக்க செய்திகள் - தமிழிலுள்ள பிறமொழிச் சொற்கள் - தமிழ் ஆட்சி மொழி, நீதிமன்ற மொழியாய் செயல்படுவதால் ஏற்படும் பயன்கள், செயல்முறைத் தடைகள் - நீக்கும் வழிமுறைகள் - பிறமொழிச் சொற்கள் - மொழிபெயர்ப்பு வகைகள் - மொழி பெயர்ப்பிற்கான கொள்கைகள் - மொழிபெயர்ப்பில் எழும் சிக்கல்கள் - தீர்வுகள்.

#### 9. தமிழ்மொழியும், விழுமப் பதிவுகளும்:

விழுமம் வகைகள் - தேசியக் கல்வி ஆராய்ச்சி மற்றும் பயிற்சிக் குழு பரிந்துரைக்கும் பட்டியல் - தமிழ் இலக்கியங்களில் சங்க காலம் முதல் பக்தி இலக்கிய காலம் வரை காணப்பெறும் விழுமங்கள் - தனிமாந்தர் சமுதாயம் (ஒழுக்கநெறி, சமுதாய மேன்மை - இறையுணர்வு)

## 10. வகுப்பறைத் திறன்கள் மேம்படுத்துதல்:

படைப்பாற்றல் - வளர்க்க உதவும் சூழல் - தகவல்களை திரட்டல் - படைப்பாற்றல் தன்மைகள் - மேம்படுத்துதல் - தழுவல் - ஈடுகட்டுதல் - மிகுந்துக்காணல் - குறைத்துக் காணல் - மீள வைத்தல் இணைத்தல் - படைப்பாற்றல் வடிவங்கள் - தலைப்பு தருதல், குறிப்புகள் தருதல், முடிவை மாற்ற தருதல், வடிவம், வகை மாற்றுதல், ஈற்றடி தருதல் - கதை, கவிதை, வானொலி உரைச்சித்திரம், கவிதையைக் காட்சிப்படுத்துதல் போன்றன.

### செயல்முறை வேலை

1. திறனாய்வு கட்டுரைகள் தயாரித்தல்
2. பாடநூல் ஆய்வு
3. பாடநூலில் உள்ள விழுமப் பதிவுகள்
4. வானொலி உரைச்சித்திரம் தயாரித்தல்
5. இலக்கிய நயம் பாராட்டல்
6. மரபுத் தொடர், பழமொழிகளைத் தொடர்களில் அமைத்தல்
7. கலைச் சொற்களைத் தமிழ்ப்படுத்துதல்
8. செய்யுளைக் காட்சிப்படுத்துதல்
9. சிறுகதை எழுதுதல் - குறிப்பு கொண்டு கதை எழுதுதல்

### மேற்கோள்கள்

கணபதி. வி, பூ, ஜெயராமன் (2005), நற்றமிழ் கற்பிக்கும் முறைகள், சென்னை. சாந்தா பப்ளிஷர்ஸ்.

கணபதி வி. (2004), தமிழ் இலக்கண இலக்கிய அறிமுகம், சென்னை, சாந்தா பப்ளிஷர்ஸ்.

கணேசன். து (1981), குழந்தை இலக்கியத்தில் வள்ளியப்பா ஒரு வழிகாட்டி, சென்னை - வானதி பதிப்பகம்.

ஞானமூர்த்தி தா. ஏ. (2002) இலக்கியத் திறனாய்வியல், யாழ் வெளியீடு.

முனைவர் கலைச் செல்வி. வெ. (2008), கல்வியியல் சிறப்புத் தமிழ், நாமக்கல், சஞ்சீவ் வெளியீடு.

முனைவர். பரமசிவம் சொ. (2008), நற்றமிழ் இலக்கணம், சென்னை, பட்டுப்பதிப்பகம்.

முனைவர். வீரப்பன் பா. (2004), உயர்நிலை தமிழ் கற்பித்தலில் புதிய அணுகு முறைகள், சென்னை, வனிதா பதிப்பகம்.

இரத்தின சபாபதி. பி (1997) செம்மொழிக் கல்வி, சென்னை, சாந்தா பப்ளிஷர்ஸ்.

சாய்குமார் க. (2008), மதிப்புணர்வுக் கல்வி, சென்னை, சாந்தா பப்ளிஷர்ஸ்.

சிங்காரவேலு முதலியார் (2004), அபிதான சிந்தாமணி தமிழ்க் கலைக் களஞ்சியம், சென்னை - சீதை பதிப்பகம்.

## OPTIONAL COURSE - II

பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல்

பொதுத்தமிழ்

(இளங்கலைப் பட்டம்)

### நோக்கங்கள்

1. தாய்மொழி கற்பித்தலின் இன்றியமையாமையும், நோக்கங்களையும் அறிதல்.
2. தாய்மொழியின் பல்வேறு பயிற்றுமுறைகளை அறிதல்.
3. பாடத்திட்டம் அமைப்பதற்கான கோட்பாடுகள் மற்றும் நுண்ணிலைக் கற்பித்தல் திறன்களை அறிதல்.
4. செய்யுள், உரைநடை, துணைப்பாடம், இலக்கணம் கற்பிக்கும் திறன்களைப் பெறுதல்.
5. மொழித்திறன்களைப் பெறுதல்.
6. மொழியாசிரியருக்குரிய பண்பு நலன்களையும், விழுமியங்களையும் அறிதல்.
7. பாடநூல் பற்றிய அறிவு பெறுதல்.
8. மதிப்பீடலின் நுட்பங்களை உணர்தல்.
9. வினாக்கேட்டலில் உள்ள பல்வேறு திறன்களை வளர்த்தல்.
10. கற்பித்தல் நுட்பங்களைக் கையாளல்.

### பொதுத்தமிழ்

#### 1. பாடப்பொருள்

ஆறாம் வகுப்பு முதல் பத்தாம் வகுப்பு வரையுள்ள தமிழ் பாடநூல்கள். தமிழக அரசால் பரிந்துரைக்கப்பட்ட அவ்வப்போது நடைமுறையிலுள்ள பாடத்திட்டம்.

#### 2. தாய்மொழிக் கல்வியின் சிறப்பு :

தாய்மொழிக் கற்பித்தலின் இன்றியமையாமை - சிறப்பு நோக்கங்கள் - வெளியிடுங்கருவி - அடிப்படைத் திறன்கள் - இலக்கிய நயம் கண்டின்புறல் - படைப்பாற்றல் - கற்பனையாற்றல் - அழகுணராற்றலை வளர்த்தல் - சமூகப் பண்பாட்டிணை அறிதல் - சமூக மரபுகளை அறிதல் - சமூகக் கடமைகளை மேற்கொள்ளுதல் - வாழ்க்கை நடத்தத் தேவையான திறன்களைப் பெறுதல் - நீதிகளைப் புகட்டுதல் - பயிற்று மொழியாக துலங்குதல்.

#### 3. பண்டையோர் கண்ட பயிற்றுமுறைகளும், தற்கால முறைகளும் :

பண்டையோர் கண்ட பயிற்று முறை :- குருகுலமுறை - 1. சொற்பொழிவு 2. உரையாடல் 3. தடைவிடை 4. வினா விடை 5. பயிற்சி - பன்முகப் பயிற்சி 6. விதிவிளக்கம் 7. காரணகாரியம் 8. நெட்டுரு - நன்மை, தீமைகள்.

புதிய முறைகள் :- 1. விளையாட்டு முறை 2. நடிப்பு முறை 3. தனிப்பயிற்சி 4. வகுப்பறை கற்பித்தல் 5. மேற்பார்வை படிப்பு முறை 6. செயல்திட்டமுறை 7. ஓப்படைப்பு 8. திட்டமிட்டுக் கற்றல் மொழிப்பாடம் பயிற்றலுக்கு இவற்றைப் பயன்படுத்தும் திறன்.

**4. பாடம் கற்பிப்புத் திட்டம் அமைத்ததற்கான கோட்பாடுகள், நுண்ணிலைக் கற்பித்தல் திறன்கள் :**

கற்பித்தல் கோட்பாடுகள் புளும், ஹெர்பார்ட், பாடம் கற்பிப்புத் திட்டம் - அலகுத்திட்டம் பாடம் கற்பிப்புத் திட்டம் தயாரித்தலின் இன்றியமையாமை - நன்மை, தீமைகள், மனதிற் கொள்ளத் தக்கன - பாடம் கற்பிப்புத் திட்டத்திற்கும் ஆசிரியர் கற்பித்தல் குறிப்பிற்குமுள்ள வேறுபாடுகள்.

நுண்ணிலைக் கற்பித்தல் - படிநிலைகள், சுழற்சி - 1. தொடங்குதல் திறன் 2. விளக்குதல் திறன். 3. முடித்தல் திறன் 4. கிளர்வினாத் திறன் 5. பல்வகைத் தூண்டல்களைப் பயன்படுத்துதல் திறன் 6. வலுவூட்டிகளைப் பயன்படுத்தும் திறன் 7. கரும்பலகையைப் பயன்படுத்தும் திறன் - இணைப்புப் பாடம் - பயிற்சி.

**5. செய்யுள், உரைநடை, இலக்கணம், துணைப்பாடம் கற்பித்தல்:**

செய்யுள், உரைநடைப் பயிற்றலின் நோக்கங்கள் முறைகளிலுள்ள வேறுபாடுகள் - செய்யுட் பாடத்தைத் தொடங்கும் முறைகள் - பல்வேறுவகையான உரைநடைகளைக் கற்பிக்க மேற்கொள்ளும் வழிமுறைகள் - செய்யுள் நலம் பாராட்டல்.

துணைப்பாடம் கற்பித்தலின் நோக்கங்கள் - துணைப்பாடத்தின் தன்மைகள் - பயிற்சிகள் - ஆசிரியர் செயல்பாடு.

இலக்கணம் கற்பித்தல் நோக்கங்கள் - பயிற்று முறை - விதிவருமுறை- விதிவிளக்க முறை, நடைமுறை இலக்கணம், திட்டமிட்டுக்கற்றல் முறையில் கற்பித்தல் - இலக்கணப் பாடத்தை இனிமையாக்கும் வழிமுறைகள்.

**6. மொழித்திறன்களை வளர்த்தல்:**

கேட்டல் வரையறை: - கேட்டல், உற்றுக் கேட்டல், செவி மடுத்தல் - கேட்டல் திறனை வளர்த்தலுக்கான நோக்கங்கள் - வளர்ப்பதற்கான வழிமுறைகள் - வானொலி கேட்டல் - ஒலிப்பதிவு கேட்டல் - கதை கூறல் - விடுகதைகள் - புதிர்கள் கேட்டல் - சுருக்கி எழுதுதல் - பாடப்பகுதிகளைப் படித்து வினாக் கேட்டல் - கேட்டலின் வழி கற்றல்.

பேசுதல் வாய்மொழிப் பயிற்சி: இன்றியமையாமை - நோக்கங்கள், பயன்கள் - திருந்திய பேச்சின் பொருந்திய நல்லியல்புகள் - திருந்திய பேச்சினை வளர்க்கத் துணையாகும் இலக்கியங்கள். நாடகங்கள், சொற்போர், கலந்துரையாடல், வினாடி வினா, இலக்கிய மன்றங்களில் பேசுதல் - மனப்பாடம் செய்தல் உச்சிரிப்பில் ஏற்படும் சிக்கல்கள் - பயிற்சிகள் நானெகிழ் பயிற்சி, நாபிறழ் பயிற்சி, மூச்சுப் பயிற்சி

படித்தல் :- நோக்கங்கள் - தொடக்க வகுப்பில் படிக்கக் கற்பிக்கும் முறைகள் - எழுத்து முறைப் படிப்பு, சொல்முறைப் படிப்பு, சொற்றொடர் முறைப்படிப்பு - நிறை குறைகள் - சொற்களஞ்சியப் பெருக்கம் - வாய்க்குள் படித்தல் வாய்விட்டுப் படித்தல் - அகன்ற படிப்பு, ஆழ்ந்த படிப்பு - நோக்கங்கள், நிறை குறைகள் - அவற்றிற்குரிய நூல்களின் தன்மைகள் - படிப்பில் ஆர்வத்தைத் தூண்டும் வழிமுறைகள்.

எழுதுதல்:- எழுதுவதன் நோக்கங்கள் - எழுதுவதற்குப் பயிற்சி அளித்தல் - சில முதற் பயிற்சிகள் - எழுது கருவிகளைப் படிக்கும் முறை - நல்ல கையெழுத்தின் நல்லியல்புகள் - தெளிவு, அளவு, அழகு, இடைவெளி, விரைவு - எழுத்துப் பயிற்சி முறைகள் - வரியொற்றி எழுதுதல், பார்த்து எழுதுதல், சொல்வதை எழுதுதல் - பிழையின்றி எழுதப் பயிற்சி அளித்தல் - பிழைகள் தோன்றக் காரணங்கள் - பிழைகளை களையும் முறைகள் - நிறுத்தற்குறியீடுகளைப் பயன்படுத்துதல். கடிதம், கட்டுரை எழுதப் பயிற்சி அளித்தல், வலிமிகும் இடம், மிகா இடமறிதல்.

## 7. மொழியாசிரியர்

கல்வித்தகுதி - பயிற்சி - பண்புநலன்கள் :

மொழிப்பற்று இலக்கண இலக்கியப் புலமை, குரல் வளம் - ஏற்ற இறக்கத்துடன் பேசுதல் - மொழித்திறன் வல்லமை - உளநூல் வல்லுநர் - படைப்பாற்றல் திறன் - முன்மாதிரியாக விளங்குதல் - கடமை உணர்வுடன் செயல்படல் - சமூக உறவு கொள்ளல் - பிற ஆசிரியருடன் பழகல் - பயிற்றலின் அடிப்படை விதிகளைக் கையாளல்.

விழுமங்கள்:- விழுமியங்களை ஆசிரியர் மாணவர்க்கு நடத்தையின் மூலம் உணர்த்துதல் - ஆளுமை - ஒழுக்கம் - நேரந்தவறாமை - அன்பு - மனிதநேயம் - பணிவுடைமை - உதவும் மனப்பான்மை - தூய்மை - தொழிலில் உண்மையுடைமை போன்றன.

## 8. பாடத்திட்டமும் பாடநூலும் :-

பாடத்திட்டம் - வரையறை - தனிநபர் வேறுபாடு, மாறி வரும் சமுதாயம் - உயர்நிலைப்பள்ளி பாடத்திட்டமிடுதற்கான காரணிகள் தமிழ்பாடத்திட்டம் . பாடநூல்கள் - பாடநூல்களின் அடிப்படை - பாடநூலின் பண்புகள் - சிறந்த பாடநூல்களைத் தயாரிக்கும் பொழுது மனதிற் கொள்ளத்தக்க செய்திகள் - தற்போதைய நடைமுறையிலுள்ள பாடநூல் பற்றிய பார்வை - நூலகப் படிப்பு.

## 9. மதிப்பீடுதலும், வினாக்களும் :-

மதிப்பிடல், அளவிடல், பல்வேறு நிலைகளில் கற்பித்தல் நோக்கங்களைப் பகுத்தாய்தல் - அறிதல், புரிதல், ஆளல், ஆற்றல் - தேர்வு வகைகள் - ஆசிரியர்களில் உருவாக்கப்படும் தேர்வுகள் - தரப் படுத்தப்பட்ட தேர்வுகள் - தேர்வுச் சீர்திருத்தங்கள் - மதிப்பீட்டுக் கருவியின் பண்புநலன்கள் - குறையறி சோதனை, குறைதீர் பயிற்சி - புறவயத் தேர்வு அமைத்தல் முறைமை - தொடர் மற்றும் முழுமையான மதிப்பீடு - வளரறி தொகுத்தறி மதிப்பீடு

விரிவாக்க மதிப்பீடுதல்: - பொருள், மதிப்பீட்டு பகுதிகள், பயன்கள், ஆசிரியரின் பங்கு - புள்ளியியல் பற்றிய பார்வை.

வினாக்கள் கேட்டலின் இன்றியமையாமை - வினவுதல் நோக்கங்கள் - பயன்கள் - வினாக்கள் வினவுதலின் திறமை - வினவும் முறைகள் - வகைகள் சிறந்த வினாக்களின் சிறப்பியல்புகள் - வினாத்தாள் அமைத்தலில் சிறப்பிடம் - நீல அச்சப்படம்.

## 10. மொழிக் கற்பித்தலின் நுட்பக் கூறுகள் :-

துணைக் கருவிகளைப் பயன்படுத்துதல் - வாசிப்பு வேகத்தை அளவிடல் (டாசிஸ்டாஸ்கோப்) வானொலி, ஒலிப்பதிவு நாடா, ஒளிப்பதிவு நாடா, தொலைக்காட்சி, மொழிப் பயிற்றாய்வுக் கூடம் - கணிப்பொறி - மின்கற்றல் - இணையதளம் - செயற்கைக் கோள் - பல் ஊடகம் - விண்ணரங்கம் - கானொலி.

### செயல்முறை வேலை

1. கையெழுத்துப் பிரதி தயாரித்தல்
2. நாடகங்கள் எழுதுதல்
3. வானொலி (அ) தொலைக்காட்சி பேச்சைக் கேட்டுக் குறிப்பெடுத்தல்.
4. வினாவங்கி தயாரித்தல்
5. கல்விப் பயணம்
6. இலக்கணப் பாடத்திற்குத் திட்டமிட்டுக் கற்றல் சட்டம் தயாரித்தல்
7. பல்ஊடக வழி பாடம் தயாரித்தல்
8. கலந்துரையாடல் நடத்துதல்
9. அறிக்கை தயாரித்தல்

### மேற்கோள்கள்

கணபதி. வி, இரத்தின சபாபதி பி. (2008), நுண்ணிலை கற்பித்தல், சென்னை. சாந்தா பப்ளிஷர்ஸ்.

கணபதி. வி. (1997) நற்றமிழ் கற்பிக்கும் முறைகள், சென்னை, சாந்தா பப்ளிஷர்ஸ்.

கலைச் செல்வி. வெ (2008), தமிழ் பயிற்றல் நுட்பங்கள் நாமக்கல் - சஞ்சீவ வெளியீடு.

கோவிந்த ராசன். மு (1980), நற்றமிழ் பயிற்றல் நோக்கமும் முறையும், சென்னை. தேன்மொழிப் பதிப்பகம்.

Mangal S.K. and Uma Mangal (2009), Essentials of Educational Technology, PHI learning private limited.

இரத்தின சபாபதி.பி (1997), செம்மொழிக் கல்வி, சென்னை. சாந்தா பப்ளிஷர்ஸ்.

இரத்தின சபாபதி. பி, கல்வியில் தேர்வு, சென்னை. சாந்தா பப்ளிஷர்ஸ்.

விஜயலட்சுமி. வ (2007) நுண்ணிலை கற்பித்தல், சென்னை. சாரதா பதிப்பகம்.

வேணு கோபால் இ.பா. கே. சாந்த குமாரி பொதுத் தமிழ் கற்பித்தல்.

வஜ்ரவேலு .சு, அருந்தமிழ் கற்பிக்கும் முறைகள் சென்னை. அம்சா பதிப்பகம்.

**OPTIONAL COURSE - I**  
**INNOVATIONS IN THE TEACHING OF ENGLISH**  
**(FOR GRADUATES IN ENGLISH OR ITS EQUIVALENT)**

**OBJECTIVES:**

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

1. acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
2. understand the connections of English speech and to acquire good pronunciation and fluency of speech
3. get familiarized with the syllabi related to high School and higher Secondary classes.
4. acquire a working knowledge of the grammatical terminology and grammatical system in English
5. develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
6. Differentiate among the consonants according to manner and place of articulation.
7. Distinguish between noun phrase and verb phrase
8. Describe the various devices of word formation in English
9. Explain the theoretical bases of teaching English grammar
10. Bring out the relative importance of teaching different study skills in the context of English Language Teaching.

**UNIT I: Phonetics of English**

1. Elements of English language - Phonology, morphology, lexis, grammar,
2. The different speech organs and their role.
3. The individual sounds- Vowels, Consonants, Semi vowels.
4. Pure vowels - The Cardinal Vowel Scale
5. Classification of Consonants according to Manner of articulation - Place of articulation.
6. Diphthongs - Closing Diphthongs - Centring Diphthongs

7. The concept of the Phoneme and the Allophone
8. Strong and weak forms
9. Word Stress - Primary stress, Secondary stress - Sentence stress.
10. Rhythm - Intonation - Tone group.
11. Phonetic Transcription.

## **UNIT II: Fluency**

1. Use of conventional formulae - greeting - apology - invitation - refusal - accepting - thanking.
2. Describing and interpreting picture, tables, graphs, maps, etc.
3. Various concepts and ways in which they are expressed - construction - suggestion - prohibition - permission - probability - likelihood - possibility - obligation - necessity - concession.
4. Oral drills - Repetition drills - Mechanical drills - Substitution drills

## **UNIT III: Advanced Grammar**

1. The Noun phrase - Modifier - Head word, Qualifier
2. The Verb phrase - Tense forms - Primary Auxiliaries - Modal Auxiliaries.
3. Types of Sentence - Simple, Complex, Compound.
4. Subordinate and Co-ordinate clauses.
5. Sentence pattern - Active and Passive voice.
6. Direct and Indirect speech - Question forms - Tag questions.
7. Sentence Analysis- Transformation of sentences
8. Analysis and classification of grammatical errors.

## **UNIT IV: Lexis**

1. Word formation - Affixation - Conversion - Compounding - Clipping - Port Manteau - Onomatopoeia - Loan words- other minor devices.
2. Patterns of spelling.
3. Phrasal verbs and prepositional phrases.
4. Sentence connectors -Devices for cohesion and coherence



## **UNIT V: Teaching Grammar**

1. Prescriptive - Formal grammar
2. Descriptive - Functional grammar
3. Methods of teaching grammar- Deductive - inductive
4. Grammar Activities
5. Testing grammar - steps and usage

## **UNIT VI: Teaching Vocabulary**

1. Nature of words.
2. Types of vocabulary - Active vocabulary - Passive vocabulary.
3. Expansion of vocabulary
4. Selection and grading of vocabulary
5. Strategies to develop vocabulary

## **UNIT VII: Types of courses**

1. English for Global Purpose.
2. English for Specific Purpose- EAP-EST-EOP
3. Remedial English course
4. The English Reader – Intensive, Extensive and Supplementary

## **UNIT VIII: Reference and Study Skills**

1. SQR3 method of reading
2. Study skills – note – taking, note – making, summarizing and paraphrasing.
3. Reference skills – library – dictionaries – thesaurus – encyclopedia – bibliography- Annotated Bibliography.

## **UNIT IX: Composition**

1. Types of composition – Controlled – Guided – Free
2. Kinds of composition – Letter writing – Formal – Informal – Business letters
3. Paragraph writing – Essay writing – Précis writing – Expansion of proverb – Developing stories from outline.
4. Summarizing – Abstracting – Translation – Comprehension
5. Oral composition – Pair work – Mixed ability grouping.
6. Correction of Composition exercise – correction symbols.

## **UNIT X: English Language Curriculum Transaction**

1. Principles of Curriculum construction
2. Limitations in the existing school English language curriculum
3. Qualities of a good English language text book
4. Professional Competencies of an English teacher - Programmes for quality improvement- Seminars, Workshops, Panel discussions, Field trips, Projects etc.,

### **Practical work:**

1. Preparation of labeled diagrams of speech organs.
2. Preparation of vowel and consonant charts.
3. Preparation of diagrams to show the position of various speech organs in the production of consonant sounds
4. Comparison of phonemic system in Tamil and English.
5. Examination of phonemic scripts used in various text books and dictionaries.
6. Oral practice in word and sentences stress.
7. Practice in transcribing passages and dialogues in English into phonetic script.
8. Exercises and tests assessing the teacher trainees' knowledge and mastery of the various areas in Grammar.
9. Construction of syllabus charts for various areas in Grammar with reference to the school syllabus.
10. Preparation of aids to make the High school and Higher Secondary pupils understand certain grammatical concepts
11. Identifying and classifying grammatical errors from students' work, using grammatical terminology.
12. Exercise in word formation
13. Practice in the use of dictionary
14. Note- making and summary writing exercise.
15. Preparation of annotated bibliography on different aspects of English language
16. Comprehension exercises.
17. Reviews to be written for three books.
18. Practice in writing different types of composition exercises

## SUGGESTED REFERENCE BOOKS:

- Brown, G. (1977). *Listening to Spoken English Applied Linguistics and Language*. London: Longman.
- Close, R. A. (1971). *English as a Foreign Language*. London: Longman.
- Dakin, J. (1973). *The Language Laboratory and Language Learning*. London: Longman.
- Francis Soundararaj, F. (1995). *Teaching spoken English and Communication Skills*. Chennai: Geoffrey Bernard, G. (1969). *Better Spoken English*. London: Macmillan & Co.
- Hornby, A. S. (1968). *The Teaching of Structural Words and Sentence Patterns*. London: Oxford University Press.
- Indra, C. T. (1995). *Teaching Poetry at the Advanced Level*. London: T.R. Publication.
- Kohli, A. L. (2006). *Techniques of Teaching English*. New Delhi: Dhanpat Rai pub.co
- Krishnaswamy, N. (1995). *Teaching English Grammar*. Chennai: T.R. Publication.
- Lee, W. R. (1976). *Language Teaching, Games and Contexts*. London: Oxford University Press.
- Lester, M. (1977). *Introductory Transformation Grammar of English*. New Delhi: Macmillian.
- Mangal, S. k., & Mangal, S. (2005). *Essentials of Educational Technology and Management*. Meerut: loyal book depot.
- Nataraj, Geetha. (1996). *English Language Teaching. Approaches, Methods, Techniques*. Kolkatta: Orient Longman Pvt.Ltd.
- Passi, B. K. (1976). *Becoming a Better Teacher : Micro teaching approach*. Ahmadabad: Sahitya Mudranalaya.
- Sachdeva, M. S.(2003). *A New Approach to Teaching of English in India*. New Delhi: Tandon Publications.
- Ur, Penny. (1999). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Ur, Penny. (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.
- Vallabi, J.E. (2012). *Teaching of English II (Special English) : Principles and Practices*. Hyderabad. Neelkamal Publications.
- Wright, A. (1977). *Visual Material for the Language Tteacher*. London: Longman.

**OPTIONAL COURSE - II**  
**CONTENT AND METHODS OF TEACHING ENGLISH**  
**GENERAL ENGLISH**  
**(FOR GRADUATES IN ENGLISH / OTHER SCHOOL SUBJECTS OR ITS**  
**EQUIVALENT EXCEPT TAMIL AND URDU)**

**OBJECTIVES :**

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

1. Acquire an understanding of the status, role and the nature of English language learning in India
2. Develop an understanding of the objectives of teaching English
3. Design unit plans and lesson plans
4. Understand and execute the teaching skills
5. Acquire knowledge of the different resources to teach English
6. Acquire knowledge of the kinds of syllabus and the various methods and approaches of teaching English
7. Acquire knowledge of the methods of evaluation and statistical interpretation
8. Understand the techniques in teaching the four language skills
9. Acquire knowledge of remedial instruction
10. Comprehend the use of simple statistical method in the interpretation of data pertaining to English Language Teaching. (ELT)

**UNIT I: Content**

The syllabus for VI to X of English text books prescribed by the Text book of the Government of Tamilnadu - time to time.

**UNIT II: Nature, Need and Objectives of Teaching English**

1. The status of English in India today - The rationale for learning English
2. Aims of teaching English at the Primary level, Secondary level and Higher Secondary level.
3. Objectives of teaching English as a second language - Cultural, Literary, Utilitarian, Linguistic and Integrative aims.
4. Contribution of Linguistics and Psychology to the teaching of English.
5. Teaching the communication skills - Listening - Speaking - Reading - Writing
6. Teaching English as a skill rather than a knowledge subject.

7. Learning the mother tongue and Learning a Second language - Interference and Transfer from the mother tongue - Implications for teaching methods.
8. Planning for Instruction - Designing unit plans and lesson plans
9. The scope of the B.Ed English course.

### **UNIT III: Teaching Skills**

1. Bloom's Taxonomy of Educational Objectives - Cognitive - Affective - Psychomotor domains - General and Specific Instructional Objectives.
2. Micro teaching - Principles - Steps - Uses - Skills - Introducing a Lesson - Explanation - Questioning - Using the blackboard - Reinforcement - Stimulus Variation - Link Lesson
3. Observation - Demonstration lesson - Teacher educator - guide teacher - Peer group - Feedback
4. Macro teaching  
Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader  
Teaching of Poetry - Method - Poetic forms - Poetic devices - Differences between teaching Prose and Poetry  
Teaching of Grammar - Method - Content - Parts of speech, Degrees of comparison, Tenses, Voice, Sentence Patterns, Analysis of Sentences, Transformation of Sentences Teaching of Composition - Oral and Written

### **UNIT IV: Resources in Teaching English**

1. Teacher made aids - Flash cards, Pictures, Charts, Models, Blackboard sketches.
2. Mechanical aids - Overhead projector, Tape recorder, Lingua phone records, Radio, Television
3. Programmed learning - Language laboratory.
4. Computer assisted language learning - Power point presentation- identifying websites
5. Multi-media and Internet

### **UNIT V: Approaches and Methods of Teaching English**

1. Method - Approach - Technique - Design
2. Syllabus - Kinds - Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus.
3. Method - Grammar Translation Method - Bilingual method - Direct Method - Dr.West's new method - Merits and Demerits
4. Approaches - Structural Approach - Types of Structures - Selection and Grading of Structures - Principles of Situational & Oral Approach

5. Communicative approach
6. Eclectic approach
7. Recent trends in the teaching of English

#### **UNIT VI: Tools of Evaluation**

1. Difference between measurement and evaluation
2. Characteristics of a good English test - Objectivity - Reliability - Validity - Feasibility.
3. Concept of Evaluation - Types of evaluation continuous and comprehensive evaluation - formative and summative assessment - Grading pattern.
4. Different types of tests - Achievement tests - Aptitude tests - Proficiency tests - Diagnostic tests.
5. Types of achievement tests - oral test - written test - teacher made test - standardized test.
6. Objective tests - One word answer - Fill in the blanks - Matching - Multiple choice - Error recognition.
7. Written test- Short answer type - Paragraph type - Essay type
8. Construction of a good test - Preparation of blue print - Scoring key - Marking scheme.
9. Item analysis - Item difficulty - Discriminative index.
10. Statistical interpretation of data - Mean, Median, Mode, Range, Average Deviation, Quartile Deviation, Standard Deviation, Correlation; Graphical representation - Histogram - Frequency polygon - Cumulative frequency curve - OGIVE

#### **UNIT VII: Listening Skill**

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

#### **UNIT VIII: Speaking Skill**

1. Techniques in teaching speaking - The conversation class, the topic based discussion class - task centered fluency practice.
2. Tasks for developing speaking skill - Individual, pair and group work.

3. Improving oral fluency - Parallel Sentences - Conversation - Dialogue - Role play.
4. Dramatization - Play Reading - Group Discussion.
5. Story telling - Narration - Description
6. Communication Game - Debate - Interview - Extempore Speech.
7. Barriers for Effective Communication.
8. Testing Speaking.

### **UNIT IX: Reading Skill**

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

### **UNIT X: Writing Skill**

1. Mechanics of Writing.
2. Sub skills in writing - visual perception - syntax - organization - grammar -content purpose - relevance.
3. Writing skills - Mechanical skills - Grammatical skills - Judgment skills - Discourse skills.
4. Characteristics of good Handwriting- distinctiveness - legibility - simplicity - uniformity - spacing - capitalization - punctuation - speed.
5. Testing Writing Skills. Remedial teaching with reference to phonological, lexical and grammatical systems of English language - Causes and Remedies.

### **PRACTICAL WORK :**

- Examination of the prescribed syllabus in English for the Secondary and Higher Secondary levels.
- Preparation of lesson plan for teaching prose, structural items, vocabulary items, comprehension passages, poetry and composition.
- Practice in quick black board sketches for the purpose of introducing new items. Preparation of material for role play and dramatization

- Reading comprehension and note-making exercise. Preparation of different types of vocabulary exercise.
- Examination of examples of controlled and guided composition tasks found in various course books
- Preparation of material for teaching picture composition
- Examination of poems prescribed for all three levels.
- Practice in reading poems aloud.
- Preparation of aids.
  - i. An album of black board sketches.
  - ii. An album of collected pictures
  - iii. Picture set and
  - iv. Composite scene
- Practice in the use of CDs in English
- Conducting a radio lesson
- Development of VAI/CAI programme for a teaching item.
- Preparation of a simple linear programme for a unit in grammar
- Preparation of blue prints
- Construction of test paper containing the different types of test items including objective type items.
- Preparation of remedial material for one unit

### **SUGGESTED REFERENCE BOOKS:**

- Aggarwal, J. C. (2008). *Principles, Methods & Techniques of Teaching*. UP: Vikas Publishing House Pvt Ltd.
- Aggarwal, J. C. (2008). *Essentials of Educational Technology*. UP: Vikas Publishing House Pvt Ltd.
- Albert Valdman, A. (1966). *Trends in language teaching*. London: McGraw Hill.
- Alexander. (1971). *Guided composition in English language teaching*. London: Longman.
- Allen Campbell, A. (1972). *Teaching English language*. New Delhi: Tata McGraw Hills.
- Baruah, T. C. (1993). *The English teachers handbook*. New Delhi: Sterling Publishers.
- Bright, J. A., & Gregor, G. P. (1976). *Teaching English as second language*. London: Longman.
- Brown, G. (1977). *Listening to spoken English, applied linguistics and language*. London: Longman.



- Chauhan, S. S. (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt Ltd.
- Christopher, S. W. (1998). *Computer and language learning*. Singapore: SEAMEO – Regional Language Centre.
- Dahin. (1967). *The language laboratory and language learning*. London: Longman.
- Dhand, H. (2009). *Techniques of Teaching*. New Delhi: APH Publishing Corporation
- Frisby, A. W. (1970). *Teaching English*. London: Longman.
- Geetha, N. (1996). *English language teaching: Approaches, methods, techniques*. London: Orient Longman Ltd.
- Gregory Bernard, G. (1969). *Better spoken English*. London: Macmillan & Co. Harcourt, Brace & World Inc.
- Hornby, A. S. (1968). *The teaching of structural words and sentence patterns*. London: Oxford University Press.
- Hook, J. N., & Robert, L. S. (1967). *Competence in English: A programmed handbook*. NY: Howatt, A. P. R. (1972). *Programmed learning and the language teacher*. London: Longman.
- Krishnaswamy, N. (1995). *Teaching English Grammar*. Chennai: T.R. Publications.
- Nanda, K. (1989). *Developing English comprehension*. New Delhi: Sterling Publishers.
- Palmer, H. E. (2008). *Oral Method of Teaching Language*. Delhi: Surjeet Publications. Mowla,
- Pit, C. .S. (1985). *An intermediate English practice book*. London: Orient Longmans.
- Pit, C. S. (1985). *Introducing applied linguistics*. London: Orient Longmans.
- Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.
- Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
- Sharma, R. N. (2008). *Contemporary Teaching of English*. Delhi: Surjeet Publications.
- Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi: APH Publishing Corporation.
- Thomas, A. J., & Martinet, A. V. (2004). *A practical English grammar*. London: OUP.
- Venkateswaran, S. (2008). *Principles of Teaching English*. UP: Vikas Publishing House Pvt Ltd.
- Vallabi, J.E. (2011). *Teaching of English: Principles and Practices*. Hyderabad. Neelkamal Publications.

## اردو۔ دوسرا پرچہ اختیاری

### (URDU - OPTIONAL PAPER - I)

#### مقاصد: (Objectives)

- ۱۔ قومی تعلیمی پالیسی اور فنونِ لطیفہ کے مقاصد سے واقف ہونا۔
  - ۲۔ اردو زبان کی ترتیب کی واقفیت کے ساتھ زندگی میں اس کے حصہ کو معلوم کرنا۔
  - ۳۔ سماجی پس منظر میں تہذیب و ثقافت کی ترقی۔
  - ۴۔ زبان کی بناوٹ، خصوصیات اور طریقوں کو معلوم کرنا۔
  - ۵۔ جسمانی اور نفسیاتی بنیاد پر زبان کو سکھانا۔
  - ۶۔ زبان کے مختلف پہلوؤں سے واقفیت۔
  - ۷۔ اردو ڈرامہ کے مقاصد اور اس کی ابتدا۔
  - ۸۔ زبان کے مختلف کارکردگیوں کو جاننا۔
  - ۹۔ ادب کے مختلف پہلوؤں پر تحقیقی صلاحیت کو بڑھانا۔
  - ۱۰۔ فن پاروں کی ترقی کے لئے مختلف طریقوں کو معلوم کرنا۔
  - ۱۱۔ قومی تعلیمی پالیسی میں زبان کے اساتذہ کاروں۔
  - ۱۲۔ انسانی تہذیب پر اردو زبان کی ترقی و ترویج کا اثر۔
  - ۱۳۔ اردو زبان کی انفرادیت کو معلوم کرتے ہوئے اس کی بقا اور ترقی کی ضرورت کا احساس پیدا کرنا۔
- ۱۔ پرائمری، مل، ہائی اسکول سطح پر۔ قومی تعلیمی مقاصد اور فن و آرٹ کے نصاب کے تعلق کو معلوم کرنا۔ ملکی ہدف (Target) اور تعلیم کے مقاصد کے مابین تعلقات سے واقفیت۔
- ۱۱۔ اردو زبان کی ساخت و بناوٹ، صوتی طریقہ وغیرہ کے فوائد۔ انسانی زندگی میں ذرائع ابلاغ کا حصہ۔ اور اس کے اقسام۔

**OPTIONAL COURSE - I**  
**INNOVATIONS IN THE TEACHING OF URDU**  
**(FOR GRADUATES IN URDU OR ITS EQUIVALENT)**

**OBJECTIVES:**

1. Knowing the importance of national educational policies.
  2. Importance of teaching urdu and application of urdu in common ways.
  3. Role of urdu in social affinity and religious unity.
  4. Formation of language. Importance and their usage.
  5. Physical and psychological based teaching
  6. To know different figure of speech
  7. To know the origin and importance of urdu drama.
  8. To comprehend the grammar and phonetics of urdu.
  9. To know the various literary forms in urdu.
  10. The role of language teachers in national policies.
  11. The influence of society on urdu and their effects in development
  12. To understand the importance of urdu and contributing for its immortality.
- I) National Educational policy - Primary - Middle - High - Schools standard -quality education to achieve national literacy rate - Achieving educational target and objectives.
- II) Urdu language part and speech structure - Grammar and their usage role of urdu in common life.

۱۱۱۔ ۱۔ سماجی پس منظر میں زبان اور تہذیب و تمدن کو دیکھنا۔ زبان کی ترقی میں ماحول کا حصہ۔ زبان اور سماجی ماحول۔ تہذیب و تمدن سے بچھڑے ہوؤں کو برابری کا درجہ دینے کا تعلیمی نظام۔

۲۔ زبان۔ زبان کو دیکھنا۔ زبان کی ساخت و بناوٹ۔ زبان کے بنیادی اصول۔ زبان کی ترقی اور زبان کی قدامت۔ زبان کی خصوصیات اور بناوٹ کے طریقے۔

۱۷۔ انسان کی تہذیب و تمدن کے ارتقاء میں زبان کا اہم کردار، سماجی تہذیبوں، نفسیاتی کشمکش اور معاشی رد و بدل کا اثر زبان پر۔ انسانی ارتقاء کے ساتھ ساتھ زبان کی ترقی۔ زبان، انسانی تمدن کی ترسیل کا ایک اہم ذریعہ۔

۷۔ ادب: شاعری اور نثری اصناف کے ذریعے طرز و تحریر میں انفرادیت کی تحقیق۔

۷۱۔ ۱۹ ویں اور ۲۰ ویں صدی کے مضمون نگار اور ان کی تخلیقات کا تفصیلی جائزہ۔

۷۱۱۔ ڈراما۔ ڈرامائی ادب کی نشوونما اور اس کا ارتقاء۔

۷۱۱۱۔ موجودہ تہذیبوں کے مطابق زبان کے مختلف عملی کارکردگی۔

۱۔ سائنسی اور صنعتی اصطلاحات کی تیاری میں مناسب اور موزوں الفاظ کا استعمال۔ اردو میں مستعمل دوسرے زبانوں کے الفاظ۔

۲۔ اردو کی تدریس میں عربی، فارسی، ہندی، سنسکرت اور مغربی زبانوں کے اثرات اور اس کے نتائج۔

۳۔ اردو زبان کی فروغ کے لئے صوتی الفاظ کے تعلق سے آگہی حاصل کرنا۔

۵۔ عوام سے تعلق پیدا کرنے کے والے مواصلاتی آلات (ریڈیو، قلم، ٹیلی ویژن، اخبارات) میں زبان کا استعمال۔

۱X۔ صرف و نحو کی کتابوں کا تفصیلی جائزہ (اسکول کے اسباق کے حدود تک)

X۔ شعر کی تعریف، قافیہ، ردیف، صنائع و بدائع، علم عروض اور علم بیان وغیرہ سے آگہی۔

XI۔ سفر نامے، مختصر کہانیاں، ناول، بچوں کا ادب، دیہاتی ماحول پر مبنی افسانے وغیرہ کے بارے میں جاننا۔

XII۔ طلباء اور طالبات میں تخلیقی صلاحیت کو اجاگر کرنے میں ادبی انجمنوں اور رسائل و جرائد۔ رسالوں کے فوائد اور اس کی اشاعت۔

XIII۔ پسماندہ طبقات کو متاثر دینا۔ جسمانی حرکات، معذورین کے لئے تعلیم۔ فنی تعلیم کی اہمیت۔ عام تعلیم

- III) Learning social and cultural influence on language - role language and linguists - Role of Urdu language in education.
- IV) Teaching and learning according to the principles of language popularizing urdu.
- V) Origin and role of language and socio - cultural influence on language - Social changes, Emotional and occupational changes on Language and society -cultural influence on language.
- VI) Detailed history of 19th and 20th century literature.
- VII) Dramas - Influence on language.
- VIII) Teaching urdu - evaluation and unique applicable approach.
  1. Use of scientific and technical words in Urdu. Coining words from computer and software borrowed words form other languages.
  2. Influence of Arabic, Sanskrit, Hindi, Persian and Western Languages on Urdu. Its effects.
  3. Familiarizing urdu in soft skills.
  4. Media - Public support - in developing urdu language - Electronic media (Radio, Movies, Television, News and Internet)
- IX) Reviewing and publishing Grammar books - related to Schools and High Schools.
- X) Knowing and learning the art of Poetry - language through Poetry.
- XI) To know about Travelogue, Shortstoies, Novels, Fables, Tales and Patrol folk arts.
- XII) Publishing and recommending magazines in schools - encouraging pupils for reading magazines.
- XIII) Educating downtrodden, destitute and helping physically challenged person.

- میں سائنس کی تدریس۔
- XIV۔ قومی تعلیمی پالیسی میں استاد کا حصہ۔ تعلیم نسوان۔ عورتوں کے مساوات کے لئے تعلیم۔ خواتین کے حالات میں بنیادی تبدیلی کے لئے تعلیم۔ خواتین کی ترقی میں حیرت انگیزی کے لئے عملی منصوبے۔
- XVI۔ کمپیوٹر کے ذریعہ۔ چہتی مواصلات (Multi-media) کا استعمال کر کے سیکھنا۔ سننے، پڑھنے اور لکھنے کی صلاحیتوں کو فروغ دینا۔

## عملی کام: (Practical Work)

- ۱۔ بغیر اطلاع کے تقاریر
- ۲۔ بحث و مباحثہ
- ۳۔ سمینار کا انعقاد
- ۴۔ ڈرامے لکھنا اور اداکاری کرنا۔
- ۵۔ ریڈیو سن کر اشارات لکھنا۔
- ۶۔ تحقیقی صلاحیت کے مضامین کی تیاری۔
- ۷۔ اعلیٰ نظموں کی ستائش۔
- ۸۔ مجلہ تیار کرنا۔
- ۹۔ تدریسی اشیاء کی تیاری۔ معاون درسی آلات کی تیاری۔
- ۱۰۔ اسباق کو جمع کرنا۔ کتابچہ (Book let) تیار کرنا۔
- ۱۱۔ سوالات بینک کی تیاری (Question Bank)
- ۱۲۔ خامیوں کی پہچان اور اس کے تدارک کی مشق۔
- ۱۳۔ مذاکرات کا انعقاد
- ۱۴۔ علاقہ میں بولے جانے والی زبان کے الفاظ کو جمع کر کے ترتیب دینا۔ روزمرہ میں استعمال ہونے والی زبان کی تصحیح کی مشق کرنا۔

XIV) Role of teachers in National educational policy - Women's education - Adult education - women's emancipation development of women's education social and moral effect of women's education on society.

XV) Teaching of language through computer and use of multimedia in teaching languages.

**Practical Work:**

1. Speech without topic.
2. Writing brief drama, encouraging students to participate in it.
3. Narrating (Radio information) to develop listening skill.
4. Reading composition and Comprehension.
5. Prescribing good poems.
6. Preparing teaching aids and lesson plans.
7. Collecting Information from book and preparing booklet.
8. Understanding weakness and ignorance, offering suggestions to eliminate it.
9. Knowledge of regional language and vernacular, coining words which are used in day to day life.
10. Language practice and exercise.
11. Preparing Questions Bank

## اردو۔ پہلا پرچہ اختیاری

### (URDU - OPTIONAL PAPER - II)

#### مقاصد: (Objectives)

- ۱۔ مادری زبان کی اہمیت اور زبان سیکھنے کے اغراض و مقاصد۔
- ۲۔ مادری زبان کی مختلف کارکردگی کو معلوم کرنا۔
- ۳۔ مادری زبان کے مختلف تدریسی طریقے سے آگاہی۔
- ۴۔ نظم اور شعر کے مختلف تدریسی طریقوں کو جاننا۔
- ۵۔ قواعد کی تدریس کا مقصد اور اس کی اہمیت۔
- ۶۔ مختلف مضامین کے اسباق کی جانچ۔
- ۷۔ تراجم۔ ماخذ وغیرہ کے بنیادی قوانین کی تعلیم و تشریح۔
- ۸۔ توجہ کے ساتھ سننا اور سمجھنے کی صلاحیت اپنے اندر پیدا کرنا۔
- ۹۔ مطالعہ کی عادت کو فروغ دینا۔

لکھنے کی استعداد کو فروغ دیتے ہوئے مختلف اقسام کی تحریروں اور ان کے مابین فرق سے واقف

ہونا۔

دری اشارات کے فائدے بتانا۔

استنباطیہ جملوں کے مختلف انداز کی صلاحیت کو فروغ دینا اور زبان کی تدریس کے ساتھ مختلف اوصاف سے آراستہ کرنا۔

نصاب کی تیاری میں جدید اور تکنیکی انداز اپنانے کے فوائد معلوم کرنا۔

سوالات کے پرچہ کی تیاری میں مختلف صلاحیتوں کو اجاگر کرنا۔



**OPTIONAL COURSE - II**  
**CONTENT AND METHODS OF TEACHING URDU**  
**(FOR POST GRADUATES IN URDU OR ITS EQUIVALENT)**

**OBJECTIVES:**

1. To enable the teacher trainees to acquire knowledge of mother tongue and to familiarize with the appropriate terminology.
2. To help teacher trainees acquire a working knowledge of the grammatical system in urdu.
3. To develop in the teacher trainees the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
4. Teaching of Prose and Poetry.
5. Importance of learning grammar.
6. Evaluating various compositions.
7. Teaching of translations and the principles of translation.
8. Observation - Demonstration the basic principle of teaching skill.
9. Method of teaching reading to beginners and motivating reading habit.

Content - The syllabus for VI to X of English text books prescribed by the Text book of the Government of Tamilnadu - time to time.

Developing the writing skills to explain various methods of writing and to expose their difference.

Importance of references and study skills.

The sentences - Types of Sentences - Subordinate and Co-ordinate clauses and their teaching methods.

To prepare the lesson plans in innovative methods and understanding their usage. To prepare question paper to motivate students.

نصاب کی تیاری میں وضع کردہ اصولوں سے واقفیت۔  
 ذریعہ تعلیم کی حیثیت سے زبان کی اہمیت۔  
 مرکزی خیال کو معلوم کرنا اور اسکی تحقیق کی عادت کو فروغ دینا۔

## تعلیمی نظام میں مادری زبان کا حصہ:

(Contribution of Mother Tongue in Educational System)

افراض و مقاصد۔ خیالات کے اظہار کا ذریعہ، ششہ انداز میں بولنا، صحیح طریقہ پر پڑھنا اور لکھنا۔  
 زندگی کے واقعات، قیاس کی صلاحیت کا فروغ۔ خیالات بہتر انداز میں سمجھنے کی کوشش۔ سماجی تہذیب  
 کی وراثت کی جانکاری کا آلہ زبان ہے۔ تعلیم کی ضرورت اور اس کی اہمیت۔ ماحول کی خامیوں سے  
 آگاہی۔ زندگی گزارنے کے صحیح اصول کی جانکاری۔

## تدریسی مقاصد اور نصاب کی تیاری:

(Teaching Objectives & forming of Syllabus)

بلوم (Bloom's) کے وضع کردہ اصول کے مطابق تدریسی مقاصد کی تین قسمیں۔ اور اس کی،  
 تاثراتی اور نفسیاتی علاقے (fields)۔ عام اور خصوصی ہدایات۔  
 درس و تدریس کے نفسیاتی اصول۔ کارنے۔ نمونہ۔ پیا جی نصاب کی اہمیت۔ نصاب کی تیاری۔  
 ابوابی نصاب۔ سالانہ نصاب۔ ہیرباٹ کے درجے۔ نصاب کی ہیبت۔ اسباق کے اصولوں کی  
 تقسیم۔ معاون درسی آلات۔ جانچ (Evaluation)۔ اعادہ۔ ازبر کرانا۔

## تدریسی طریقہ: (Teaching method)

تدریسی طریقوں کی جانکاری۔ کلاس روم کا رقبہ۔ طلباء کی تعداد، طلباء کی تعلیمی استعداد۔ وقت اور

To knowledge of lesson plans, to know how to prepare various lesson plans. Sources of teaching and importance of language. Speaking, reading and writing.

### **Contribution of Mother tongue in Educational System:**

The role of mother tongue - The rationale for learning urdu - Aims and purpose, right ways to express thoughts, soft and elegant way of communicating - proper method of teaching - correct methods of teaching reading and writing narrating life experiences and examining the concept of philosophy. The best method of imparting education, to exploring and understanding the correct language to comprehend the social behavior, Needs and Importance of educational identifying and classifying grammatical errors from students works using grammatical terminology. To analyse the language revealing the effective atmosphere of learning, analyzing and evaluating life and language, correcting and shaping zeal of students.

### **Teaching Objectives & Forming of Syllabus:**

- Bloom's taxonomy of educational objectives - Cognitive, Affective and Psychomotor domains - General and Specific Instructional objectives.
- Micro-Teaching - Principles - Skills - Introducing the lesson - Explanation using the Blackboard - Reinforcement - Stimulus variation - Questioning - Link Lesson - Teaching Aids - Evaluation.

### **Teaching Methods:**

Observation - Demonstration Lesson - Teacher Educator - Guide teacher - Peer group - Experimental method of teaching - Principles of child psychology and teaching psychology - Classroom situation - Strength of students and the observing capacity - Time Bound Teaching -

سبق کے مطابق۔

ابواب کی تقسیم کرتے ہوئے اسباق کا مطالعہ۔ ڈالڈن طریقہ تعلیم۔ انفرادی اور منصوبہ بندی  
طریقہ تعلیم۔ درسی آلات۔ درس و تدریس بذریعہ کمپیوٹر۔ اجتماعی طرز تعلیم، اجتماعی مباحث۔ سمینار۔  
تقریری طریقہ تعلیم۔ عملی کارکردگی طریقہ (Experimental method)۔ تحقیقاتی طریقہ۔ تلمیسی  
سیرویاحت۔ تعلیم بذریعہ کھیل۔ طلباء کی جانچ اور ان کی خامیوں کو دور کرنے کے مناسب اقدامات۔  
موجودہ طرز تعلیم۔ کھیل کا طریقہ۔ منصوبہ بندی طریقہ۔ ماہر تعلیم کی زیر نگرانی۔ تقریری  
انداز طریقہ۔ محصل علم کا طریقہ۔ اس طرز کے ذریعہ تجمائی، ٹائپو اور فونو تجمائی جماعتوں میں ظاہر ہونے والے  
نتائج۔

### ۱۔ منظومات اور نثری اسباق: (Poetry & Prose lessons)

تدریس کے مقاصد اور طریقے۔ ان کے باہمی اختلافات۔ نظم و نثر کی تدریس کے طریقے۔ ان  
فن پاروں کے محاسن اور خوبیوں کا بیان۔

### ۲۔ قواعد: (Grammar)

تدریسی مقاصد اور طریقے۔ ماہرین لسانیات کے وضع کردہ قواعد کی تفہیم و تشریح۔ قواعد کے اعتبار  
سے قدیم اور جدید اردو کا موازنہ۔ کھیل کے ذریعہ زبان کے قواعد کو سمجھانے کی کوشش۔ عنوانات کا انتخاب۔  
قواعد کی تدریس میں معاون آلات کا استعمال۔ قواعد کے ضروری امور کی تعلیم۔

### ۳۔ مضمون نویسی کی۔ مقاصد اور طریقے:

### ( Essay writing-objectives & Methods)

مضمون نویسی کا آغاز اور ارتقاء، اس کے اقسام۔ جملے بنانے کی مشق۔ سوچنی مضامین۔ سنجیدہ  
مضامین۔ تصویری مضامین۔ قصہ۔ یا کہانی کی شکل میں مضامین۔ تاریخی مضامین۔ تحقیقی مضامین۔ ڈرامائی  
مضامین (تجمائی اور فونو تجمائی جماعتوں کے لئے)

Dividing portions according to the lesson plan - Dalton's method of education - Teacher made aids - Flash Cards, Pictures, Charts, Models, Blackboard sketches. Computer assisted language learning - Group discussion - Group study - Power point Presentation - Identifying Websites.

### **1) Poetry & Prose Lessons:**

Teaching of Prose and Poetry as an aspect of literary studies - Prose - Knowledge oriented - Treatment of new words structure and special references - Reading - Content to be taught - Material Demonstration - Actions or gestures - Pictures - Verbal context. Comprehension questions - Vocabulary and language work.

### **2) Grammar:**

To enable pupils to construct correct and idiomatic sentences - Grammar provides information about the language - Functional grammar - Forms of grammar - Deductive grammar. Teaching the parts of sentences - Importance of grammar and their usage - Pictures and games in the teaching of grammar - Oral drill Structures and grammatical plan - remedial work - Need for employing grammatical terminology.

### **3) Essay writing - objectives & Methods:**

Writing, drills and exercise to develop writing habits - Progressive writing Programmes at various schools level - Mechanics of writing, its stages - General consideration while teaching writing - Characteristics of good handwriting, cause of bad handwriting, remedial measure.

## اعلیٰ جماعتوں میں دی جانے والی مشق:

### (Exercise giving in Higher Secondary level)

اخبار جمع کرنا۔ خبروں کی تقسیم اور ان کی تفصیلات۔ مناسب اور موزوں انداز میں مضامین کی ادائیگی، سلاست اور روانی کے ساتھ تقریری صلاحیت۔ مقررہ وقت کے اندر اچھے انداز میں تقریری مشق۔ خطوط (Letter)۔ خطوط کے اقسام۔ خطوط نویسی کا طریقہ۔ اور اس کے مقاصد۔ مختصر اور مفصل اندازِ تحریر۔ انفرادی طرزِ نگارش اور صاف و سفید زبان کا استعمال۔ زبان کے رموز و اوتاف کا استعمال۔  
افلاطون کی تصحیح۔ چند نشانات کو استعمال کر کے زبان کی غلطیوں کو درست کرنے کے طریقے۔

### تدریس ترجمہ: (Teaching of Translation)

نصاب میں اس کی اہمیت۔ نصاب اور ترجمہ۔ ترجمہ کے اقسام۔ دشواریاں۔

### تدریسی صلاحیتیں: (Teaching Skills)

اساتذہ کے اندر تدریسی صلاحیت اور تدریسی اصولوں سے واقفیت، طلباء کی صلاحیتوں کی مختلف طریقوں کو اگسٹانے کی صلاحیت، استفہامیہ صلاحیت، تقویت پہنچانے کی صلاحیت، اختتامی صلاحیت، تکنیکی تدریسی کی گردان، معاون سبق کی ضرورت کی تدریس۔ تدریس کے دوران توجہ سیاہ کا استعمال۔ مختلف پروگرام۔ مباحثے۔ تذکرے اور تنقیدی جائزے کو شیپ کر کے ان کا برعکس اور بر موقع استعمال۔ سمعی و بصری آلات، تقوینیات، مشاورتی اجلاس، ورکشاپ پر مبنی عملی کام۔

### ۱۔ سننا (Hearing):

قافیہ، ردیف، سننے کے ذریعہ سیکھنا، سننے کی عادت کو فروغ دینا۔

### **Exercise giving in Higher Secondary Level:**

Collecting News - Distribution of Information in detailed ways - describing objects, places, festivals and events - writing simple sequences - Topic connected with the pupil's environmental and experience - paragraph writing - parrallel Paragraphs - Simple letter - kinds of letter - Picture composition, teaching of letter writing - need for systematic correction.

### **Teaching Skills:**

Teaching of translation, its role, merits and limitations, utility of Translation, its process and usage.

### **Teaching Skills:**

Aims of teaching Urdu, Knowledge, Application, Comprehension, Skills, Interest and Attitudes, Literary Appreciation, literary expression, Instructional objectives and their specifications in terms of learning outcomes - evaluation and assessment, Teaching aids - Flash cards - Macro - Micro teaching - Lesson plan - programmed learning - Language laboratory - Mechanical aids - Overhead Projector - Tape Recorder - Radio - Television - Text book - Black board.

### **Hearing:**

Understanding the various forms of literature - Learning through listening -developing listening habit - Loud Reading.

اسباق کے حصوں کو پڑھ کر چھوٹے سوالات کے ذریعہ فروغ دینا۔  
 ریڈیوسٹنا، ادارے مطلب میں کسی تبدیلی کے بغیر اختصار نویسی کی مشق۔ تفصیلی خیالات کو مختصر عبارت میں  
 بیان کرنا۔  
 خبروں کو معلوم کرنا، اسلوب وغیرہ کے لئے، اشتہار سننے اور تدریس کے مابین فرق معلوم کرنا۔

### گفتگو کرنا: (Dialogue)

اچھے انداز اور قواعد کی غلطیوں کے بغیر گفتگو کرنا، کہادت اور محاورات کا ابتدائی درجہ میں گفتگو کی  
 صلاحیت کے لئے استعمال، بحث و مباحثہ، مذاکرات، کوئز وغیرہ کو تخلیقی، ثانوی اور فوقانی جماعتوں کے  
 مطابق ترتیب دینا۔

### پڑھنا: (Reading)

زندگی میں مطالعہ کی اہمیت۔ مطالعہ کی تکنیک سے مکمل واقفیت۔ مطالعہ کے طریقے۔ بلند اور  
 خاموش خوانی کے مقاصد۔ مطالعہ کے ذریعہ ادب سے لطف اندوزی۔ مختلف فنون کی کتابوں کا مطالعہ،  
 روزنامہ، ہفتہ وار ماہور، رسائل و جرائد کے پڑھنے کی مشق۔

### لکھنا: (Writing)

زبان و ادب کی تعلیم میں تحریر کی اہمیت۔ اچھی تحریر کے لئے مناسب طریقوں کا استعمال۔ تحریر  
 درست کرنے کے طریقے۔ اسلوب کی دلکشی اور جاذبیت۔ علامتوں کا برملا استعمال۔ طلباء کی عمر، درجہ اور  
 ذہن کے مطابق تحریر۔

لکھنے کے مشق کے طریقہ: لائن سیدھی اور مناسب ہونے کو دیکھ کر لکھنا، بن کر لکھنا۔  
 نالیوں کے بغیر لکھنے کی مشق: حروف کو جمع کرنے کا کھیل، غلطیوں کے اخراج کے راستے



and forming brief questions - Listening to Radio programme - Purpose of observation and exercise - Paraphrasing and summarizing - specifying the theme - understanding the different kinds of advertisements and their meaning.

### **Dialogue:**

The appropriate method of communication - Communication skill -Communicating without grammatical errors - using proverbs and phrases to teach initial level of conversation, debate according to grammar.

### **Reading:**

Importance of reading in life - procedures of reading and gathering information -Types of reading - silent and loud reading - encouraging literary interest through reading - Motivating to read various literary books, daily, weekly and monthly magazines - reading exercises.

### **Writing:**

Importance of writing - Value of writing in speech and drafting - The correct ways of using correct language - Correcting the written exercise of pupils - The level of students and homework, level of pupils and their comprehending ability in writing exercise. Keep the line straight, Follow - look - Say - Write method copy writing, transcription, dictation and composition provide opportunity for correct spelling. Vocabulary bound games - Knowing grammatical errors.

### زبانی مشق: (Oral Excercise)

اہمیت، مقاصد اور فوائد۔ تلفظ میں درجہ پیش مشکلات، زبانی یاد کرنے کی اہمیت، مناسب اور صحیح جملوں کا استعمال درست بات چیت کے فروغ میں مدد کریں گے، ادبی تخلیقات، ڈرامے، زبانی مشق کے مختلف طریقے معاذن ہوں گے۔

### تدریسی خاکہ: (Lesson Planning)

تدریسی خاکہ کی اہمیت۔ طلباء کی علمی صلاحیت و قابلیت۔ عمر، درجہ اور سابقہ معلومات کی روشنی میں اس کی تیاری۔ اشاراتی سبق کے مقاصد۔ اول علمی اور معلوماتی، دوم لطف اندوزی اور تفریحی۔ سبق کو مؤثر اور بہتر بنانے کے لئے امدادی ذرائع کا استعمال۔ چارٹ، تصویریں، اٹلس، بلیک بورڈ، ڈسٹر اور چاک وغیرہ۔

### سوالات: (Questions)

سوالات کی اہمیت، سوال کرنے کی ضرورت، سوالات پوچھنے کے طریقے اور اس کے اقسام، تعلیمی ترقی کے سوالات، درسی سوالات، گھریلو امور سے متعلق سوالات، امتحانی سوالات جیسے مناسب سوالات

### زبان اردو کا معلم: (Urdu-Language Teacher)

مندرچہ ذیل اوصاف سے متصف ہونا چاہئے۔ اعلیٰ سیرت و کردار، احساسی ذمہ داری، فرض شناسی، اصول و ضوابط کی پابندی، وضع قطع میں سادگی، طلباء سے عدل و انصاف و مساوات کا سلوک، علمی لیاقت، تعلیمی تجربہ، زبان و ادبی، مطالعہ و مشاہدہ کا شوق، تدریسی صلاحیت، پیشہ سے مناسبت، جدید تعلیمی و نفسیاتی علوم سے واقفیت، نئے نئے طریقہ تعلیم اپنانے کی صلاحیت وغیرہ۔ ایک اچھے اور کامیاب استاد میں ان اوصاف کا ہونا ضروری۔

**Oral Exercise:**

Loud reading - correcting the faulty pronunciations - Importance of memorization - Proper utterances of sentences Literary research, Drama and Oral Exercise.

**Lesson Planning:**

Lesson plans for various level Prose, Poetry, Non-detailed and Grammar. The Teacher should know the level, class and standard of his pupils. It helps in giving quality based education. It makes the class interesting. Proper lesson plan, chart, pictures, blackboard duster and chalk are important teaching aids.

**Question:**

Importance of question, Need of questioning - Procedures to frame questions -Kinds of questions - Question related to domestic life, educational background and examination point of view.

**Urdu language Teacher:**

Every Urdu Language teacher must possess these qualities in him/her:- excellent character and good conducts, pleasing personality, a very good common sense and presence of mind, service minded and Loyal to his/her duties, simple by nature and good academician. He / She qualified and trained teacher craving and yearning for knowledge.

تعلیمی نظام کی ترقی کے اصول و ضوابط:

**(Rules and Regulations in development of educational system)**

۱۔ اچھی درسی کتابوں کی تیاری میں ان باتوں کو ملحوظ رکھے، درسی کتاب کی ترتیب کے فوائد، غریبوں کی امداد، چھڑے ہوؤں کو اچھی زندگی کی فراہمی جیسے نیک خیالات، طلباء کے اندر اردو کی ادبی کتابوں سے پیدا کرے

۲۔ نصاب کی تیاری اور درسی کتابیں:

**(Preparation of Syllabus & Teaching Books)**

موجودہ نظام تعلیم میں نصاب کا اہم کردار، نصاب کی تیاری طلباء کی عمر اور نفسیات کے لحاظ سے۔ تحقیقاتی مطالعاتی خصوصیات کے ساتھ درسی کتابیں اور سرسری مطالعہ وغیرہ کو جماعت میں استعمال کرنے کا طریقہ۔ اسکول لائبریری، جماعتی لائبریری درسی آلات کی لائبریری۔

زبان کی تدریس میں معاون درسی آلات کا استعمال:

**(Use of Educational Aid in Language Teaching)**

زبان کی تدریس میں امدادی ذرائع کا استعمال ناگزیر۔ ریڈیو پروجیکٹور، گراموفون، زبان کی تدریس کے لئے استعمال ہونے والے آلات وغیرہ زبان کے اسباق کی تدریس میں معاون و مددگار ہوتے ہیں۔

زبان کی کھینچی تدریس میں ٹیلی ویژن کی بڑی اہمیت ہے

### **Rules and Regulations in development of educational system:**

Reading and prescribing good and standard books - Relevance of good books -extending help to needy and destitute - uniting people and giving the common platform -Helping to get decent and proper livelihood - motivating and popularizing urdu language and urdu books. Respecting human values.

### **Preparation of syllabus & Teaching books:**

Role of Lesson plan for present condition - Syllabus and students status -Students psychology and emotional behavior - Importance and relevance of scientific outlook in syllabus - Making use of school library - Seeking help from virtual libraries.

### **Use of Educational Aid in Language Teaching:**

Audio and Visual aids, chalkboard, Flannel Boards, Bulletin Boards, Plastigraph, Magnetic boards, meaning and their utilities, Pictures, Picture Cutouts, Poster, Charts, Comic, Cartoons, models Diorama and their uses. Activity Aids, their meaning types -Demonstration, meaning and significance - Dramatization, dramatized experience -Utility of projectors in classroom - motion picture and Television video cassettes, Application to teaching language.

## امتحانات اور جانچ: (Examinations & Evaluation)

امتحانات کی ضرورت اور اس کی اہمیت۔ امتحانات کے اقسام، ذہن اور غیبی طلباء کے سمجھنے میں امتحانات کی معاونت، امتحان کا نظام، اصول اور ضوابط۔ سوالات کا بیکنگ۔ موزوں سوالات کا انتخاب اور اس کے لئے مشق و مہارت کی ضرورت۔ امتحانات کی درجہ بندی۔ تعلیمی اعتبار سے طلباء کی تبدیلی کا انداز جانچ سے کیا جاسکتا ہے۔ حافظہ کی صلاحیت، پیش کرنے کا طریقہ، انداز گفتگو، زبان دانی، عمدہ اسلوب بیان، عمیق خیالات وغیرہ کی جانچ کے کام ہیں۔

## معاون سرگرمیاں اور ان کی افادیت:

### (Co-curricular activities & its importance)

بحث و مباحثہ، کھیل کود، بزم ادب، کچلر کمپنی، سیر و تفریح، مشاعرہ، ادبی نمائش، ڈرامہ اور اداکاری جیسی اجتماعی سرگرمیوں میں طلباء کی شمولیت اور اساتذہ کی ذمہ داریاں۔ ان سرگرمیوں میں ان کا عملی حصہ۔

## عملی کام: (Practical Work)

- ۱۔ سمنار کا انعقاد
- ۲۔ ڈرامہ نگاری، اداکاری
- ۳۔ مجلہ کی تیاری
- ۴۔ تدریسی اشیاء اور سے متعلق معاون آلات کی تیاری۔
- ۵۔ ریڈیو کے ذریعہ اشارات کی تحریر۔
- ۶۔ جملے کی ساخت اور اس کی تبدیلی کی مشق۔
- ۷۔ مضامین کے اقسام اور ان کے عنوانات سے متعلق معلومات کی فراہمی۔

## **Examinations & Evaluation:**

Meaning of corrective evaluation and its application to urdu teaching. Purpose of evaluation, its techniques and tools. Essentials of an effective evaluation Programmes -Aims of Evaluation. Identification of Objectives, their behavioral specification; learning experiences, assessment tools available, objective based test material; their pre-requisites; Forms of questions, detailed explanation. Blueprint how it helps in test-construction, objective - based tests and linguistic skills, unit test, its importance, planning and execution unit test and continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - in assessing language skills.

## **Co-curricular activities & its importance:**

Conducting debate, literary and quiz competitions, participating in sports and encouraging sportsmanship among pupils - Taking students to educational tours, Cultural meeting, Seminars and literary plays.

## **Practical Work:**

- Conducting seminars.
- Dramatization.
- Formation of sentences.
- Lesson plan based teaching.
- Using radio to develop listening habit.
- Understanding various types of compositions - choosing appropriate title to composition.
- Preparing a booklet and its uses.

- ۸۔ ادبی کردار اسباق اور کتابچہ کی تیاری
- ۹۔ سوالات بینک (Question Bank) کی تیاری
- ۱۰۔ خامیوں کی جانچ اور اس کو دور کرنے کی مشق
- ۱۱۔ مخصوص کردار کی ادا کاری
- ۱۲۔ زبان کا تحقیقاتی مرکز اور تعلیمی سیر
- ۱۳۔ علاقائی اعتبار سے کہادتیں، محاورات اور ضرب الامثال، اشاروں کنایوں کے الفاظ وغیرہ کی فراہمی۔

### کتابیات: (Reference Books)

- ۱۔ تدریسِ اردو سلیم فارانی
- ۲۔ طریقہٴ تعلیمِ اردو فخر الحسن
- ۳۔ ٹیچنگ آف لینگویج (اردو زبان میں) مولوی عبدالحی
- ۴۔ ہم کیسے پڑھائیں؟ ڈاکٹر سلامت اللہ
- ۵۔ اردو کیسے پڑھائیں؟ مولوی سلیم عبداللہ
- ۶۔ اردو کیسے لکھیں؟ رشید حسن خاں
- ۷۔ غزل اور درسی غزل اختر انصاری
- ۸۔ اردو املا رشید حسن خاں

\*\*\*\*\*



- Eliminating common defects in pronunciation and style.
- Preparing Question Bank.
- Imparting the proper role.
- Motivating language and taking educational tours.
- Proverb according to region phrases and useful references from various sources.

**Reference Books:**

- |                                  |                        |
|----------------------------------|------------------------|
| 1. Teaching of Urdu              | Saleem Farani          |
| 2. Method of Teaching Urdu       | Fakarul Hasan          |
| 3. Teaching of Language          | Moulvi Abdul Hai       |
| 4. How to Teach?                 | Dr. Salamathullah      |
| 5. How to teach Urdu ?           | Moulvi Saleem Abdullah |
| 6. How to write Urdu?            | Rasheed Hasan Khan     |
| 7. Poetry and Teaching of Poetry | Akthar Ansari          |
| 8. Urdu Sources                  | Rasheed Hassan Khan    |

\*\*\*\*\*

**OPTIONAL COURSE - I**  
**CONTENT AND METHODS OF TEACHING OF MATHEMATICS**  
**(FOR GRADUATES IN MATHEMATICS OR ITS EQUIVALENT)**

**OBJECTIVES:**

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

1. Expertise on various teaching skills
2. Evolution and development in the field of mathematics
3. Comprehend individual differences in students
4. Understand the nature and development of mathematics
5. Understand the aims and objectives of teaching mathematics
6. Know the importance of teaching mathematics in relation to other subjects.
7. Formulate the general instructional objectives and specific learning outcomes
8. Acquire competence in teaching mathematics and structuring lesson plans
9. Apply methods of teaching of mathematics
10. Understand the various psychological aspects involved in teaching mathematics

**UNIT I: Content**

The syllabus for VI to X of Mathematics text books prescribed by the Text book of the Government of Tamilnadu - time to time.

**UNIT II: Nature, Characteristics and Development of Mathematics and Mathematics Teacher**

Meaning, characteristics and definition of Mathematics - Logical Sequence, structure, precision, abstractness, symbolism - Mathematics as a science of measurement and quantification - Mathematics and its relationship with other disciplines - Characteristics of a good mathematics teacher.

Contribution of eminent mathematicians to the development of mathematics - Aryabhata, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Gauss.

### **UNIT III: Aims and Objectives of Teaching Mathematics**

The need and significance of teaching Mathematics - Aims - Practical, social, disciplinary and cultural - Instructional Objectives - General Instructional Objectives (G.I.Os) and behavioural or Specific Learning Outcomes (S.L.Os) relating to the cognitive, affective and psychomotor domains based on Bloom's Taxonomy of Educational Objectives.

### **UNIT IV: Teaching Skills**

Micro teaching - origin, need, procedure, cycle of operation and uses - skill emphasis - explaining, questioning - Probing and Fluency in questioning, using black board, reinforcement, stimulus variation, introduction, Closure - Link Lesson.

### **UNIT V: Lesson planning and its uses**

Macro teaching – Lesson plan, Unit plan & Year plan – Herbartian steps - Format of a typical lesson plan – G.I.O's & S.I.O's, teaching aids – motivation, presentation, application, recapitulation and assignment.

### **UNIT VI : Psychological Theories and factors influencing the Learning of Mathematics**

Psychology of learning Mathematics - Gagne's types of learning, the ideas of Piaget and Bruner - appropriateness of these types in learning mathematics. Psychological aspects - interest , attention - Formation of mathematical concepts. - Factors influencing the learning of Mathematics - motivation, maturation, perception, special abilities, attitude and aptitude-Divergent thinking in Mathematics - Creative thinking in Mathematics.

### **UNIT VII: Identification of Individual differences**

Individual differences in mathematics - Causes for slow learning in mathematics and remedial measures for the backward - Identification of the gifted and enrichment programmes for the gifted.

### **UNIT VIII: Methods and Teaching Aids**

Inductive, deductive, analytic, synthetic, heuristic, project, problem solving and laboratory methods of teaching mathematics - Activity Based Learning (ABL) - Active Learning Method (ALM) - Applications of ABL and ALM - Format of a typical lesson plan based on ALM - Introduction: Evocation, Recall, Survey - Understanding: Concept, Teacher and Individual Solving Problems - Group Work, Presentation - Evaluation: Reinforcement, Homework, Remedial measures - Computer assisted instruction, e-learning, mobile learning.

Importance of teaching aids - projected and non-projected aids - improvised aids : Paper folding and paper cutting etc., - criteria for selection of appropriate teaching aids - use of mass media in teaching mathematics - Field trip as a teaching technique, characteristics of a good mathematics text book.

### **UNIT IX: Evaluation and Analysis of test scores**

Different types of tests in Mathematics, achievement, diagnostic, prognostic - criterion and norm referenced evaluation - construction of achievement test - continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - Statistical measures - mean, median, mode, range, average deviation, quartile deviation, standard deviation -rank correlation - Graphical representation of data - Bar diagram, Pie diagram, Histogram, Frequency Polygon, Frequency curve and Ogive curve.

### **UNIT X: Analysis of Textbooks**

Analysis of content available in Mathematics text books of IX to XII standards prescribed by Government of Tamil Nadu.

### **PRACTICALS**

- Collection of Biographies of different mathematicians and history of symbols.
- Project on mathematics and its relationship with other disciplines
- Preparation of lesson plan, unit plan and year plan.
- Practice of skills in micro teaching
- Preparation of Improvised teaching aids
- Preparation of over head transparencies
- Test construction – Achievement and Diagnosis
- Critical analysis of content course of standard IX to XII syllabus.

### **SUGGESTED REFERENCE BOOKS:**

- Ann, C. (2001). The trachtenberg speed system of basic mathematics. New Delhi: Rupa Co.
- Aggarwal, J. C. (2008). Teaching of mathematics. UP: Vikas Publishing House Pvt Ltd.
- Bagyanathan, D. (2007). Teaching of mathematics. Chennai: Tamil Nadu Text Book Society.

- Ballard, P. B. (1959). Teaching the essentials of arithmetic. London: University of London Press Limited.
- Bhatia, K. K. (2001). Foundations of teaching learning process. Ludhiana: Tandon Publications.
- Bishop, G. D. (1965). Teaching mathematics in the secondary school. London: Collins Publication.
- Bolt, B. (2003). Mathematical Pandora's box. New Delhi: Cambridge University Press.
- Bolt, B., & Hobbs, D. (2005). 101 Mathematical projects. New Delhi: Cambridge University Press.
- Butter, C. H., & Wren, F. L. (1965). The teaching of secondary mathematics. London: Mc Graw Hill Book Company.
- Cajori, F. (1959). A history of elementary mathematics. London: The Mac Millan Book Company.
- Dececco, J. P., & Crawford, W. (1977). The psychology of learning and instruction. New Delhi: Prentice Hall of India Private Ltd.
- Ediger, M., & Rao, D.B. (2000). Teaching mathematics successfully. New Delhi: Discovery Publishing House.
- Ediger, M., & Bhaskara Rao, D. B. (2004). Teaching mathematics successfully. New Delhi: Discovery Publishing House.
- Godfrege, C., & Siddons, A. W. (1957). The teaching of elementary mathematics. London: Cambridge University Press.
- Goel, Amit. (2006). Learn and teach mathematics. Delhi: Authors Press.
- Hoglum, L. (1967). Mathematics for the million. London: Pan Books Limited.
- ICFAI. (2004). Methodology of teaching mathematics. Hyderabad: ICFAI University Press. Joyce., & Well., (2004). Models of teaching. U.K: Prentice hall of India.
- Iyengar, K. N. (1964). The teaching of mathematics. New Delhi: A Universal Publication.
- Kapoor, S. K. (2006). The teaching of vedic mathematics. New Delhi: Lotus Press.
- Kapur, J. N. (2002). Suggested experiments in school mathematics. New delhi: Arya Book Depot.
- Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot

- Land, F. W. (1966). *New approaches to mathematics teaching*. New Delhi: Mac Millan, St. Martin's press.
- Mangal, S. k., & Mangal, S. (2005). *Essentials of educational technology and management*. Meerut: loyal book depot.
- Muthaiah, N. (2004). *Extension department*. Coimbatore: Sri Ramakrishna Mission Vidyalaya College of Education.
- Parthasarathy, N. (1961). *Kanitham karpithal*. Chennai: The South India Saiva Siddhanta Works.
- Pratap, N. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.
- Reymond, B. (2000). *Math-tricks, puzzles and games*. New Delhi: Orient Paperbacks.
- Sakuntala, D. (1999). *More puzzles*. New Delhi: Orient Paperbacks.
- Schwartz, S. L. (2007). *Teaching young children mathematics*. London: Atlantic Publishers & Distributors (P) Ltd.
- Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.
- Sharan, R., & Sharma, M. (2006). *Teaching of Mathematics*. New delhi: A.P.H. Publishing Corporation.
- Siddizui, M. H. (2005). *Teaching of mathematics*. New Delhi: A.P.H. Publishing Corporation.
- Sidhu, K. S. (2006). *The teaching of mathematics*. New Delhi: Sterling Publishers private ltd.
- Singh, M. (2006). *Modern teaching of mathematics*. New Delhi: Anmol Publications Pvt. Ltd.

## **OPTIONAL COURSE - I**

### **CONTENT AND METHODS OF TEACHING OF PHYSICAL SCIENCE (FOR GRADUATES IN PHYSICS, CHEMISTRY OR ITS EQUIVALENT)**

#### **OBJECTIVES:**

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

1. understand the nature of science and the aims and objectives of teaching of Physical Science.
2. understand the microteaching skills
3. acquiring skills relating to planning the lessons and presenting them effectively.
4. develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Physical Science
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory.  
understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

#### **UNIT I: Content**

The syllabus for VI to X of Physicals Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

#### **UNIT II: Nature of Science and Aims and Objectives of Teaching Physical Science**

Science as a product and a process: a body of knowledge - a way of investigation-a way of thinking-Inter disciplinary approach- Implications. Aims and Objectives - Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor) - General and Specific Objectives of teaching Physical Sciences- writing Instructional Objectives - writing the objectives in terms of learning outcomes - Aims and Objectives of teaching Physical Science at Primary, Secondary and Higher Secondary levels.

### **UNIT III: Micro Teaching**

Microteaching -microteaching cycle-Relevant skills in Micro teaching- Skill of Reinforcement, Skill of Introduction, Skill of Explaining, Skill of Stimulus Variation, Skill of probing questioning, Skill of demonstration, Skill of using Blackboard, Skill of Achieving Closure- Need for link lessons in Microteaching.

### **UNIT IV: Lesson Planning and Unit Planning.**

Lesson Planning-Essential features of Lesson Planning -Steps in Lesson Planning (Herbartian steps)-Preparing Lesson Plans- Unit Plan-steps in Unit Planning-characteristics of a good Unit Plan- Distinguishing Lesson Plan and unit Plan- Basic concepts in planning ABL method lesson.

### **UNIT V: Methods of Teaching Physical Science**

Criteria for selecting a method of teaching Physical Science: Level of the class, size of the class, time availability and subject matter-General methods of Teaching Physical Science- Lecture method ,Lecture cum Demonstration, Heuristic Approach, Individual Practical Method, Project Method, Scientific Method- Historical and Biographical Approaches - Selecting a suitable method for teaching a topic in Physical Science.

### **UNIT VI: Science Text Book**

Qualities of a good Science textbook-use of textbooks in teaching physical science - Evaluation of Science textbooks: Thunder's score card, Vogel's check list- Critical analysis of the existing Tamil Nadu Science Text Book at the secondary level.

### **UNIT VII: Educational Technology**

Educational Technology: Meaning, advantages- Edger Dales cone of experience- it's implications in the teaching of physical science - Classification of Audio Visual Aids : hardware and software approach- Principles and use of Hardware: Overhead Projector, LCD Projector, Radio, TV, VCR, Tape Recorder- principles and use of Software: Charts, Objects, Specimens, transparencies, CD, - Educational Broadcasts: Radio and T.V.

### **UNIT VIII: Evaluating outcomes of science teaching**

Measurement and Evaluation-Qualities of a good test- Principles and steps in construction of an achievement test- Blue Print and Question Paper-Item analysis - Construction of multiple choice questions - Diagnostic test - Remedial teaching in physical science. continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.



Elementary Statistics: Measures of Central Tendency: Mean, Median and Mode–Measures of Variability- Standard, Quartile and Average Deviation- Correlation co-efficient, Rank Order and Product Moment Correlation-Graphical representation of Data: Line, Bar and Pie Diagrams- Histogram, Frequency Polygon-Cumulative Frequency Curve, Ogive.

### **UNIT IX: Science Laboratory**

Physical Science Laboratory advantages -Structure and Design-Organization and Maintenance of science laboratory: Laboratory indent - maintenance of various Registers: Accession, Non-consumable, Consumable, Issue and breakages registers -Storage and maintenance of apparatus and Chemicals- Accidents and First Aids-Improvisation of Apparatus.

### **UNIT X: Science Teacher**

Academic and Professional qualification-competencies of a science teacher: Professional competencies, soft skills, technological skills -In-service training: need and importance - type of in-service programmes offered - Membership of professional organisations – Publications in science education journals.

### **PRACTICAL WORK**

1. Construction and use of achievement test, analysis and interpretation of test scores.
2. Making 20 charts and 3 improvised apparatus.
3. Practising 5 micro lessons with 5 different skills.
4. Preparation of laboratory instructional cards.
5. Conducting an investigatory project on any Science topic and presenting the report.
6. Participating in at least two seminars (in B.Ed. topics) and presenting two papers.
7. Presenting a demonstration to the peers.
8. Creation of a PowerPoint presentation and presenting the materials.
9. Preparation of a programme of 20 linear frames on any topic in Physics or Chemistry.
10. Preparing a Science album with internet materials of scientific issues.
11. 3 website reports relating to physical science.
12. Practice of minimum of 5 experiments in school syllabus.

## **SUGGESTED REFERENCE BOOKS:**

- Carin & Robert Sund, (1989). Teaching Modern Science (5th Ed.). U.S.A: Merrill Publishing Co.
- Dhananjay Joshi, (2012), Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Opetional - I (Page 138)
- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Heiss, Obourn & Hoffman (1985). Modern Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Mangal, S. K. (2001). Foundations of Educational Technology. Ludhiana: Tandon Publications.
- Mohanasundaram, K. & Charless Williams. (2007). Information and communication technology in education. Trichy: His Grace Educational Printers.
- Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited.
- Natrajan, C. (Ed.). (1997). Activity Based Foundation Course on Science Technology and Society. Mumbai: Homi Bhaba Centre for Science Education.
- Nayak. (2003). Teaching of Physics. New Delhi: APH Publications.
- Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Panner Selvam, A. (1976). Teaching of Physical Science (Tamil). Chennai: Government of Tamil Nadu.
- Passi, B.K., Becoming a Better Teacher, Micro Teaching Approach.
- Patton, M.Q. (1980). Qualitative Evaluation Methods. India: Sage Publications.
- Rao, C.S. (1968). Science Teacher's Handbook. American Peace Crops.
- Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
- Siddifit Siddiqi, (1985). Teaching of Science Today and Tomorrow, Doals House.
- Sonika Rajan (2012), Methodology of Teaching Science, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson Education in South Asia - Opetional 1 (Page 204)
- Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers.
- Thurber, Walter, A., and Collettee, Alfred, T. (1964). Teaching Science in Today's Secondary School, Prentice Hall of India Pvt. Ltd.
- UNESCO. (1979). The UNESCO Source Book for Science Teaching. Paris: UNESCO.
- UNESCO. (1993). Final Report: International Forum on STL for All. Paris: UNESCO.
- Vanaja, M.(2010). Educational technology. New Delhi: Neelkamal Publishers.
- Yadav, M.S. (2003). Teaching of Science. Amol Publications.

**OPTIONAL COURSE - I**  
**CONTENT AND METHODS OF TEACHING BIOLOGICAL SCIENCE**  
**(FOR GRADUATES IN BOTANY / ZOOLOGY / ITS EQUIVALENT)**

**OBJECTIVES:**

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

1. understand the nature of science and the aims and objectives of teaching of Biological Science.
2. understand the microteaching skills
3. acquiring skills relating to planning the lessons and presenting them effectively.
4. develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Biological Science
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory. understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

**UNIT I: Content**

The syllabus for VI to X of Biological Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

**UNIT II : Aims and Objectives of Teaching Biological Science**

Biology in the School Curriculum-Its claims for inclusion-Interdisciplinary approaches in the School Curriculum-Variou s branches related to Life Science-Aims and Objectives -Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor Domains)-Aims of Teaching Biology at different levels -Primary, Secondary and Higher Secondary.

**UNIT III : Lesson Planning and Unit Planning**

Lesson Planning-Essential features of Lesson Planning-Steps in Lesson Planning - Preparing Lesson Plan -Unit Plan - Steps in Unit Planning - Characteristics of Good Unit Plan- Distinguishing Lesson Plan and Unit Plan-Basic concept in Planning ABL Method Lesson.

#### **UNIT IV : Micro Teaching**

Micro Teaching - Definition - Micro Teaching Cycle-Types of Skills -Skill of Introduction-Skill of Explaining--Skill of Questioning-Skill of Demonstration -Skill of Reinforcement-Skill of Achieving Closure-Skill of Stimulus Variation - Link Lesson-Need for Link Lesson in Micro Teaching.

#### **UNIT V : Methods of Teaching Biological Science**

Criteria for Selecting a Method of Teaching Biological Science: Levels of the Class-Size of the Class-Time Availability and Subject Matter-General Methods of Teaching Biological Science-Lecture Method -Demonstration Method-Scientific Method -Project Method-Heuristic Method-Biographical and Assignment Method-Programmed Instruction-Computer Assisted Instruction - Team Teaching-Teaching Machines-Panel Discussion-Seminar - Symposium-Work Shop.

#### **UNIT VI : Biology Laboratory**

- (i) Biological Science Laboratory-Structure and Design-Organization and Maintenance-Laboratory Indent -Maintenance of Various Register - Accidents and First Aid -Safety - Advantages of Laboratory.
- (ii) Museum - Importance of Museum - Preparation of Museum Material -Maintenance of Aquarium-Vivarium -Terrarium.

#### **UNIT VII: Curriculum in Biology and Science Text Book**

Principles of Curriculum Development -Selection of Content and Organization of Subject matter - NCERT Curriculum-BSCS and Nuffield Secondary Science Project.

Qualities of a Good Science Text Book-Use of Text Book in Teaching Biological Science-Evaluation of Science Text Book-Values of a School Biology Library-Books for Selection and Purchase -Classification and Cataloging.

#### **UNIT VIII : Educational Technology**

Educational Technology: Meaning,Advantages-Edger Dales Cone of Experience-It's Implications in the Teaching of Biological Science-Classification of Audio-Visual Aids :Hardware and Software Approach-Principles and Use of Hardware: Over Head Projector, LCD Projector, Radio, TV, VCR, Tape Recorder-Principles and Use of Software: Charts, Objects, Specimens, Transparencies, CD-Educational Broad Casts: Radio and TV-Internet-e learning.

## **UNIT IX : Science Teacher**

Academic and Professional Qualification-Competencies of a Science Teacher: Professional Competencies, Soft Skills, Technological Skills-In-Service Training: Need and Importance-Membership of Professional Organizations-Publications in Science Education Journals.

## **UNIT X : Measurement and Evaluation**

Measurement and Evaluation -Qualities of Good Test-Principles and Steps in Construction of an Achievement Test-Blue Print and Question Paper-Item Analysis-Remedial Teaching in Biological Science. continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern. Elementary Statistics: Measures of Central Tendency: Mean, Median, Mode-Measures of Variability-Standard, Quartile and Average Deviation-Correlation Co-efficient, Rank Order and Product Moment Correlation-Graphical representation of Data: Line, Bar and Pie diagrams-Histogram, Frequency Polygon-Cumulative Frequency Curve, Ogive.

### **PRACTICALS**

1. Making Charts, Improvised Apparatus and Models.
2. Practice of a Minimum of 5 Skills under Microteaching (Proper Records to be maintained)
3. Preparation of Laboratory Instruction Cards.
4. Planning and Conducting any Four Practical Classes in Biology and Maintaining Record of Practical Work.
5. Preparation of Unit Test for a Unit in Biology.
6. Designing and Carrying out of any one Simple Investigation of Biology.
7. Collecting and Preserving Biological Specimens.
8. Collecting and Keeping Plants and Animals alive for Instructional Purposes: Aquarium, Terrarium and Vivarium.

### **SUGGESTED REFERENCE BOOKS**

- Aggarwal .D.D. (2008), Modern Method of Teaching Biology, Karanpaper Backs. New Delhi.
- Anderson, R.D. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines: The Curriculum U.S.A: University of Colorado.
- Buffaloe, Neal., Throneberry, J.B. (1972) Principles of Biology University Press, New Delhi: Prentice-Hall of India Ltd.

- Carin. & Robert, S.(1989). Teaching Modern Science (5th edition). U.S.A: Merrill Publishing Co.
- Chauhan, S.S.(1985). Innovations in Teaching Learning Process, Vikas Publishing House, New Delhi.
- Garrett, H.E.(1979). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Green, T.L.(1965). The Teaching of Biology in Tropical Secondary Schools, London: Oxford University Press.
- Gupta, S.K.(1985). Teaching of Physical Science in Secondary Schools. New Delhi, Sterling Publishing (Pvt.Ltd).
- Heiss, E.D., Obourn, S., & Hoffman, C.W.(1985) Modern Science Teaching.. New Delhi: Sterling Publishing (Pvt)Ltd. Macmillian Company Press.
- Heiss, Obourn., & Hoffman.(1985) Modern Science in Secondary Schools. New Delhi: Sterling Publishing Private Ltd.
- Jenkins, E.W.(1997). Innovations in Science and Technology Education. Form Project. USA (Vol. vi) Paris: UNESCO.
- Nayak,(2003). Teaching of Physics. New Delhi: APH Publications.
- Pandey ,(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Passi, B.K.(1976). Becoming a Better Teacher : Micro Teaching Approach, Ahmedabad: Approach, Ahmedabad: Sahitya Mudranalaya.
- Patton, M.Q.(1980). Qualitative Evaluation Methods. New Delhi: Sage Publications.
- Ramakrishna A. (2012), Methodology of Teaching life Sciences, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Aisa - Optional - I (Page 147)
- Saunders, H.N. (1967). The Teaching of General Science in Tropical Secondary School, London: Oxford doaching.
- Sharma, P.C.(2006) .Modern Science Teaching .New Delhi: Dhanpat Rai Publications.
- Sharma, R.C.(1985). Modern Science Teaching. Meerat: Dhanpat Rai and Sons.
- Siddifit, S.(1985). Teaching of Science Today and Tomorrow .New Delhi : Doba's House.
- Yadav, M.S.(2003) Teaching of Science .New Delhi: Anmol Publications.

**OPTIONAL COURSE - I**  
**CONTENT AND METHODS OF TEACHING HISTORY**  
**(FOR GRADUATES IN HISTORY OR ITS EQUIVALENT)**

**OBJECTIVES**

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

1. acquire knowledge of the nature, scope, structure and concepts of history.
2. Understand the dimensions, classification, geographical foundation of history and its relation with other social science- subjects.
3. Realise and appreciate values of teaching history.
4. Develop effective teaching skills.
5. Perceive effective competency in the preparation of lesson and unit plan.
6. Practise the different teaching - learning strategies.
7. Understand the principles of curriculum construction.
8. Get familiarized with the various learning resources for professional effectiveness.
9. Understand the various methods of evaluating the classroom teaching.
10. Acquire knowledge about Teacher dominated methods

**UNIT I: Content**

The syllabus for VI to X of History text books prescribed by the Text book of the Government of Tamilnadu - time to time.

**UNIT II: Nature and Development of History - Dimensions and its Relationship with other subject**

1. Defining History – Nature of History objectivity and scientific study of History – kinds of history
2. Logical sequence – structure and scope
3. Different conceptions of history – Biographical Evolutionary – Theistic – Cyclic Modern concepts

4. Dimensions of History – Time, Place, Continuity and development
5. Relationship between History and other social sciences
6. Geographical foundation of History.

### **UNIT III: Aims and Values of Teaching History**

1. General Aims and objectives of teaching history
2. Specific aims of teaching history at elementary High and Higher secondary stage
3. Values of teaching history

### **UNIT IV: Micro teaching**

1. Micro- teaching – concepts, principles and phases of Micro – teaching
2. Developing the skill of introducing a lesson Explaining, probing Questioning, Stimulus variation, Reinforcement, Achieving closure, use of Teaching Aids and Black Board.
3. Link Lesson – Need and its importance

### **UNIT V: Objective based Instruction**

1. Instructional objectives – Bloom’s taxonomy of objectives in specific behavioral terms – cognitive, Affective and Psycho – motor domain
2. Lesson plan – Need, Principles – steps
3. Concept Mapping – Map reading skill
4. Year plan, unit plan
5. Critical analysis of State Board syllabus for IX and X standard.

### **UNIT VI: Methods and Approaches in Teaching History**

1. Teacher dominated Methods – Motivation in the class room context, Teaching for creativity – Lecture, story telling – Team Teaching Supervised study – Review and drill – source method
2. Group directed Instructional Inputs – Socialised recitation – debate, symposium Brain storming, seminar, workshop, Dramatisation



3. Learner Dominated methods – Heuristic, problem solving method, project method, field work
4. Dalton plan, Inductive, deductive

### **UNIT VII: Resources and Educational Technology**

1. Projected and Non projected Aids
2. Utilisation of community resources Importance of Museum, Archives, Library Encyclopedias, Reference books, Historical fictions Mass Media- history Text Book
3. History class room – Furniture, Equipment Improvising Learning environment
4. History club and its activities
5. History Teacher – Essential qualities – professional growth

### **UNIT VIII: Recent Trends and Research**

1. Linear programmed learning – computer Assisted Instruction – web based learning.
2. Identifying learners' capacities – Enrichment programme for gifted – remedial programme for slow learners – Action Research
3. Teaching chronology, contemporary Affairs controversial issues – Developing National integration and international understanding

### **UNIT IX: Organisation of History Curriculum**

1. Content, principles of selection - Individual social, National and Global needs
2. Methods of organization – Logical and psychological (Stages of development) chronological, periodical concentric and spiral, Regressive and progressive Methods.
3. Principles of correlation of subjects – Identical Incidental, systematic – Fusion with geography, political science, Anthropology, literature, economics and sociology.

### **UNIT X : Evaluation and Statistics**

1. Concept of Examination – criterion and norm referenced test – prognostic and diagnostic test – Achievement test – construction of Achievement test – continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.
2. Collection and arrangement of test scores

3. Interpretation of scores – Frequency Distribution Tables - Measures of central tendency – Mean, Median, Mode - Measures of variability – Range, Quartile deviation, Mean deviation, – Standard deviation, correlation of Rank order and product moment
4. Graphs – Histogram, Frequency Polygon, Cumulative Frequency Polygon, Ogive, Percentile Ranks, Normal probability curve, kurtosis, skewness

### **PRACTICALS:**

1. Visiting the identified local historical places and narrative reports
2. A creative write up for developing National Integration
3. Reporting of current events / Scrap Book
4. Preparing 10 slides in power point
5. Identification and cataloguing of three web – sites related to the State Board History curriculum
6. Preparing maps, charts, pictures, models etc
7. Writing historical stories/ Dramatization
8. Quiz programmes
9. Collection of historical quotations
10. Discussion and debates
11. Construction of Achievement Test
12. Practising 5 micro lessons with 5 different skills.

### **SUGGESTED REFERENCE BOOKS:**

- Aggarwal, J.C. (1982). Development and planning of modern education., New Delhi: Vikas publishing House Pvt. Ltd.
- Aggarwal, J.C. (3<sup>rd</sup> Revised Edition 1996). Teaching of history: A practical approach. New Delhi: Vikas publishing House Pvt.Ltd.

Arul Jothi, Balaji, D.L. & Sunil Kapoor (2009) Teaching of History II New Delhi :Centrum Press

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

பாஸ்கரன், ப., & பத்மப்பரியா. (2007). கலைத்திட்ட வளர்ச்சி. சென்னை : சாரதா பதிப்பகம்

Biranchi, N.D. ( Reprint 2008). Teaching of history, Hyderabad: Neel kamal publications Pvt. Ltd.

Bloom, Benjamin, taxonomy of educational objectives, cognitive Domain longman Green 1974

Brown C.F. The history Room, London, Historical Association, pamphlet No:86, 1948

Burston, W.H., & Green, C.W.(1967). Handbook for history teachers. New York: Methuln and Co.Ltd.

Chaudhary, L.P. The Effective teaching of History of India NCERT 1975 New Delhi.

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

Dhand, H. (2009). Techniques of Teaching. New Delhi: APH publishing corporation

தர்மராஜ் .ஜே & எபி ஜேம்ஸ் .த (2007) .வரலாற்று வளரவியல் . சிவகாசி , டென்சி பப்ளிகேஷன்ஸ்

Deepak Tiwari(2007).Methods of Teaching History.New Delhi :Crecent Publishing Corporation.

கணபதி. வி, & இரத்தின சபாபதி, பி (2008). நுண்நிலை கற்பித்தல், சென்னை : சாந்தா பதிப்பகம்

ஞானசம்பந்தம். (2007). வரலாற்று கற்பித்தல் முறைகள். சென்னை: சாரதா பதிப்பகம்

Garrett, H.E. (1979). Statistics in psychology and education. Bombay: Vakils Feffer and simons ltd.

Geoff, T.(2008). Teaching and learning history. New Delhi: SAGE Publications.

Ghate, V.D: Teaching of History, Oxford University press, 1951

Heidi, R. (2009). Teaching World History: A resource book sources and studies in worlds history. U.S:Power well Books Ltd.

Johnson, H: Teaching of History in Elementary and Secondary Schools, Macmillan, New York, 1942

Kochhar, S.K. ( Revised Edition 2003). Teaching of history. New Delhi: Sterling publishers Pvt. Ltd.

- Magal, S.K. & Mangal, S.(2005). Essentials of educational technology and management. Meerut: loyal book depot
- Moturi Srinivas .I., Prasad Rao & Digumarti Bhaskara Rao .(2001).Methods of Teaching History, New Delhi : Discovery Publishing House.
- Muthumanickam, R. (2004). Educational objectives for effective planning and teaching. Chidambaram: Cyberland publishers
- NCERT: (1970).Teaching history in secondary school: A handbook for history teacher. New Delhi: NCERT Publication.
- Pathak ,S.P (2005) The Teaching of History –The Paedo –Centric Approach .NewDelhi :Kanishka Publication Distribution.
- Quentin Stodola & Kalmer Stordahl .(Reprint 1972) Basic Educational Tests AND Measurement. New Delhi :Thomson Press.
- Rajayyan, K. (1997). History in theory and method. New Delhi:Ratna publication
- இரத்தின சபாபதி, பி. (2008) கல்வியில் தேர்வு. சென்னை : சாந்தா பதிப்பகம்.
- இரத்தின சபாபதி, பி & இரேணுபத்மாமோகன், (2008), வினாக்களில் விரிகல்கள், சென்னை : சாந்தா பதிப்பகம்.
- Ravisankar, & Mamidi, M.R.(1989). Curriculum development and educational technology. New Delhi: Sterling publishers private Ltd.
- Sharma, R.A.(2008). Technological foundation of education. Meerut: R.Lall Book Depot.
- Singh, Y.K. (2009). Teaching practice. New Delhi: APH publishing corporation.
- Shaيدا B.D., &Sahab Singh (Reprint ,2006). Teaching of History New Delhi:Dhanpat Rai Publishing Company.
- Singh ,Y.K(2004) Teaching of History Modern Methods .New Delhi APH Publishing Corporation.
- Subramanian, N.( Revised Edition ,1999).Historography and Historical Methods, Udumalpet : Ennes Publications.

Shaik Ali. B: (Reprint 1996) History – Its Theory and Methods. Macmillan India Pvt. Ltd. New Delhi

Text Book for Social Science IX and X std. Tamil Nadu Text Book Society.

திருஞானசம்பந்தம் .ஆர் (மறுபதிப்பு 1983) வரலாறு கற்பித்தல் .சென்னை .தமிழ் நாட்டு பாடநூல் நிறுவனம்

Vedanayagam, E.G. (1988). Teaching technology for college teachers: New Delhi: Sterling publishers private Ltd.

வசந்தி, சு., & இரத்தின சபாபதி,பி (2008). கற்பித்தலின் புதிய அணுகுமுறைகள்: வரலாறு. சென்னை: சாந்தா பதிப்பகம்.

Vajreswari, R. (1973). A handbook for History teacher. New Delhi: Allied Publishers.

வெங்கடேசன் க. (மறுபதிப்பு - 2009) வரலாற்று வளரவியல், இராஜபாளையம் வி.சி. பப்ளிகேஷன்ஸ்

விஜயலட்சுமி, (2008), கற்பித்தலில் சிக்கல்கள் - தீர்வுகள், சென்னை : சாந்தா பதிப்பகம்.

வேங்கடசாமி.வே (3 வது பிரதி 1981) வரலாறு தத்துவமும் கற்பித்தலும், சென்னை உரோகினி பதிப்பகம்.

**OPTIONAL COURSE - I**  
**CONTENT AND METHODS OF TEACHING GEOGRAPHY**  
**(FOR GRADUATES IN GEOGRAPHY OR ITS EQUIVALENT)**

**OBJECTIVES :**

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

1. gain the knowledge of nature and scope of geography
2. understand the importance and need of geographic literacy.
3. understand the instructional process in classroom teaching of geography.
4. apply the instructional objectives and specification in lesson plan writing.
5. develop the technique of lesson plan writing and apply the same in the classroom teaching process.
6. understand the utility value of micro teaching and teaching skills to be applied, suitable to the topic of the lesson.
7. develop the knowledge of different methods of geography teaching and learn the techniques of modern methods of geography teaching.
8. develop and apply the technique of multimedia in teaching of geography.
9. understand the comprehensive skills of classroom management, through proper classroom interaction approach.
10. develop the skill of constructing an achievement test and analyze the marks by applying suitable statistics methods.

**UNIT I: Content**

The syllabus for VI to X of Geography text books prescribed by the Text book of the Government of Tamilnadu - time to time.

**UNIT – II : Nature and Scope of Geography**

Meaning, Definition – Characteristics of geography – Scope of geography - Various branches of geography - correlation of geography with other school subjects.

Application of geography in understanding people and regions – geographic problems facing India at present – Geography as a tool to develop national integration and international understanding.

### **UNIT – III: Geography Literacy and Values of Teaching Geography**

Geography Literacy: Need and Importance – Geographic Skills – Essential elements and standards of Geography - Goals, aims, objectives of studying geography at primary, secondary and higher secondary level – Values of teaching geography.

Creative teaching of geography – meaning, need for creative teaching of geography – classroom procedures for training to think in geography class.

### **UNIT – IV : Instructional Objectives and Instructional process in Geography Teaching**

Classification of instructional objectives in geography - Instructional objectives and specifications of geography with special reference to cognitive, affective and psychomotor domain of Blooms Taxonomy.

Phases of teaching process in Geography - Pre-active stage – Interactive stage – Post active stage - Levels of Teaching - Teaching, learning at the memory level, teaching - learning at the understanding level – teaching - learning at the reflective level.

### **UNIT V : Lesson Plan Writing for Geography Teaching**

Lesson plan – meaning - Importance of lesson planning - steps in a lesson plan - Herbartian steps – Planning the lesson – planning of a unit – format of a unit plan – weekly plan – year plan.

### **UNIT – VI : Micro Teaching**

Micro teaching: Meaning, Definitions, Characteristics – Advantages and limitations – Micro teaching cycle - Skill of introducing the lesson, skill of reinforcement, skill of stimulus variation, skill of questioning, skill of closure, link lesson.

### **UNIT – VII : Methods of Teaching Geography**

- i) Traditional Methods of Teaching: Lecture Method, demonstration method, Enquiry Method, text book method of geography teaching.
- ii) Modern Methods of Teaching: Inductive and Deductive method
- iii) Regional Method and Comparative Method of teaching geography.

## **Unit VIII : Instructional Media and Multimedia in Geography**

Instructional media in geography teaching - Relia and diorama, models, charts, graphs, maps and globes - Edusat – Efforts of U.G.C's consortium for educational communication - Satellite instructional Television programme.

Multimedia approach in learning – types of multimedia presentation – elements of multimedia programme – equipments of multimedia presentation – advantages multimedia kits.

## **Unit IX : Classroom Management**

Flander's interaction analysis: Classroom interaction and evaluation of teacher behavior and its implications in learning geography.

Classroom Management: Concept – Principles of Classroom management – factors influencing classroom management – Techniques of classroom Management – Practical suggestions.

## **UNIT X : Evaluation and Statistics**

Evaluation : Objectives, Techniques of Evaluation, formative and summative evaluation – Continuous and comprehensive assessment - Tools of evaluation.

Achievement test – Principles of test construction – Types of Test - Prognostic Test and Diagnostic Test – Blue print construction – qualities of a good test, Item analysis - Item difficulty, item discrimination – criterion and norm referenced test – continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.

Statistics – measures of central tendency and dispersion - rank correlation – graphs : histogram, cumulative frequency, Ogive curve.

### **PRACTICAL EXERCISES:**

1. Analyzing the geographical literacy of the school students by gathering data and interview, conducting a small study with a Sample size of 50 to 100 students in each school.
2. Construction and administration of an achievement test in geography.
3. Preparation of observation record (5 Lessons).
4. Preparation of 20 + 20 = 40 lesson plan record work. (Optional I and Optional II )
5. Prepare a Unit plan for a topic.
6. Preparation of record with five micro teaching lessons.



7. Preparation of statistical record.
8. Identifying geographical problems of students' locality – and submission of reports (sample size 50 students).
9. Preparation of album on different geographers.
10. Identifying the geographical problem of a place and finding out the steps to be applied in solving it.

### **SUGGESTED REFERENCE BOOKS:**

- Archer, R.L. and Lewis, W.J. (1924). The teaching of geography, London, A & C Black Ltd.
- Arulsamy, S. and Zaya Pragassarazan, Z. (2011). The Teaching skills and strategies, Hydreabad, Neel kamal Publicaitons Pvt. Ltd.
- Bloom, B.S. (Ed) (1956). Taxonomy of Education Objectives, Hand Book-1, The Cognitive Domain, Newyork, David Mckey Company Inc.
- Chauhan S. S (1983). Innovation in Teaching Learning Process. Vikas Publishing House Pvt. Ltd. 5, Ansari Road, New Delhi. (Second Edition).
- Chorley, R.J. and P.Hagett (ed) (1970). Frontiers in Geography Teaching, London, Methuen Co-Ltd.
- Crawford, C.C. and Mc. Donald, L.D. (1929). Modern Methods in Teaching of Geography, Newyork, Houghton: Miffin company.
- Garrett, H. E (1979). Statistics in Psychology and Education, Vikils, Feffer and Simons Ltd, Bombay.
- Gopsil, G.H. (1973): The Teaching of Geography, London, Macmillan Education Ltd.
- Graves. N (1972). New Movements in the Study and Teaching of Geography, London Maurice Temple Smith Ltd.
- Hall, D. (1976). Geography and the Geography Teachers, London, George Allen & Unwin Ltd.
- Harshone, R (1959). Perspective on the Nature of Geography, London, John Murray.
- Kaul A. K (1991). Why and How of “Geography teaching”, Vinod publications, 346 – Books market, Ludhiana.
- Mangal S. K and Uma Mangal (2009). Essentials of Educational Technology, PHI Learning Private Ltd, New Delhi.

Rao. M. S (1999). Teaching of Geography, Anmol Publications Pvt. Ltd, 4374/4B, Ansari road, Daryaganj, New Delhi.

Singh L. C and Singh. T (1986). Effectiveness of Microteaching Components, Studies at the Elementary Level, N.C.E.R.T Publication, New Delhi.

Thralls, Z.A. The Teaching of Geography, New Delhi, Eurasia Publishing House, Pvt, Ltd.

**WEB SITES:**

Geography Education Standards Project (1994). Geography for life: National Geography Standards. Washington, DC: National Geography Research and Exploration. (<http://www.ncge.org/publications/tutorial/standards>).

Geo Teacher – Geography Education @ National Geography.com

Geo Resource Center – Geography Education

# **OPTIONAL COURSES (POST GRADUATES)**

## OPTIONAL COURSE - I

### தமிழ் கற்பித்தலில் புதுமைகள்

#### சிறப்புத்தமிழ்

#### (முதுகலைப் பட்டம்)

#### நோக்கங்கள் :

1. தமிழ் மொழியின் தோற்றம், வளர்ச்சி, தனித்தன்மை பற்றி அறிதல்
2. கலைத்திட்டத்தில் மொழியின் இடம் பற்றி அறிதல்
3. மொழியியல் கோட்பாடுகள் பற்றி அறிதல்
4. மொழி கற்றல் கொள்கைகள் மற்றும் கற்பித்தல் வளமூலங்கள் பற்றி அறிதல்
5. முத்தமிழின் வளர்ச்சி நிலை
6. இலக்கியத் திறனாய்வு கொள்கைகள் பற்றி அறிதல்
7. இலக்கண அறிவு பெறல்
8. மொழியின் பல்வேறு வளர்ச்சி நிலைகள்
9. தமிழ் மொழியும், விழுமப் பதிவுகளும்
10. வகுப்பறைத் திறன்கள் மேம்படுத்துதல்.

#### சிறப்புத்தமிழ்

#### 1. தமிழ்மொழியில் தோற்றம், வளர்ச்சி, தனித்தன்மை:

மொழி - மொழியின் பண்புகள் - மொழித் தோற்றக் கொள்கைகள் - மொழியின் வளர்ச்சி தமிழ் மொழி வரலாறு - தமிழ் வரிவடிவ வரலாறு - எழுத்துச் சீர்திருத்தம் கிளைமொழிக் கொள்கைகள் - பேச்சு மொழி.

எழுத்துமொழி - தமிழ் மொழியின் தனித்தன்மைகள்.

#### 2. கலைத்திட்டத்தில் மொழியின் இடம்:

கலைத்திட்டம் - கலைத்திட்டம் உருவாக்குதலில் சில அடிப்படைக் கொள்கைகள் - கலைத்திட்ட மாற்றம் - தேசியக் கல்விக் கொள்கை - கல்வியின் நோக்கம் - பள்ளிக் கலைத்திட்டம். தேசியக் கல்வி குறிக்கோளுக்கும், பள்ளிக் கலைத்திட்டத்திற்குமுள்ள தொடர்பு - பள்ளிக் கலைத்திட்டத்தில் தாய்மொழியின் இடம்.

#### 3. மொழியியல் கோட்பாடுகள்:

ஒலி மொழியாதல் - எழுத்துக்களின் பிறப்பு - தமிழ்ஒலிகளின் பிறப்பு - நன்னூலார் கொள்கைகள் - மொழியியலார் கொள்கை. மொழியின் அமைப்பு - ஒலியனியல், உருபனியல், தொடரியல் ஒலியை ஆராயும் முறைகள் - கோட்பாடுகள் - உயிரொலிகள் - மெய்யொலிகள்.

#### 4. மொழிக்கற்றல் கொள்கைகள், மற்றும் வளமூலங்கள் :

மொழிக் கல்வியின் இன்றியமையாமை மொழியும் சமூகமும் - மொழி வளர்ச்சியில் சூழ்நிலையின் பங்கு - மொழி கற்றலுக்கான உளவியல் கொள்கைகள்.

மொழி கற்றல் வளமூலங்கள் - இலக்கண இலக்கிய மூலங்கள் - நிகண்டுகள் - அகராதிகள் - கலைக் களஞ்சியங்கள் - அபிதான சிந்தாமணி - உரை நூல்கள் - தமிழ்ச் சொற்களஞ்சியம் - ஆய்வு கட்டுரைகள் - ஆய்விதழ்கள்.

#### 5. முத்தமிழின் வளர்ச்சி நிலை :

இலக்கிய வகை - கவிதை யாப்பியல் நூல் - மேலட்டார், தமிழறிஞர் விளக்கம் - மரபுக்கவிதை, புதுக்கவிதை. இசைத்தமிழ் - தொல்காப்பியம், சிலப்பதிகாரம், தேவாரம் இசைத்தமிழ் கூறுகள் - பிற்கால வளர்ச்சி நிலை. நாடகத்தோற்ற வளர்ச்சி - சங்க காலம் முதல் இக்காலம் வரை - நாடக வகைகள் - செய்யுளை நாடகமாக்கிக் கற்பித்தல் உத்தி.

#### 6. இலக்கியத் திறனாய்வுக் கொள்கைகள்:

திறனாய்வின் தோற்றம் - இன்றைய திறனாய்வு நிலை - திறனாய்வு வகைகள் - இலக்கிய ஆய்வுநெறி முறைகள் - புதினம், சிறுகதை, சிறுவர் இலக்கியம், நாட்டுப்புற இலக்கியம், பயண இலக்கியம் - முதலியவற்றிற்கு இலக்கணம்.

#### 7. இலக்கண அறிவு:

முதலெழுத்துக்கள் - சார்பெழுத்துக்கள் - எழுத்துக்களின் பிறப்பு - சொல்லிலக்கண வகைகள் - வேற்றுமை, ஆகுபெயர், புணர்ச்சி பொருளிலக்கணம் - அகம், புறம், யாப்பு - அசை, சீர், தளை, அடி, தொடை, பாவகை - பொருள்கோள் - அணி இலக்கணம் - (பள்ளிப் பாடங்களைப் பொருத்தமட்டில் அமையும்.)

#### 8. மொழியின் பல்வேறு வளர்ச்சி நிலைகள்:

மொழியின் பல்வேறு பணிகள் - அறிவியல், தமிழ் - கல்வியியல் - கலைக் கல்வி - கணிப்பொறியியல் - தமிழ் அறிவியல் மற்றும் தொழில் நுட்பக் கலைச்சொற்களை உருவாக்கும் வழிமுறைகள் - ஒலிபெயர்ப்பு, மொழி பெயர்ப்பு, புதுச்சொற்படைப்பு - கலைச்சொற்களை உருவாக்கும் பொழுது மனதிற் கொள்ளத்தக்க செய்திகள் - தமிழிலுள்ள பிறமொழிச் சொற்கள் - தமிழ் ஆட்சி மொழி, நீதிமன்ற மொழியாய் செயல்படுவதால் ஏற்படும் பயன்கள், செயல்முறைத் தடைகள் - நீக்கும் வழிமுறைகள் - பிறமொழிச் சொற்கள் - மொழிபெயர்ப்பு வகைகள் - மொழி பெயர்ப்பிற்கான கொள்கைகள் - மொழிபெயர்ப்பில் எழும் சிக்கல்கள் - தீர்வுகள்.

#### 9. தமிழ்மொழியும், விழுமப் பதிவுகளும்:

விழுமம் வகைகள் - தேசியக் கல்வி ஆராய்ச்சி மற்றும் பயிற்சிக் குழு பரிந்துரைக்கும் பட்டியல் - தமிழ் இலக்கியங்களில் சங்க காலம் முதல் பக்தி இலக்கிய காலம் வரை காணப்பெறும் விழுமங்கள் - தனிமாந்தர் சமுதாயம் ( ஒழுக்கநெறி, சமுதாய மேன்மை - இறையுணர்வு)

## 10. வகுப்பறைத் திறன்கள் மேம்படுத்துதல்:

படைப்பாற்றல் - வளர்க்க உதவும் சூழல் - தகவல்களை திரட்டல் - படைப்பாற்றல் தன்மைகள் - மேம்படுத்துதல் - தழுவல் - ஈடுகட்டுதல் - மிகுந்துக்காணல் - குறைத்துக் காணல் - மீள வைத்தல் இணைத்தல் - படைப்பாற்றல் வடிவங்கள் - தலைப்பு தருதல், குறிப்புகள் தருதல், முடிவை மாற்ற தருதல், வடிவம், வகை மாற்றுதல், ஈற்றடி தருதல் - கதை, கவிதை, வானொலி உரைச்சித்திரம், கவிதையைக் காட்சிப்படுத்துதல் போன்றன.

### செயல்முறை வேலை

1. திறனாய்வு கட்டுரைகள் தயாரித்தல்
2. பாடநூல் ஆய்வு
3. பாடநூலில் உள்ள விழுமப் பதிவுகள்
4. வானொலி உரைச்சித்திரம் தயாரித்தல்
5. இலக்கிய நயம் பாராட்டல்
6. மரபுத் தொடர், பழமொழிகளைத் தொடர்களில் அமைத்தல்
7. கலைச் சொற்களைத் தமிழ்ப்படுத்துதல்
8. செய்யுளைக் காட்சிப்படுத்துதல்
9. சிறுகதை எழுதுதல் - குறிப்பு கொண்டு கதை எழுதுதல்

### மேற்கோள்கள்

கணபதி. வி, பூ, ஜெயராமன் (2005), நற்றமிழ் கற்பிக்கும் முறைகள், சென்னை. சாந்தா பப்ளிஷர்ஸ்.

கணபதி வி. (2004), தமிழ் இலக்கண இலக்கிய அறிமுகம், சென்னை, சாந்தா பப்ளிஷர்ஸ்.

கணேசன். து (1981), குழந்தை இலக்கியத்தில் வள்ளியப்பா ஒரு வழிகாட்டி, சென்னை - வானதி பதிப்பகம்.

ஞானமூர்த்தி தா. ஏ. (2002) இலக்கியத் திறனாய்வியல், யாழ் வெளியீடு.

முனைவர் கலைச் செல்வி. வெ. (2008), கல்வியியல் சிறப்புத் தமிழ், நாமக்கல், சஞ்சீவ் வெளியீடு.

முனைவர். பரமசிவம் சொ. (2008), நற்றமிழ் இலக்கணம், சென்னை, பட்டுப்பதிப்பகம்.

முனைவர். வீரப்பன் பா. (2004), உயர்நிலை தமிழ் கற்பித்தலில் புதிய அணுகு முறைகள், சென்னை, வனிதா பதிப்பகம்.

இரத்தின சபாபதி. பி (1997) செம்மொழிக் கல்வி, சென்னை, சாந்தா பப்ளிஷர்ஸ்.

சாய்குமார் க. (2008), மதிப்புணர்வுக் கல்வி, சென்னை, சாந்தா பப்ளிஷர்ஸ்.

சிங்காரவேலு முதலியார் (2004), அபிதான சிந்தாமணி தமிழ்க் கலைக் களஞ்சியம், சென்னை - சீதை பதிப்பகம்.

## OPTIONAL COURSE - II

பாடப்பொருள் மற்றும் தமிழ் கற்பித்தல்

பொதுத்தமிழ்

(முதுகலைப் பட்டம்)

### நோக்கங்கள்

1. தாய்மொழி கற்பித்தலின் இன்றியமையாமையும், நோக்கங்களையும் அறிதல்.
2. தாய்மொழியின் பல்வேறு பயிற்றுமுறைகளை அறிதல்.
3. பாடத்திட்டம் அமைப்பதற்கான கோட்பாடுகள் மற்றும் நுண்ணிலைக் கற்பித்தல் திறன்களை அறிதல்.
4. செய்யுள், உரைநடை, துணைப்பாடம், இலக்கணம் கற்பிக்கும் திறன்களைப் பெறுதல்.
5. மொழித்திறன்களைப் பெறுதல்.
6. மொழியாசிரியருக்குரிய பண்பு நலன்களையும், விழுமியங்களையும் அறிதல்.
7. பாடநூல் பற்றிய அறிவு பெறுதல்.
8. மதிப்பீடலின் நுட்பங்களை உணர்தல்.
9. வினாக்கேட்டலில் உள்ள பல்வேறு திறன்களை வளர்த்தல்.
10. கற்பித்தல் நுட்பங்களைக் கையாளல்.

### பொதுத்தமிழ்

#### 1. பாடப்பொருள்

பதினொன்றாம் வகுப்பு மற்றும் பன்னிரெண்டாம் வகுப்புகளில் உள்ள தமிழ் பாடநூல்கள். தமிழக அரசால் பரிந்துரைக்கப்பட்ட அவ்வப்போது நடைமுறையிலுள்ள பாடத்திட்டம்.

#### 2. தாய்மொழிக் கல்வியின் சிறப்பு :

தாய்மொழிக் கற்பித்தலின் இன்றியமையாமை - சிறப்பு நோக்கங்கள் - வெளியிடுங்கருவி - அடிப்படைத் திறன்கள் - இலக்கிய நயம் கண்டின்புறல் - படைப்பாற்றல் - கற்பனையாற்றல் - அழகுணராற்றலை வளர்த்தல் - சமூகப் பண்பாட்டினை அறிதல் - சமூக மரபுகளை அறிதல் - சமூகக் கடமைகளை மேற்கொள்ளுதல் - வாழ்க்கை நடத்தத் தேவையான திறன்களைப் பெறுதல் - நீதிகளைப் புகட்டுதல் - பயிற்று மொழியாக துலங்குதல்.

#### 3. பண்டையோர் கண்ட பயிற்றுமுறைகளும், தற்கால முறைகளும் :

பண்டையோர் கண்ட பயிற்று முறை :- குருகுலமுறை - 1. சொற்பொழிவு 2. உரையாடல் 3. தடைவிடை 4. வினா விடை 5. பயிற்சி - பன்முகப் பயிற்சி 6. விதிவிளக்கம் 7. காரணகாரியம் 8. நெட்டுரு - நன்மை, தீமைகள்.

புதிய முறைகள் :- 1. விளையாட்டு முறை 2. நடிப்பு முறை 3. தனிப்பயிற்சி 4. வகுப்பறை கற்பித்தல் 5. மேற்பார்வை படிப்பு முறை 6. செயல்திட்டமுறை 7. ஓப்படைப்பு 8. திட்டமிட்டுக் கற்றல் மொழிப்பாடம் பயிற்றலுக்கு இவற்றைப் பயன்படுத்தும் திறன்.

**4. பாடம் கற்பிப்புத் திட்டம் அமைத்ததற்கான கோட்பாடுகள், நுண்ணிலைக் கற்பித்தல் திறன்கள் :**

கற்பித்தல் கோட்பாடுகள் புளும், ஹெர்பார்ட், பாடம் கற்பிப்புத் திட்டம் - அலகுத்திட்டம் பாடம் கற்பிப்புத் திட்டம் தயாரித்தலின் இன்றியமையாமை - நன்மை, தீமைகள், மனதிற் கொள்ளத் தக்கன - பாடம் கற்பிப்புத் திட்டத்திற்கும் ஆசிரியர் கற்பித்தல் குறிப்பிற்குமுள்ள வேறுபாடுகள்.

நுண்ணிலைக் கற்பித்தல் - படிநிலைகள், சுழற்சி - 1. தொடங்குதல் திறன் 2. விளக்குதல் திறன். 3. முடித்தல் திறன் 4. கிளர்வினாத் திறன் 5. பல்வகைத் தூண்டல்களைப் பயன்படுத்துதல் திறன் 6. வலுவூட்டிகளைப் பயன்படுத்தும் திறன் 7. கரும்பலகையைப் பயன்படுத்தும் திறன் - இணைப்புப் பாடம் - பயிற்சி.

**5. செய்யுள், உரைநடை, இலக்கணம், துணைப்பாடம் கற்பித்தல்:**

செய்யுள், உரைநடைப் பயிற்றலின் நோக்கங்கள் முறைகளிலுள்ள வேறுபாடுகள் - செய்யுட் பாடத்தைத் தொடங்கும் முறைகள் - பல்வேறுவகையான உரைநடைகளைக் கற்பிக்க மேற்கொள்ளும் வழிமுறைகள் - செய்யுள் நலம் பாராட்டல்.

துணைப்பாடம் கற்பித்தலின் நோக்கங்கள் - துணைப்பாடத்தின் தன்மைகள் - பயிற்சிகள் - ஆசிரியர் செயல்பாடு.

இலக்கணம் கற்பித்தல் நோக்கங்கள் - பயிற்று முறை - விதிவருமுறை- விதிவிளக்க முறை, நடைமுறை இலக்கணம், திட்டமிட்டுக்கற்றல் முறையில் கற்பித்தல் - இலக்கணப் பாடத்தை இனிமையாக்கும் வழிமுறைகள்.

**6. மொழித்திறன்களை வளர்த்தல்:**

கேட்டல் வரையறை: - கேட்டல், உற்றுக் கேட்டல், செவி மடுத்தல் - கேட்டல் திறனை வளர்த்தலுக்கான நோக்கங்கள் - வளர்ப்பதற்கான வழிமுறைகள் - வானொலி கேட்டல் - ஒலிப்பதிவு கேட்டல் - கதை கூறல் - விடுகதைகள் - புதிர்கள் கேட்டல் - சுருக்கி எழுதுதல் - பாடப்பகுதிகளைப் படித்து வினாக் கேட்டல் - கேட்டலின் வழி கற்றல்.

பேசுதல் வாய்மொழிப் பயிற்சி: இன்றியமையாமை - நோக்கங்கள், பயன்கள் - திருந்திய பேச்சின் பொருந்திய நல்லியல்புகள் - திருந்திய பேச்சினை வளர்க்கத் துணையாகும் இலக்கியங்கள். நாடகங்கள், சொற்போர், கலந்துரையாடல், வினாடி வினா, இலக்கிய மன்றங்களில் பேசுதல் - மனப்பாடம் செய்தல் உச்சரிப்பில் ஏற்படும் சிக்கல்கள் - பயிற்சிகள் நாடெகிழ் பயிற்சி, நாபிறழ் பயிற்சி, மூச்சுப் பயிற்சி

படித்தல் :- நோக்கங்கள் - தொடக்க வகுப்பில் படிக்கக் கற்பிக்கும் முறைகள் - எழுத்து முறைப் படிப்பு, சொல்முறைப் படிப்பு, சொற்றொடர் முறைப்படிப்பு - நிறை குறைகள் - சொற்களஞ்சியப் பெருக்கம் - வாய்க்குள் படித்தல் வாய்விட்டுப் படித்தல் - அகன்ற படிப்பு, ஆழ்ந்த படிப்பு - நோக்கங்கள், நிறை குறைகள் - அவற்றிற்குரிய நூல்களின் தன்மைகள் - படிப்பில்



ஆர்வத்தைத் தூண்டும் வழிமுறைகள்.

எழுதுதல்:- எழுதுவதன் நோக்கங்கள் - எழுதுவதற்குப் பயிற்சி அளித்தல் - சில முதற் பயிற்சிகள் - எழுது கருவிகளைப் படிக்கும் முறை - நல்ல கையெழுத்தின் நல்லியல்புகள் - தெளிவு, அளவு, அழகு, இடைவெளி, விரைவு - எழுத்துப் பயிற்சி முறைகள் - வரியொற்றி எழுதுதல், பார்த்து எழுதுதல், சொல்வதை எழுதுதல் - பிழையின்றி எழுதப் பயிற்சி அளித்தல் - பிழைகள் தோன்றக் காரணங்கள் - பிழைகளை களையும் முறைகள் - நிறுத்தற்குறியீடுகளைப் பயன்படுத்துதல். கடிதம், கட்டுரை எழுதப் பயிற்சி அளித்தல், வலிமிகும் இடம், மிகா இடமறிதல்.

## 7. மொழியாசிரியர்

கல்வித்தகுதி - பயிற்சி - பண்புநலன்கள் :

மொழிப்பற்று இலக்கண இலக்கியப் புலமை, குரல் வளம் - ஏற்ற இறக்கத்துடன் பேசுதல் - மொழித்திறன் வல்லமை - உளநூல் வல்லுநர் - படைப்பாற்றல் திறன் - முன்மாதிரியாக விளங்குதல் - கடமை உணர்வுடன் செயல்படல் - சமூக உறவு கொள்ளல் - பிற ஆசிரியருடன் பழகல் - பயிற்றலின் அடிப்படை விதிகளைக் கையாளல்.

விழுமங்கள்:- விழுமியங்களை ஆசிரியர் மாணவர்க்கு நடத்தையின் மூலம் உணர்த்துதல் - ஆளுமை - ஒழுக்கம் - நேரந்தவறாமை - அன்பு - மனிதநேயம் - பணிவுடைமை - உதவும் மனப்பான்மை - தூய்மை - தொழிலில் உண்மையுடைமை போன்றன.

## 8. பாடத்திட்டமும் பாடநூலும் :-

பாடத்திட்டம் - வரையறை - தனிநபர் வேறுபாடு, மாறி வரும் சமுதாயம் - உயர்நிலைப்பள்ளி பாடத்திட்டமிடுதற்கான காரணிகள் தமிழ்பாடத்திட்டம் . பாடநூல்கள் - பாடநூல்களின் அடிப்படை - பாடநூலின் பண்புகள் - சிறந்த பாடநூல்களைத் தயாரிக்கும் பொழுது மனதிற் கொள்ளத்தக்க செய்திகள் - தற்போதைய நடைமுறையிலுள்ள பாடநூல் பற்றிய பார்வை - நூலகப் படிப்பு.

## 9. மதிப்பீடுகளும், வினாக்களும் :-

மதிப்பிடல், அளவிடல், பல்வேறு நிலைகளில் கற்பித்தல் நோக்கங்களைப் பகுத்தாய்தல் - அறிதல், புரிதல், ஆளல், ஆற்றல் - தேர்வு வகைகள் - ஆசிரியர்களில் உருவாக்கப்படும் தேர்வுகள் - தரப் படுத்தப்பட்ட தேர்வுகள் - தேர்வுச் சீர்திருத்தங்கள் - மதிப்பீட்டுக் கருவியின் பண்புநலன்கள் - குறையறி சோதனை, குறைதீர் பயிற்சி - புறவயத் தேர்வு அமைத்தல் முறைமை - தொடர் மற்றும் முழுமையான மதிப்பீடு - வளரறி தொகுத்தறி மதிப்பீடு

விரிவாக்க மதிப்பீடுதல்: - பொருள், மதிப்பீட்டு பகுதிகள், பயன்கள், ஆசிரியரின் பங்கு - புள்ளியியல் பற்றிய பார்வை.

வினாக்கள் கேட்டலின் இன்றியமையாமை - வினவுதல் நோக்கங்கள் - பயன்கள் - வினாக்கள் வினவுதலின் திறமை - வினவும் முறைகள் - வகைகள் சிறந்த வினாக்களின் சிறப்பியல்புகள் - வினாத்தாள் அமைத்தலில் சிறப்பிடம் - நீல அச்சுப்படம்.

## 10. மொழிக் கற்பித்தலின் நுட்பக் கூறுகள் :-

துணைக் கருவிகளைப் பயன்படுத்துதல் - வாசிப்பு வேகத்தை அளவிடல் (டாசிஸ்டாஸ்கோப்) வானொலி, ஒலிப்பதிவு நாடா, ஒளிப்பதிவு நாடா, தொலைக்காட்சி, மொழிப் பயிற்றாய்வுக் கூடம் - கணிப்பொறி - மின்கற்றல் - இணையதளம் - செயற்கைக் கோள் - பல் ஊடகம் - விண்ணரங்கம் - கானொலி.

### செயல்முறை வேலை

1. கையெழுத்துப் பிரதி தயாரித்தல்
2. நாடகங்கள் எழுதுதல்
3. வானொலி (அ) தொலைக்காட்சி பேச்சைக் கேட்டுக் குறிப்பெடுத்தல்.
4. வினாவங்கி தயாரித்தல்
5. கல்விப் பயணம்
6. இலக்கணப் பாடத்திற்குத் திட்டமிட்டுக் கற்றல் சட்டம் தயாரித்தல்
7. பல்ஊடக வழி பாடம் தயாரித்தல்
8. கலந்துரையாடல் நடத்துதல்
9. அறிக்கை தயாரித்தல்

### மேற்கோள்கள்

கணபதி. வி, இரத்தின சபாபதி பி. (2008), நுண்ணிலை கற்பித்தல், சென்னை. சாந்தா பப்ளிஷர்ஸ்.

கணபதி. வி. (1997) நற்றமிழ் கற்பிக்கும் முறைகள், சென்னை, சாந்தா பப்ளிஷர்ஸ்.

கலைச் செல்வி. வெ (2008), தமிழ் பயிற்றல் நுட்பங்கள் நாமக்கல் - சஞ்சீவ வெளியீடு.

கோவிந்த ராசன். மு (1980), நற்றமிழ் பயிற்றல் நோக்கமும் முறையும், சென்னை. தேன்மொழிப் பதிப்பகம்.

Mangal S.K. and Uma Mangal (2009), Essentials of Educational Technology, PHI learning private limited.

இரத்தின சபாபதி.பி (1997), செம்மொழிக் கல்வி, சென்னை. சாந்தா பப்ளிஷர்ஸ்.

இரத்தின சபாபதி. பி, கல்வியில் தேர்வு, சென்னை. சாந்தா பப்ளிஷர்ஸ்.

விஜயலட்சுமி. வ (2007) நுண்ணிலை கற்பித்தல், சென்னை. சாரதா பதிப்பகம்.

வேணு கோபால் இ.பா. கே. சாந்த குமாரி பொதுத் தமிழ் கற்பித்தல்.

வஜ்ரவேலு .சு, அருந்தமிழ் கற்பிக்கும் முறைகள் சென்னை. அம்சா பதிப்பகம்.

**OPTIONAL COURSE - I**  
**INNOVATIONS IN THE TEACHING OF ENGLISH**  
**(FOR POST GRADUATES IN ENGLISH OR ITS EQUIVALENT)**

**OBJECTIVES:**

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

1. acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
2. understand the connections of English speech and to acquire good pronunciation and fluency of speech
3. get familiarized with the syllabi related to high School and higher Secondary classes.
4. acquire a working knowledge of the grammatical terminology and grammatical system in English
5. develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
6. Differentiate among the consonants according to manner and place of articulation.
7. Distinguish between noun phrase and verb phrase
8. Describe the various devices of word formation in English
9. Explain the theoretical bases of teaching English grammar
10. Bring out the relative importance of teaching different study skills in the context of English Language Teaching.

**UNIT I: Phonetics of English**

1. Elements of English language - Phonology, morphology, lexis, grammar,
2. The different speech organs and their role.
3. The individual sounds- Vowels, Consonants, Semi vowels.
4. Pure vowels - The Cardinal Vowel Scale
5. Classification of Consonants according to Manner of articulation - Place of articulation.
6. Diphthongs - Closing Diphthongs - Centring Diphthongs

7. The concept of the Phoneme and the Allophone
8. Strong and weak forms
9. Word Stress - Primary stress, Secondary stress - Sentence stress.
10. Rhythm - Intonation - Tone group.
11. Phonetic Transcription.

## **UNIT II: Fluency**

1. Use of conventional formulae - greeting - apology - invitation - refusal - accepting - thanking.
2. Describing and interpreting picture, tables, graphs, maps, etc.
3. Various concepts and ways in which they are expressed - construction - suggestion - prohibition - permission - probability - likelihood - possibility - obligation - necessity - concession.
4. Oral drills - Repetition drills - Mechanical drills - Substitution drills

## **UNIT III: Advanced Grammar**

1. The Noun phrase - Modifier - Head word, Qualifier
2. The Verb phrase - Tense forms - Primary Auxiliaries - Modal Auxiliaries.
3. Types of Sentence - Simple, Complex, Compound.
4. Subordinate and Co-ordinate clauses.
5. Sentence pattern - Active and Passive voice.
6. Direct and Indirect speech - Question forms - Tag questions.
7. Sentence Analysis- Transformation of sentences
8. Analysis and classification of grammatical errors.

## **UNIT IV: Lexis**

1. Word formation - Affixation - Conversion - Compounding - Clipping - Port Manteau - Onomatopoeia - Loan words- other minor devices.
2. Patterns of spelling.
3. Phrasal verbs and prepositional phrases.
4. Sentence connectors - Devices for cohesion and coherence

## **UNIT V: Teaching Grammar**

1. Prescriptive - Formal grammar
2. Descriptive - Functional grammar
3. Methods of teaching grammar- Deductive - inductive
4. Grammar Activities
5. Testing grammar - steps and usage

## **UNIT VI: Teaching Vocabulary**

1. Nature of words.
2. Types of vocabulary - Active vocabulary - Passive vocabulary.
3. Expansion of vocabulary
4. Selection and grading of vocabulary
5. Strategies to develop vocabulary

## **UNIT VII: Types of courses**

1. English for Global Purpose.
2. English for Specific Purpose- EAP-EST-EOP
3. Remedial English course
4. The English Reader – Intensive, Extensive and Supplementary

## **UNIT VIII: Reference and Study Skills**

1. SQR3 method of reading
2. Study skills – note – taking, note – making, summarizing and paraphrasing.
3. Reference skills – library – dictionaries – thesaurus – encyclopedia – bibliography- Annotated Bibliography.

## **UNIT IX: Composition**

1. Types of composition – Controlled – Guided – Free
2. Kinds of composition – Letter writing – Formal – Informal – Business letters
3. Paragraph writing – Essay writing – Précis writing – Expansion of proverb – Developing stories from outline.
4. Summarizing – Abstracting – Translation – Comprehension
5. Oral composition – Pair work – Mixed ability grouping.
6. Correction of Composition exercise – correction symbols.

## **UNIT X: English Language Curriculum Transaction**

1. Principles of Curriculum construction
2. Limitations in the existing school English language curriculum
3. Qualities of a good English language text book
4. Professional Competencies of an English teacher - Programmes for quality improvement- Seminars, Workshops, Panel discussions, Field trips, Projects etc.,

### **Practical work:**

1. Preparation of labeled diagrams of speech organs.
2. Preparation of vowel and consonant charts.
3. Preparation of diagrams to show the position of various speech organs in the production of consonant sounds
4. Comparison of phonemic system in Tamil and English.
5. Examination of phonemic scripts used in various text books and dictionaries.
6. Oral practice in word and sentences stress.
7. Practice in transcribing passages and dialogues in English into phonetic script.
8. Exercises and tests assessing the teacher trainees' knowledge and mastery of the various areas in Grammar.
9. Construction of syllabus charts for various areas in Grammar with reference to the school syllabus.
10. Preparation of aids to make the High school and Higher Secondary pupils understand certain grammatical concepts
11. Identifying and classifying grammatical errors from students' work, using grammatical terminology.
12. Exercise in word formation
13. Practice in the use of dictionary
14. Note- making and summary writing exercise.
15. Preparation of annotated bibliography on different aspects of English language
16. Comprehension exercises.
17. Reviews to be written for three books.
18. Practice in writing different types of composition exercises

## SUGGESTED REFERENCE BOOKS:

- Brown, G. (1977). *Listening to Spoken English Applied Linguistics and Language*. London: Longman.
- Close, R. A. (1971). *English as a Foreign Language*. London: Longman.
- Dakin, J. (1973). *The Language Laboratory and Language Learning*. London: Longman.
- Francis Soundararaj, F. (1995). *Teaching spoken English and Communication Skills*. Chennai: Geoffrey Bernard, G. (1969). *Better Spoken English*. London: Macmillan & Co.
- Hornby, A. S. (1968). *The Teaching of Structural Words and Sentence Patterns*. London: Oxford University Press.
- Indra, C. T. (1995). *Teaching Poetry at the Advanced Level*. London: T.R. Publication.
- Kohli, A. L. (2006). *Techniques of Teaching English*. New Delhi: Dhanpat Rai pub.co
- Krishnaswamy, N. (1995). *Teaching English Grammar*. Chennai: T.R. Publication.
- Lee, W. R. (1976). *Language Teaching, Games and Contexts*. London: Oxford University Press.
- Lester, M. (1977). *Introductory Transformation Grammar of English*. New Delhi: Macmillian.
- Mangal, S. k., & Mangal, S. (2005). *Essentials of Educational Technology and Management*. Meerut: loyal book depot.
- Nataraj, Geetha. (1996). *English Language Teaching. Approaches, Methods, Techniques*. Kolkatta: Orient Longman Pvt.Ltd.
- Passi, B. K. (1976). *Becoming a Better Teacher : Micro teaching approach*. Ahmadabad: Sahitya Mudranalaya.
- Sachdeva, M. S.(2003). *A New Approach to Teaching of English in India*. New Delhi: Tandon Publications.
- Ur, Penny. (1999). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Ur, Penny. (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.
- Vallabi, J.E. (2012). *Teaching of English II (Special English) : Principles and Practices*. Hyderabad. Neelkamal Publications.
- Wright, A. (1977). *Visual Material for the Language Tteacher*. London: Longman.

**OPTIONAL COURSE - II**  
**CONTENT AND METHODS OF TEACHING ENGLISH**  
**GENERAL ENGLISH**  
**(FOR POST GRADUATES IN ENGLISH OR ITS EQUIVALENT)**

**OBJECTIVES :**

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

1. Acquire an understanding of the status, role and the nature of English language learning in India
2. Develop an understanding of the objectives of teaching English
3. Design unit plans and lesson plans
4. Understand and execute the teaching skills
5. Acquire knowledge of the different resources to teach English
6. Acquire knowledge of the kinds of syllabus and the various methods and approaches of teaching English
7. Acquire knowledge of the methods of evaluation and statistical interpretation
8. Understand the techniques in teaching the four language skills
9. Acquire knowledge of remedial instruction
10. Comprehend the use of simple statistical method in the interpretation of data pertaining to English Language Teaching. (ELT)

**UNIT I: Content**

The syllabus for XI and XII of English text books prescribed by the Text book of the Government of Tamilnadu - time to time.

**UNIT II: Nature, Need and Objectives of Teaching English**

1. The status of English in India today - The rationale for learning English
2. Aims of teaching English at the Primary level, Secondary level and Higher Secondary level.
3. Objectives of teaching English as a second language - Cultural, Literary, Utilitarian, Linguistic and Integrative aims.
4. Contribution of Linguistics and Psychology to the teaching of English.
5. Teaching the communication skills - Listening - Speaking - Reading - Writing
6. Teaching English as a skill rather than a knowledge subject.



7. Learning the mother tongue and Learning a Second language - Interference and Transfer from the mother tongue - Implications for teaching methods.
8. Planning for Instruction - Designing unit plans and lesson plans
9. The scope of the B.Ed English course.

### **UNIT III: Teaching Skills**

1. Bloom's Taxonomy of Educational Objectives - Cognitive - Affective - Psychomotor domains - General and Specific Instructional Objectives.
2. Micro teaching - Principles - Steps - Uses - Skills - Introducing a Lesson - Explanation - Questioning - Using the blackboard - Reinforcement - Stimulus Variation - Link Lesson
3. Observation - Demonstration lesson - Teacher educator - guide teacher - Peer group - Feedback
4. Macro teaching  
 Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader  
 Teaching of Poetry - Method - Poetic forms - Poetic devices - Differences between teaching Prose and Poetry  
 Teaching of Grammar - Method - Content - Parts of speech, Degrees of comparison, Tenses, Voice, Sentence Patterns, Analysis of Sentences, Transformation of Sentences Teaching of Composition - Oral and Written

### **UNIT IV: Resources in Teaching English**

1. Teacher made aids - Flash cards, Pictures, Charts, Models, Blackboard sketches.
2. Mechanical aids - Overhead projector, Tape recorder, Lingua phone records, Radio, Television
3. Programmed learning - Language laboratory.
4. Computer assisted language learning - Power point presentation- identifying websites
5. Multi-media and Internet

### **UNIT V: Approaches and Methods of Teaching English**

1. Method - Approach - Technique - Design
2. Syllabus - Kinds - Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus.
3. Method - Grammar Translation Method - Bilingual method - Direct Method - Dr.West's new method - Merits and Demerits
4. Approaches - Structural Approach - Types of Structures - Selection and Grading of Structures - Principles of Situational & Oral Approach

5. Communicative approach
6. Eclectic approach
7. Recent trends in the teaching of English

#### **UNIT VI: Tools of Evaluation**

1. Difference between measurement and evaluation
2. Characteristics of a good English test - Objectivity - Reliability - Validity - Feasibility.
3. Concept of Evaluation - Types of evaluation continuous and comprehensive evaluation - formative and summative assessment - Grading pattern.
4. Different types of tests - Achievement tests - Aptitude tests - Proficiency tests - Diagnostic tests.
5. Types of achievement tests - oral test - written test - teacher made test - standardized test.
6. Objective tests - One word answer - Fill in the blanks - Matching - Multiple choice - Error recognition.
7. Written test- Short answer type - Paragraph type - Essay type
8. Construction of a good test - Preparation of blue print - Scoring key - Marking scheme.
9. Item analysis - Item difficulty - Discriminative index.
10. Statistical interpretation of data - Mean, Median, Mode, Range, Average Deviation, Quartile Deviation, Standard Deviation, Correlation; Graphical representation - Histogram - Frequency polygon - Cumulative frequency curve - OGIVE

#### **UNIT VII: Listening Skill**

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

#### **UNIT VIII: Speaking Skill**

1. Techniques in teaching speaking - The conversation class, the topic based discussion class - task centered fluency practice.

2. Tasks for developing speaking skill - Individual, pair and group work.
3. Improving oral fluency - Parallel Sentences - Conversation - Dialogue - Role play.
4. Dramatization - Play Reading - Group Discussion.
5. Story telling - Narration - Description
6. Communication Game - Debate - Interview - Extempore Speech.
7. Barriers for Effective Communication.
8. Testing Speaking.

### **UNIT IX: Reading Skill**

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

### **UNIT X: Writing Skill**

1. Mechanics of Writing.
2. Sub skills in writing - visual perception - syntax - organization - grammar -content purpose - relevance.
3. Writing skills - Mechanical skills - Grammatical skills - Judgment skills - Discourse skills.
4. Characteristics of good Handwriting- distinctiveness - legibility - simplicity - uniformity - spacing - capitalization - punctuation - speed.
5. Testing Writing Skills. Remedial teaching with reference to phonological, lexical and grammatical systems of English language - Causes and Remedies.

### **PRACTICAL WORK :**

- Examination of the prescribed syllabus in English for the Secondary and Higher Secondary levels.
- Preparation of lesson plan for teaching prose, structural items, vocabulary items, comprehension

passages, poetry and composition.

- Practice in quick black board sketches for the purpose of introducing new items. Preparation of material for role play and dramatization
- Reading comprehension and note-making exercise. Preparation of different types of vocabulary exercise.
- Examination of examples of controlled and guided composition tasks found in various course books
- Preparation of material for teaching picture composition
- Examination of poems prescribed for all three levels.
- Practice in reading poems aloud.
- Preparation of aids.
  - i. An album of black board sketches.
  - ii. An album of collected pictures
  - iii. Picture set and
  - iv. Composite scene
- Practice in the use of CDs in English
- Conducting a radio lesson
- Development of VAI/CAI programme for a teaching item.
- Preparation of a simple linear programme for a unit in grammar
- Preparation of blue prints
- Construction of test paper containing the different types of test items including objective type items.
- Preparation of remedial material for one unit

### **SUGGESTED REFERENCE BOOKS:**

Aggarwal, J. C. (2008). *Principles, Methods & Techniques of Teaching*. UP: Vikas Publishing House Pvt Ltd.

Aggarwal, J. C. (2008). *Essentials of Educational Technology*. UP: Vikas Publishing House Pvt Ltd.

Albert Valdman, A. (1966). *Trends in language teaching*. London: McGraw Hill.

Alexander. (1971). *Guided composition in English language teaching*. London: Longman.

Allen Campbell, A. (1972). *Teaching English language*. New Delhi: Tata McGraw Hills.

Baruah, T. C. (1993). *The English teachers handbook*. New Delhi: Sterling Publishers.

- Bright, J. A., & Gregor, G. P. (1976). *Teaching English as second language*. London: Longman.
- Brown, G. (1977). *Listening to spoken English, applied linguistics and language*. London: Longman.
- Chauhan, S. S. (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt Ltd.
- Christopher, S. W. (1998). *Computer and language learning*. Singapore: SEAMEO – Regional Language Centre.
- Dahin. (1967). *The language laboratory and language learning*. London: Longman.
- Dhand, H. (2009). *Techniques of Teaching*. New Delhi: APH Publishing Corporation
- Frisby, A. W. (1970). *Teaching English*. London: Longman.
- Geetha, N. (1996). *English language teaching: Approaches, methods, techniques*. London: Orient Longman Ltd.
- Gregory Bernard, G. (1969). *Better spoken English*. London: Macmillan & Co. Harcourt, Brace & World Inc.
- Hornby, A. S. (1968). *The teaching of structural words and sentence patterns*. London: Oxford University Press.
- Hook, J. N., & Robert, L. S. (1967). *Competence in English: A programmed handbook*. NY: Howatt, A. P. R. (1972). *Programmed learning and the language teacher*. London: Longman.
- Krishnaswamy, N. (1995). *Teaching English Grammar*. Chennai: T.R. Publications.
- Nanda, K. (1989). *Developing English comprehension*. New Delhi: Sterling Publishers.
- Palmer, H. E. (2008). *Oral Method of Teaching Language*. Delhi: Surjeet Publications. Mowla,
- Pit, C. S. (1985). *An intermediate English practice book*. London: Orient Longmans.
- Pit, C. S. (1985). *Introducing applied linguistics*. London: Orient Longmans.
- Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.
- Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
- Sharma, R. N. (2008). *Contemporary Teaching of English*. Delhi: Surjeet Publications.
- Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi: APH Publishing Corporation.
- Thomas, A. J., & Martinet, A. V. (2004). *A practical English grammar*. London: OUP.
- Venkateswaran, S. (2008). *Principles of Teaching English*. UP: Vikas Publishing House Pvt Ltd.
- Vallabi, J.E. (2011). *Teaching of English: Principles and Practices*. Hyderabad. Neelkamal Publications.

## اردو۔ دوسرا پرچہ اختیاری

### (URDU - OPTIONAL PAPER - I)

#### مقاصد: (Objectives)

- ۱۔ قومی تعلیمی پالیسی اور فونڈن لطیفہ کے مقاصد سے واقف ہونا۔
  - ۲۔ اردو زبان کی ترقیب کی واقفیت کے ساتھ زندگی میں اس کے حصہ کو معلوم کرنا۔
  - ۳۔ سماجی پس منظر میں تہذیب و ثقافت کی ترقی۔
  - ۴۔ زبان کی بناوٹ، خصوصیات اور طریقوں کو معلوم کرنا۔
  - ۵۔ جسمانی اور نفسیاتی بنیاد پر زبان کو سیکھنا۔
  - ۶۔ زبان کے مختلف پہلوؤں سے واقفیت۔
  - ۷۔ اردو ڈرامہ کے مقاصد اور اس کی ابتداء۔
  - ۸۔ زبان کے مختلف کارکردگیوں کو جاننا۔
  - ۹۔ ادب کے مختلف پہلوؤں پر تحقیقی صلاحیت کو بڑھانا۔
  - ۱۰۔ فن پاروں کی ترقی کے لئے مختلف طریقوں کو معلوم کرنا۔
  - ۱۱۔ قومی تعلیمی پالیسی میں زبان کے اساتذہ کاروں۔
  - ۱۲۔ انسانی تہذیب پر اردو زبان کی ترقی و ترویج کا اثر۔
  - ۱۳۔ اردو زبان کی انفرادیت کو معلوم کرتے ہوئے اس کی بقا اور ترقی کی ضرورت کا احساس پیدا کرنا۔
- ۱۔ پرائمری، مڈل، ہائی اسکول سطح پر۔ قومی تعلیمی مقاصد اور فن و آرٹ کے نصاب کے تعلق کو معلوم کرنا۔ ٹکی ہدف (Target) اور تعلیم کے مقاصد کے مابین تعلقات سے واقفیت۔
- ۱۱۔ اردو زبان کی ساخت و بناوٹ، صوتی طریقے وغیرہ کے فوائد۔ انسانی زندگی میں ذرائع ابلاغ کا حصہ۔ اور اس کے اقسام۔

## OPTIONAL COURSE - I

### INNOVATIONS IN THE TEACHING OF URDU

#### (FOR POST GRADUATES IN URDU OR ITS EQUIVALENT)

#### OBJECTIVES:

1. Knowing the importance of national educational policies.
  2. Importance of teaching urdu and application of urdu in common ways.
  3. Role of urdu in social affinity and religious unity.
  4. Formation of language. Importance and their usage.
  5. Physical and psychological based teaching
  6. To know different figure of speech
  7. To know the origin and importance of urdu drama.
  8. To comprehend the grammar and phonetics of urdu.
  9. To know the various literary forms in urdu.
  10. The role of language teachers in national policies.
  11. The influence of society on urdu and their effects in development
  12. To understand the importance of urdu and contributing for its immortality.
- I) National Educational policy - Primary - Middle - High - Schools standard -quality education to achieve national literacy rate - Achieving educational target and objectives.
- II) Urdu language part and speech structure - Grammar and their usage role of urdu in common life.

III۔ ۱۔ سماجی پس منظر میں زبان اور تہذیب و تمدن کو دیکھنا۔ زبان کی ترقی میں ماحول کا حصہ۔ زبان اور سماجی ماحول۔ تہذیب و تمدن سے چمچھے ہوؤں کو برابری کا درجہ دینے کا تعلیمی نظام۔

۲۔ زبان۔ زبان کو دیکھنا۔ زبان کی ساخت و بناوٹ۔ زبان کے بنیادی اصول۔ زبان کی ترقی اور زبان کی قدامت۔ زبان کی خصوصیات اور بناوٹ کے طریقے۔

IV۔ انسان کی تہذیب و تمدن کے ارتقاء میں زبان کا اہم کردار، سماجی تبدیلیوں، نفسیاتی کشمکش اور معاشی رد و بدل کا اثر زبان پر۔ انسانی ارتقاء کے ساتھ ساتھ زبان کی ترقی۔ زبان، انسانی تمدن کی ترسیل کا ایک اہم ذریعہ۔

V۔ ادب: شاعری اور نثری اصناف کے ذریعے طرز و تحریر میں انفرادیت کی تحقیق۔

VI۔ ۱۹ ویں اور ۲۰ ویں صدی کے مضمون نگار اور ان کی تخلیقات کا تفصیلی جائزہ۔

VII۔ ڈرامہ۔ ڈرامائی ادب کی نشوونما اور اس کا ارتقاء۔

VIII۔ موجودہ تبدیلیوں کے مطابق زبان کے مختلف عملی کارکردگی۔

۱۔ سائنسی اور صنعتی اصطلاحات کی تیاری میں مناسب اور موزوں الفاظ کا استعمال۔ اردو میں مستعمل دوسرے زبانوں کے الفاظ۔

۲۔ اردو کی تدریس میں عربی، فارسی، ہندی، سنسکرت اور مغربی زبانوں کے اثرات اور اس کے نتائج۔

۳۔ اردو زبان کی فروغ کے لئے صوتی الفاظ کے تعلق سے آگاہی حاصل کرنا۔

۵۔ عوام سے تعلق پیدا کرنے کے والے مواعظاتی آلات (ریڈیو، فلم، ٹیلی ویژن، اخبارات) میں زبان کا استعمال۔

IX۔ صرف و نحو کی کتابوں کا تفصیلی جائزہ (اسکول کے اسباق کے حدود تک)

X۔ شعر کی تعریف، قافیہ، ردیف، صنائع و بدائع، علم عروض اور علم بیان وغیرہ سے آگاہی۔

XI۔ سفر نامے، مختصر کہانیاں، ناول، بچوں کا ادب، دیہاتی ماحول پر مبنی افسانے وغیرہ کے بارے میں جاننا۔

XII۔ طلباء اور طالبات میں تخلیقی صلاحیت کو اجاگر کرنے میں ادبی انجمنوں اور رسائل و جرائد۔ رسالوں کے فوائد اور اس کی اشاعت۔

XIII۔ پسماندہ طبقات کو موقدہ دینا۔ جسمانی حرکات، مفردین کے لئے تعلیم۔ فنی تعلیم کی اہمیت۔ عام تعلیم



- III) Learning social and cultural influence on language - role language and linguists - Role of Urdu language in education.
- IV) Teaching and learning according to the principles of language popularizing urdu.
- V) Origin and role of language and socio - cultural influence on language - Social changes, Emotional and occupational changes on Language and society -cultural influence on language.
- VI) Detailed history of 19th and 20th century literature.
- VII) Dramas - Influence on language.
- VIII) Teaching urdu - evaluation and unique applicable approach.
  - 1. Use of scientific and technical words in Urdu. Coining words from computer and software borrowed words form other languages.
  - 2. Influence of Arabic, Sanskrit, Hindi, Persian and Western Languages on Urdu. Its effects.
  - 3. Familiarizing urdu in soft skills.
  - 4. Media - Public support - in developing urdu language - Electronic media (Radio, Movies, Television, News and Internet)
- IX) Reviewing and publishing Grammar books - related to Schools and High Schools.
- X) Knowing and learning the art of Poetry - language through Poetry.
- XI) To know about Travelogue, Shortstoies, Novels, Fables, Tales and Patrol folk arts.
- XII) Publishing and recommending magazines in schools - encouraging pupils for reading magazines.
- XIII) Educating downtrodden, destitute and helping physically challenged person.

- میں سائنس کی تدریس۔
- XIV- قومی تعلیمی پالیسی میں استاد کا حصہ۔ تعلیم نسوان۔ عورتوں کے مساوات کے لئے تعلیم۔ خواتین کے حالات میں بنیادی تبدیلی کے لئے تعلیم۔ خواتین کی ترقی میں تیز رفتاری کے لئے عملی منصوبہ۔
- XVI- کمپیوٹر کے ذریعہ جمہتی مواصلات (Multi-media) کا استعمال کر کے سیکھنا۔ سننے، پڑھنے اور لکھنے کی صلاحیتوں کو فروغ دینا۔

### عملی کام: (Practical Work)

- ۱- بغیر اطلاع کے تقاریب
- ۲- بحث و مباحثہ
- ۳- سمینار کا انعقاد
- ۴- ڈرامے لکھنا اور اداکاری کرنا۔
- ۵- ریڈیو سن کر اشارات لکھنا۔
- ۶- تحقیقی صلاحیت کے مضامین کی تیاری۔
- ۷- اعلیٰ نلموں کی سائنس۔
- ۸- مجلہ تیار کرنا۔
- ۹- تدریسی اشیاء کی تیاری۔ معاون درسی آلات کی تیاری۔
- ۱۰- اسباق کو جمع کرنا۔ کتابچہ (Book let) تیار کرنا۔
- ۱۱- سوالات بینک کی تیاری (Question Bank)
- ۱۲- خامیوں کی پہچان اور اس کے تدارک کی مشق۔
- ۱۳- مذاکرات کا انعقاد
- ۱۴- علاقہ میں بولے جانے والی زبان کے الفاظ کو جمع کر کے ترتیب دینا۔ روزمرہ میں استعمال ہونے والی زبان کی تصحیح کی مشق کرنا۔

XIV) Role of teachers in National educational policy - Women's education - Adult education - women's emancipation development of women's education social and moral effect of women's education on society.

XV) Teaching of language through computer and use of multimedia in teaching languages.

**Practical Work:**

1. Speech without topic.
2. Writing brief drama, encouraging students to participate in it.
3. Narrating (Radio information) to develop listening skill.
4. Reading composition and Comprehension.
5. Prescribing good poems.
6. Preparing teaching aids and lesson plans.
7. Collecting Information from book and preparing booklet.
8. Understanding weakness and ignorance, offering suggestions to eliminate it.
9. Knowledge of regional language and vernacular, coining words which are used in day to day life.
10. Language practice and exercise.
11. Preparing Questions Bank

## اردو۔ پہلا پرچہ اختیاری

### (URDU - OPTIONAL PAPER - II)

#### مقاصد: (Objectives)

- ۱۔ مادری زبان کی اہمیت اور زبان سیکھنے کے اغراض و مقاصد۔
- ۲۔ مادری زبان کی مختلف کارکردگی کو معلوم کرنا۔
- ۳۔ مادری زبان کے مختلف تدریسی طریقے سے آگاہی۔
- ۴۔ نظم اور شعر کے مختلف تدریسی طریقوں کو جاننا۔
- ۵۔ قواعد کی تدریس کا مقصد اور اس کی اہمیت۔
- ۶۔ مختلف مضامین کے اسباق کی جانچ۔
- ۷۔ تراجم۔ ماخذ وغیرہ کے بنیادی قوانین کی تعلیم و تشریح۔
- ۸۔ توجہ کے ساتھ سننا اور سمجھنے کی صلاحیت اپنے اندر پیدا کرنا۔
- ۹۔ مطالعہ کی عادت کو فروغ دینا۔

لکھنے کی استعداد کو فروغ دیتے ہوئے مختلف اقسام کی تحریروں اور اسکے مابین فرق سے واقف

ہونا۔

دری اشارات کے فائدے بتانا۔

استنباطیہ جملوں کے مختلف انداز کی صلاحیت کو فروغ دینا اور زبان کی تدریس کے ساتھ مختلف اوصاف سے آراستہ کرنا۔

نصاب کی تیاری میں جدید اور تکنیکی انداز اپنانے کے فوائد معلوم کرنا۔

سوالات کے پرچہ کی تیاری میں مختلف صلاحیتوں کو اجاگر کرنا۔

**OPTIONAL COURSE - II**  
**CONTENT AND METHODS OF TEACHING URDU**  
**(FOR POST GRADUATES IN URDU OR ITS EQUIVALENT)**

**OBJECTIVES:**

1. To enable the teacher trainees to acquire knowledge of mother tongue and to familiarize with the appropriate terminology.
2. To help teacher trainees acquire a working knowledge of the grammatical system in urdu.
3. To develop in the teacher trainees the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
4. Teaching of Prose and Poetry.
5. Importance of learning grammar.
6. Evaluating various compositions.
7. Teaching of translations and the principles of translation.
8. Observation - Demonstration the basic principle of teaching skill.
9. Method of teaching reading to beginners and motivating reading habit.

Content - The syllabus for XI and XII of English text books prescribed by the Text book of the Government of Tamilnadu - time to time.

Developing the writing skills to explain various methods of writing and to expose their difference.

Importance of references and study skills.

The sentences - Types of Sentences - Subordinate and Co-ordinate clauses and their teaching methods.

To prepare the lesson plans in innovative methods and understanding their usage. To prepare question paper to motivate students.

نصاب کی تیاری میں وضع کردہ اصولوں سے واقفیت۔  
 ذریعہ تعلیم کی حیثیت سے زبان کی اہمیت۔  
 مرکزی خیال کو معلوم کرنا اور اسکی تحقیق کی عادت کو فروغ دینا۔

## تعلیمی نظام میں مادری زبان کا حصہ:

(Contribution of Mother Tongue in Educational System)

اغراض و مقاصد۔ خیالات کے اظہار کا ذریعہ، ششہ انداز میں بولنا، صحیح طریقہ پر پڑھنا اور لکھنا۔  
 زندگی کے واقعات، قیاس کی صلاحیت کا فروغ۔ خیالات بہتر انداز میں سمجھنے کی کوشش۔ سماجی تہذیب  
 کی وراثت کی جانکاری کا آلہ زبان ہے۔ تعلیم کی ضرورت اور اس کی اہمیت۔ ماحول کی خامیوں سے  
 آگاہی۔ زندگی گزارنے کے صحیح اصول کی جانکاری۔

## تدریسی مقاصد اور نصاب کی تیاری:

(Teaching Objectives & forming of Syllabus)

بلوم (Bloom's) کے وضع کردہ اصول کے مطابق تدریسی مقاصد کی تین قسمیں۔ اور اسکی،  
 تاثراتی اور نفسیاتی علاقے (fields)۔ عام اور خصوصی ہدایات۔  
 درس و تدریس کے نفسیاتی اصول۔ کارنے۔ نمونہ۔ پیاپی نصاب کی اہمیت۔ نصاب کی تیاری۔  
 ابوابی نصاب۔ سالانہ نصاب۔ ہیرباٹ کے درجے۔ نصاب کی ہیئت۔ اسباق کے اصولوں کی  
 تقسیم۔ معاون درسی آلات۔ جانچ (Evaluation)۔ اعادہ۔ ازبر کرانا۔

## تدریسی طریقہ: (Teaching method)

تدریسی طریقوں کی جانکاری۔ کلاس روم کا رقبہ۔ طلباء کی تعداد، طلباء کی تعلیمی استعداد۔ وقت اور

To knowledge of lesson plans, to know how to prepare various lesson plans. Sources of teaching and importance of language. Speaking, reading and writing.

### **Contribution of Mother tongue in Educational System:**

The role of mother tongue - The rationale for learning urdu - Aims and purpose, right ways to express thoughts, soft and elegant way of communicating - proper method of teaching - correct methods of teaching reading and writing narrating life experiences and examining the concept of philosophy. The best method of imparting education, to exploring and understanding the correct language to comprehend the social behavior, Needs and Importance of educational identifying and classifying grammatical errors from students works using grammatical terminology. To analyse the language revealing the effective atmosphere of learning, analyzing and evaluating life and language, correcting and shaping zeal of students.

### **Teaching Objectives & Forming of Syllabus:**

- Bloom's taxonomy of educational objectives - Cognitive, Affective and Psychomotor domains - General and Specific Instructional objectives.
- Micro-Teaching - Principles - Skills - Introducing the lesson - Explanation using the Blackboard - Reinforcement - Stimulus variation - Questioning - Link Lesson - Teaching Aids - Evaluation.

### **Teaching Methods:**

Observation - Demonstration Lesson - Teacher Educator - Guide teacher - Peer group - Experimental method of teaching - Principles of child psychology and teaching psychology - Classroom situation - Strength of students and the observing capacity - Time Bound Teaching -

سبق کے مطابق۔

ایوب کی تقسیم کرتے ہوئے اسباق کا مطالعہ۔ ڈالٹن طریقہ تعلیم۔ انفرادی اور منسوبہ بندی  
طریقہ تعلیم۔ درسی آلات۔ درس و تدریس بذریعہ کمپیوٹر۔ اجتماعی طرز تعلیم، اجتماعی مباحث۔ سیمینار۔  
تقریری طریقہ تعلیم۔ عملی کارکردگی طریقہ (Experimental method)۔ تحقیقاتی طریقہ۔ تلمیسی  
سیر و سیاحت۔ تعلیم بذریعہ کھیل۔ طلباء کی جانچ اور ان کی خامیوں کو دور کرنے کے مناسب اقدامات۔  
موجودہ طرز تعلیم۔ کھیل کا طریقہ۔ منصوبہ بندی کا طریقہ۔ ماہر تعلیم کی زیر نگرانی۔ تقریری  
انداز طریقہ۔ محصل علم کا طریقہ۔ اس طرز کے ذریعہ تسمائی، ثانوی اور فوقانی جماعتوں میں ظاہر ہونے والے  
نتائج۔

### ۱۔ منظومات اور نثری اسباق: (Poetry & Prose lessons)

تدریس کے مقاصد اور طریقے۔ ان کے باہمی اختلافات۔ نظم و نثر کی تدریس کے طریقے۔ ان  
فن پاروں کے محاسن اور خوبیوں کا بیان۔

### ۲۔ قواعد: (Grammar)

تدریسی مقاصد اور طریقے۔ ماہرین لسانیات کے وضع کردہ قواعد کی تفہیم و تشریح۔ قواعد کے اعتبار  
سے قدیم اور جدید اردو کا موازنہ۔ کھیل کے ذریعہ زبان کے قواعد کو سمجھانے کی کوشش۔ عنوانات کا انتخاب۔  
قواعد کی تدریس میں معاون آلات کا استعمال۔ قواعد کے ضروری امور کی تعلیم۔

### ۳۔ مضمون نویسی کی مقاصد اور طریقے:

### ( Essay writing-objectives & Methods)

مضمون نویسی کا آغاز اور ارتقاء، اس کے اقسام۔ جملے بنانے کی مشق۔ سوانحی مضامین۔ سنجیدہ  
مضامین۔ تصویری مضامین۔ قصہ یا کہانی کی شکل میں مضامین۔ تاریخی مضامین۔ تحقیقی مضامین۔ ڈرامائی  
مضامین (تسمائی اور فوقانی جماعتوں کے لئے)



Dividing portions according to the lesson plan - Dalton's method of education - Teacher made aids - Flash Cards, Pictures, Charts, Models, Blackboard sketches. Computer assisted language learning - Group discussion - Group study - Power point Presentation - Identifying Websites.

### **1) Poetry & Prose Lessons:**

Teaching of Prose and Poetry as an aspect of literary studies - Prose - Knowledge oriented - Treatment of new words structure and special references - Reading - Content to be taught - Material Demonstration - Actions or gestures - Pictures - Verbal context. Comprehension questions - Vocabulary and language work.

### **2) Grammar:**

To enable pupils to construct correct and idiomatic sentences - Grammar provides information about the language - Functional grammar - Forms of grammar - Deductive grammar. Teaching the parts of sentences - Importance of grammar and their usage - Pictures and games in the teaching of grammar - Oral drill Structures and grammatical plan - remedial work - Need for employing grammatical terminology.

### **3) Essay writing - objectives & Methods:**

Writing, drills and exercise to develop writing habits - Progressive writing Programmes at various schools level - Mechanics of writing, its stages - General consideration while teaching writing - Characteristics of good handwriting, cause of bad handwriting, remedial measure.

## اعلیٰ جماعتوں میں دی جانے والی مشق:

### (Exercise giving in Higher Secondary level)

اخبار جمع کرنا۔ خبروں کی تقسیم اور ان کی تفصیلات۔ مناسب اور سوزوں انداز میں مضامین کی ادائیگی، سلاست اور روانی کے ساتھ تقریری صلاحیت۔ مقررہ وقت کے اندر ایسے انداز میں تقریری مشق۔  
خطوط۔ (Letter) خطوط کے اقسام۔ خطوط نویسی کا طریقہ۔ اور اس کے مقاصد۔ مختصر اور مفصل انداز میں تحریر۔ انفرادی طرز نگارش اور صاف و معنیٰ زبان کا استعمال۔ زبان کے رموز و اوتاف کا استعمال۔  
انگلاط کی صحیح۔ چند نشانات کو استعمال کر کے زبان کی غلطیوں کو درست کرنے کے طریقے۔

### تدریس ترجمہ: (Teaching of Translation)

نصاب میں اس کی اہمیت۔ نصاب اور ترجمہ۔ ترجمہ کے اقسام۔ دشواریاں۔

### تدریسی صلاحیتیں: (Teaching Skills)

اساتذہ کے اندر تدریسی صلاحیت اور تدریسی اصولوں سے واقفیت، طلباء کی صلاحیتوں کی مختلف طریقوں کو اگسٹانے کی صلاحیت، استفہامیہ صلاحیت، تقویت پہنچانے کی صلاحیت، اختتامی صلاحیت، تکنیکی تدریسی کی گردان، معاون سبق کی ضرورت کی تدریس۔ تدریس کے دوران توجہ سیاہ کا استعمال۔ مختلف پروگرام۔ مباحثے۔ تذکرے اور تنقیدی جائزے کو شیپ کر کے ان کا برنل اور بروموقع استعمال۔ سمعی و بصری آلات، تقویٰ بیانات، مشاورتی اجلاس، ورکشاپ پر مبنی عملی کام۔

### ۱۔ سننا (Hearing):

قافیہ، رودیف، سننے کے ذریعہ سیکھنا، سننے کی عادت کو فروغ دینا۔

### **Exercise giving in Higher Secondary Level:**

Collecting News - Distribution of Information in detailed ways - describing objects, places, festivals and events - writing simple sequences - Topic connected with the pupil's environmental and experience - paragraph writing - parallel Paragraphs - Simple letter - kinds of letter - Picture composition, teaching of letter writing - need for systematic correction.

### **Teaching Skills:**

Teaching of translation, its role, merits and limitations, utility of Translation, its process and usage.

### **Teaching Skills:**

Aims of teaching Urdu, Knowledge, Application, Comprehension, Skills, Interest and Attitudes, Literary Appreciation, literary expression, Instructional objectives and their specifications in terms of learning outcomes - evaluation and assessment, Teaching aids - Flash cards - Macro - Micro teaching - Lesson plan - programmed learning - Language laboratory - Mechanical aids - Overhead Projector - Tape Recorder - Radio - Television - Text book - Black board.

### **Hearing:**

Understanding the various forms of literature - Learning through listening -developing listening habit - Loud Reading.

اسباق کے حصوں کو پڑھ کر چھوٹے سوالات کے ذریعہ فروغ دینا۔  
ریڈیو سنسٹا، ادارے مطلب میں کسی تبدیلی کے بغیر اختصار نویسی کی مشق۔ تفصیلی خیالات کو مختصر عبارت میں بیان کرنا۔  
خیروں کو معلوم کرنا، اسلوب وغیرہ کے لئے، اشتہار سنسنے اور تدریس کے مابین فرق معلوم کرنا۔

### گفتگو کرنا: (Dialogue)

اچھے انداز اور قواعد کی غلطیوں کے بغیر گفتگو کرنا، کہادت اور محاورات کا ابتدائی درجہ میں گفتگو کی صلاحیت کے لئے استعمال، بحث و مباحثہ، مذاکرات، کوئز وغیرہ کو تخلیقی، ثانوی اور فوقانی جماعتوں کے مطابق ترتیب دینا۔

### پڑھنا: (Reading)

زندگی میں مطالعہ کی اہمیت۔ مطالعہ کی تکنیک سے مکمل واقفیت۔ مطالعہ کے طریقے۔ بلند اور خاموش خوانی کے مقاصد۔ مطالعہ کے ذریعہ ادب سے لطف اندوزی۔ مختلف فنون کی کتابوں کا مطالعہ، روزنامہ، ہفتہ وار ماہور، رسائل و جرائد کے پڑھنے کی مشق۔

### لکھنا: (Writing)

زبان و ادب کی تعلیم میں تحریر کی اہمیت۔ اچھی تحریر کے لئے مناسب طریقوں کا استعمال۔ تحریر درست کرنے کے طریقے۔ اسلوب کی دلکشی اور جاذبیت۔ علامتوں کا برملا استعمال۔ طلباء کی عمر، درجہ اور ذہن کے مطابق تحریر۔

لکھنے کے مشق کے طریقہ: لائن سیدھی اور مناسب ہونے کی دیکھ کر لکھنا، سن کر لکھنا۔  
فہمیاں کے بغیر لکھنے کی مشق: حروف کو جمع کرنے کا کھیل، فہمیاں کے اخراج کے راستے

and forming brief questions - Listening to Radio programme - Purpose of observation and exercise - Paraphrasing and summarizing - specifying the theme - understanding the different kinds of advertisements and their meaning.

### **Dialogue:**

The appropriate method of communication - Communication skill -Communicating without grammatical errors - using proverbs and phrases to teach initial level of conversation, debate according to grammar.

### **Reading:**

Importance of reading in life - procedures of reading and gathering information -Types of reading - silent and loud reading - encouraging literary interest through reading - Motivating to read various literary books, daily, weekly and monthly magazines - reading exercises.

### **Writing:**

Importance of writing - Value of writing in speech and drafting - The correct ways of using correct language - Correcting the written exercise of pupils - The level of students and homework, level of pupils and their comprehending ability in writing exercise. Keep the line straight, Follow - look - Say - Write method copy writing, transcription, dictation and composition provide opportunity for correct spelling. Vocabulary bound games - Knowing grammatical errors.

### زبانی مشق: (Oral Exercise)

اہمیت، مقاصد اور فوائد۔ تلفظ میں درپیش مشکلات، زبانی یاد کرنے کی اہمیت، مناسب اور صحیح جملوں کا استعمال درست بات چیت کے فروغ میں مدد کریں گے، ادنیٰ تخلیقات، ڈرامے، زبانی مشق کے مختلف طریقے معاذن ہوں گے۔

### تدریسی خاکہ: (Lesson Planning)

تدریسی خاکہ کی اہمیت۔ طلباء کی علمی صلاحیت و قابلیت۔ عمر، درجہ اور سابقہ معلومات کی روشنی میں اس کی تیاری۔ اشاراتی سبق کے مقاصد۔ اول علمی اور معلوماتی، دوم لطف اندوزی اور تخرن جہی۔ سبق کو موثر اور بہتر بنانے کے لئے امدادی ذرائع کا استعمال۔ چارٹ، تصویریں، اٹلس، بلیک بورڈ، ڈسٹر اور چاک وغیرہ۔

### سوالات: (Questions)

سوالات کی اہمیت، سوال کرنے کی ضرورت، سوالات پوچھنے کے طریقے اور اس کے اقسام، تعلیمی ترقی کے سوالات، درسی سوالات، گھر بلو امور سے متعلق سوالات، امتحانی سوالات جیسے مناسب سوالات

### زبان اردو کا معلم: (Urdu-Language Teacher)

مندرجہ ذیل اوصاف سے متصف ہونا چاہئے۔ اعلیٰ سیرت و کردار، احساس ذمہ داری، فرض شناسی، اصول و ضوابط کی پابندی، وضع قطع میں سادگی، طلباء سے عدل و انصاف و مساوات کا سلوک، علمی لیاقت، تعلیمی تجربہ، زبان دانی، مطالعہ و مشاہدہ کا شوق، تدریسی صلاحیت، پیشہ سے مناسبت، جدید تعلیمی و نفسیاتی علوم سے واقفیت، نئے نئے طریقے تعلیم اپنانے کی صلاحیت وغیرہ۔ ایک ایسے اور کامیاب استاد میں ان اوصاف کا ہونا ضروری۔

**Oral Exercise:**

Loud reading - correcting the faulty pronunciations - Importance of memorization - Proper utterances of sentences Literary research, Drama and Oral Exercise.

**Lesson Planning:**

Lesson plans for various level Prose, Poetry, Non-detailed and Grammar. The Teacher should know the level, class and standard of his pupils. It helps in giving quality based education. It makes the class interesting. Proper lesson plan, chart, pictures, blackboard duster and chalk are important teaching aids.

**Question:**

Importance of question, Need of questioning - Procedures to frame questions -Kinds of questions - Question related to domestic life, educational background and examination point of view.

**Urdu language Teacher:**

Every Urdu Language teacher must possess these qualities in him/her:- excellent character and good conducts, pleasing personality, a very good common sense and presence of mind, service minded and Loyal to his/her duties, simple by nature and good academician. He / She qualified and trained teacher craving and yearning for knowledge.

تعلیمی نظام کی ترقی کے اصول و ضوابط:

**(Rules and Regulations in development of educational system)**

۱۔ اچھی درسی کتابوں کی تیاری میں ان باتوں کو ملحوظ رکھے، درسی کتاب کی ترتیب کے فوائد، غریبوں کی امداد، چھڑے ہوؤں کو اچھی زندگی کی فراہمی جیسے نیک خیالات، طلباء کے اندر اردو کی ادبی کتابوں سے پیدا کرے

۲۔ نصاب کی تیاری اور درسی کتابیں:

**(Preparation of Syllabus & Teaching Books)**

موجودہ نظام تعلیم میں نصاب کا اہم کردار، نصاب کی تیاری طلباء کی عمر اور نفسیات کے لحاظ سے۔ تحقیقاتی مطالعاتی خصوصیات کے ساتھ درسی کتابیں اور سرسری مطالعہ وغیرہ کو جماعت میں استعمال کرنے کا طریقہ۔ اسکول لائبریری، جماعتی لائبریری درسی آلات کی لائبریری۔

زبان کی تدریس میں معاون درسی آلات کا استعمال:

**(Use of Educational Aid in Language Teaching)**

زبان کی تدریس میں امدادی ذرائع کا استعمال ناگزیر۔ ریڈیو پروجیکٹور، گراموفون، زبان کی تدریس کے لئے استعمال ہونے والے آلات وغیرہ زبان کے اسباق کی تدریس میں معاون و مددگار ہوتے ہیں۔

زبان کی کھلی تدریس میں ٹیلی ویژن کی بڑی اہمیت ہے



### **Rules and Regulations in development of educational system:**

Reading and prescribing good and standard books - Relevance of good books -extending help to needy and destitute - uniting people and giving the common platform -Helping to get decent and proper livelihood - motivating and popularizing urdu language and urdu books. Respecting human values.

### **Preparation of syllabus & Teaching books:**

Role of Lesson plan for present condition - Syllabus and students status -Students psychology and emotional behavior - Importance and relevance of scientific outlook in syllabus - Making use of school library - Seeking help from virtual libraries.

### **Use of Educational Aid in Language Teaching:**

Audio and Visual aids, chalkboard, Flannel Boards, Bulletin Boards, Plastigraph, Magnetic boards, meaning and their utilities, Pictures, Picture Cutouts, Poster, Charts, Comic, Cartoons, models Diorama and their uses. Activity Aids, their meaning types -Demonstration, meaning and significance - Dramatization, dramatized experience -Utility of projectors in classroom - motion picture and Television video cassettes, Application to teaching language.

## امتحانات اور جانچ: (Examinations & Evaluation)

امتحانات کی ضرورت اور اس کی اہمیت۔ امتحانات کے اقسام، ذہن اور غیبی طلباء کے سمجھنے میں امتحانات کی معاونت، امتحان کا نظام، اصول اور ضوابط۔ سوالات کا بیکنگ۔ موزوں سوالات کا انتخاب اور اس کے لئے مشق و مہارت کی ضرورت۔ امتحانات کی درجہ بندی۔ تعلیمی اعتبار سے طلباء کی تبدیلی کا انداز جانچ سے کیا جاسکتا ہے۔ حافظہ کی صلاحیت، پیش کرنے کا طریقہ، انداز گفتگو، زبان دانی، عمدہ اسلوب بیان، عمیق خیالات وغیرہ کی جانچ کے کام ہیں۔

## معاون سرگرمیاں اور ان کی افادیت:

### (Co-curricular activities & its importance)

بحث و مباحثہ، کھیل کود، بزم ادب، کچلر کمپنی، سیر و تفریح، مشاعرہ، ادبی نمائش، ڈرامہ اور اداکاری جیسی اجتماعی سرگرمیوں میں طلباء کی شمولیت اور اساتذہ کی ذمہ داریاں۔ ان سرگرمیوں میں ان کا عملی حصہ۔

## عملی کام: (Practical Work)

- ۱۔ سہارا کا انعقاد
- ۲۔ ڈرامہ نگاری، اداکاری
- ۳۔ مجلہ کی تیاری
- ۴۔ تدریسی اشیاء اور سے متعلق معاون آلات کی تیاری۔
- ۵۔ ریڈیو کے ذریعہ اشارات کی تحریر۔
- ۶۔ جملے کی ساخت اور اس کی تبدیلی کی مشق۔
- ۷۔ مضامین کے اقسام اور ان کے عنوانات سے متعلق معلومات کی فراہمی۔

## **Examinations & Evaluation:**

Meaning of corrective evaluation and its application to urdu teaching. Purpose of evaluation, its techniques and tools. Essentials of an effective evaluation Programmes -Aims of Evaluation. Identification of Objectives, their behavioral specification; learning experiences, assessment tools available, objective based test material; their pre-requisites; Forms of questions, detailed explanation. Blueprint how it helps in test-construction, objective - based tests and linguistic skills, unit test, its importance, planning and execution unit test and continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - in assessing language skills.

## **Co-curricular activities & its importance:**

Conducting debate, literary and quiz competitions, participating in sports and encouraging sportsmanship among pupils - Taking students to educational tours, Cultural meeting, Seminars and literary plays.

## **Practical Work:**

- Conducting seminars.
- Dramatization.
- Formation of sentences.
- Lesson plan based teaching.
- Using radio to develop listening habit.
- Understanding various types of compositions - choosing appropriate title to composition.
- Preparing a booklet and its uses.

- ۸۔ ادبی کردار اسباق اور کتابچہ کی تیاری
- ۹۔ سوالات بینک (Question Bank) کی تیاری
- ۱۰۔ خامیوں کی جانچ اور اس کو دور کرنے کی مشق
- ۱۱۔ مخصوص کردار کی ادا کاری
- ۱۲۔ زبان کا تحقیقاتی مرکز اور نقلی سیر
- ۱۳۔ علاقائی اعتبار سے کہاوتیں، محاورات اور ضرب الامثال، اشاروں کنایوں کے الفاظ وغیرہ کی فراہمی۔

### کتابیات: (Reference Books)

- ۱۔ تدریس اردو سلیم فارانی
- ۲۔ طریقہ تعلیم اردو فخر الحسن
- ۳۔ ٹیچنگ آف لینگویج (اردو زبان میں) مولوی عبدالحی
- ۴۔ ہم کیسے پڑھائیں؟ ڈاکٹر سلامت اللہ
- ۵۔ اردو کیسے پڑھائیں؟ مولوی سلیم عبداللہ
- ۶۔ اردو کیسے لکھیں؟ رشید حسن خاں
- ۷۔ غزل اور دریں غزل اختر انصاری
- ۸۔ اردو املا رشید حسن خاں

\*\*\*\*\*

- Eliminating common defects in pronunciation and style.
- Preparing Question Bank.
- Imparting the proper role.
- Motivating language and taking educational tours.
- Proverb according to region phrases and useful references from various sources.

**Reference Books:**

- |                                  |                        |
|----------------------------------|------------------------|
| 1. Teaching of Urdu              | Saleem Farani          |
| 2. Method of Teaching Urdu       | Fakarul Hasan          |
| 3. Teaching of Language          | Moulvi Abdul Hai       |
| 4. How to Teach?                 | Dr. Salamathullah      |
| 5. How to teach Urdu ?           | Moulvi Saleem Abdullah |
| 6. How to write Urdu?            | Rasheed Hasan Khan     |
| 7. Poetry and Teaching of Poetry | Akthar Ansari          |
| 8. Urdu Sources                  | Rasheed Hassan Khan    |

\*\*\*\*\*

**OPTIONAL COURSE - I**  
**INNOVATIONS IN THE TEACHING OF MATHEMATICS**  
**(FOR POST GRADUATES IN MATHEMATICS OR ITS EQUIVALENT)**

**OBJECTIVES:**

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

1. Explore the various resources in learning mathematics
2. Employ the various resources in organizing Maths laboratory
3. Explore e-resources in learning mathematics.
4. understand the curriculum development in mathematics.
5. understand the models of teaching mathematics
6. know the importance of learning theories and strategies in mathematics.
7. acquire the skills on the usage of learning theories in mathematics
8. acquire the skills of organising mathematical laboratory.
9. know the importance of aesthetic and recreational mathematics
10. know the importance of computers in teaching and learning of mathematics

**UNIT I: Principles of Curriculum Development in Mathematics**

Curriculum development in mathematics – need and importance – barriers – Types of curriculum development and strategies to be employed – stages of curriculum development in mathematics – Different approaches followed in curriculum development in mathematics.

**UNIT II: Models of Teaching Mathematics and Class Room Interaction**

Formation and application of mathematical concepts - Concept attainment model, Advanced organiser model, Jurisprudential Inquiry model. Classroom interaction analysis: Flanders Interaction Analysis Category System(FIACS), Reciprocal Category System(RCS) and Equivalent Talk Category System (ECTS) - Their implications in learning mathematics.

**UNIT III: Learning Theories and Strategies - I**

Individualised learning techniques – concept mapping, Keller plan and learning packages – Dalton plan – benefits, criticisms – supervised study - Programmed learning and computer assisted instruction.

## **UNIT IV: Learning Theories and Strategies - II**

Group learning techniques – Cooperative learning, Buzz sessions, Group discussions – mathematical games.

## **UNIT V: Learning Resources**

Classroom conditions for learning mathematics – characteristics and role of mathematics teacher – text book preparation – structure and uses – workbook and its uses.

## **UNIT VI: Utilizing Additional Resources for learning Mathematics**

Organising mathematics laboratory, library, club and Expo - its uses.

## **UNIT VII: Strategies for improving effective problem solving skills**

Short cut methods – rapid calculation, simple multiplication – tests of divisibility – methods to develop speed and accuracy

## **UNIT VIII: Recreational Mathematics**

Recreational mathematics – riddles, puzzles, paradoxes, beautiful number patterns, magic squares, unsolved problems.

## **UNIT IX: Computer in Mathematics Education**

The influence of computers in teaching and learning of mathematics – The uses of application software packages – MS Office – Word, Excel, Power Point presentation.

## **UNIT X: Application E-resources in Learning Mathematics**

The uses of multimedia and internet - their applications in learning mathematics

## **PRACTICAL WORK**

- Collection of mathematical puzzles, riddles etc.,
- Practising the models of teaching
- Preparation of concept mapping for particular learning units
- Participating in buzz sessions in class discussions

## **SUGGESTED REFERENCE BOOKS :**

- Aggarwal, J. C. (2008). Teaching of mathematics. UP: Vikas Publishing House Pvt Ltd.
- Ann, C. (2001). The trachtenberg speed system of basic mathematics. New Delhi: Rupa Co.
- Bagyanathan, D. (2007). Teaching of mathematics. Chennai: Tamil Nadu Text Book Society.
- Ballard, P. B. (1959). Teaching the essentials of arithmetic. London: University of London Press Limited.
- Bhatia, K. K. (2001). Foundations of teaching learning process. Ludhiana: Tandon Publications.
- Bishop, G. D. (1965). Teaching mathematics in the secondary school. London: Collins Publication.
- Bolt, B., & Hobbs, D. (2005). 101 Mathematical projects. New Delhi: Cambridge University Press.
- Bolt, B. (2003). Mathematical Pandora's box. New Delhi: Cambridge University Press.
- Butter, C. H., & Wren, F. L. (1965). The teaching of secondary mathematics. London: Mc Graw Hill Book Company.
- Cajori, F. (1959). A history of elementary mathematics. London: The Mac Millan Book Company.
- Dececco, J. P., & Crawford, W. (1977). The psychology of learning and instruction. New Delhi: Prentice Hall of India Private Ltd.
- Ediger, M., & Bhaskara Rao, D. B. (2004). Teaching mathematics successfully. New Delhi: Discovery Publishing House.
- Ediger, M., & Rao, D.B. (2000). Teaching mathematics successfully. New Delhi: Discovery Publishing House.
- Godfreg, C., & Siddons, A. W. (1957). The teaching of elementary mathematics. London: Cambridge University Press.
- Goel, Amit. (2006). Learn and teach mathematics. Delhi: Authors Press.
- Hoglum, L. (1967). Mathematics for the million. London: Pan Books Limited.
- ICFAI. (2004). Methodology of teaching mathematics. Hyderabad: ICFAI University Press. Joyce., & Well., (2004). Models of teaching. U.K: Prentice hall of India.
- Iyengar, K. N. (1964). The teaching of mathematics. New Delhi: A Universal Publication.
- Kapoor, S. K. (2006). The teaching of vedic mathematics. New Delhi: Lotus Press.
- Kapur, J. N. (2002). Suggested experiments in school mathematics. New delhi: Arya Book Depot.



- Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot.
- Land, F. W. (1966). New approaches to mathematics teaching. New Delhi: Mac Millan, St. Martin's press.
- Mangal, S. k., & Mangal, S. (2005). Essentials of educational technology and management. Meerut: loyal book depot.
- Muthaiah. N. (2004). Extension department. Coimbatore: Sri Ramakrishna Mission Vidyalaya College of Education.
- Muthaiah. N. (2009). Romping of numbers. Hyderabad: Neelkamal Publications.
- Parthasarathy, N. (1961). Kanitham karpithal. Chennai: The South India Saiva Siddhanta Works.
- Pratap, N. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot.
- Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks.
- Sakuntala, D. (1999). More puzzles. New Delhi: Orient Paperbacks.
- Schwartz, S. L. (2007). Teaching young children mathematics. London: Atlantic Publishers & Distributors (P) Ltd.
- Sharan, R., & Sharma, M. (2006). Teaching of Mathematics. New delhi: A.P.H. Publishing Corporation.
- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Sidhu, K. S. (2006). The teaching of mathematics. New Delhi: Sterling Publishers private ltd.
- Singh, M. (2006). Modern teaching of mathematics. New Delhi: Anmol Publications Pvt. Ltd.
- Siddizui, M. H. (2005). Teaching of mathematics. New Delhi: A.P.H. Publishing Corporation.

**OPTIONAL COURSE - II**  
**CONTENT AND METHODS OF TEACHING OF MATHEMATICS**  
**(FOR POST GRADUATES IN MATHEMATICS OR ITS EQUIVALENT)**

**OBJECTIVES:**

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

1. Expertise on various teaching skills
2. Evolution and development in the field of mathematics
3. Comprehend individual differences in students
4. Understand the nature and development of mathematics
5. Understand the aims and objectives of teaching mathematics
6. Know the importance of teaching mathematics in relation to other subjects.
7. Formulate the general instructional objectives and specific learning outcomes
8. Acquire competence in teaching mathematics and structuring lesson plans
9. Apply methods of teaching of mathematics
10. Understand the various psychological aspects involved in teaching mathematics

**UNIT I: Content**

The syllabus for XI and XII of Mathematics text books prescribed by the Text book of the Government of Tamilnadu - time to time.

**UNIT II: Nature, Characteristics and Development of Mathematics and Mathematics Teacher**

Meaning, characteristics and definition of Mathematics - Logical Sequence, structure, precision, abstractness, symbolism - Mathematics as a science of measurement and quantification - Mathematics and its relationship with other disciplines - Characteristics of a good mathematics teacher.

Contribution of eminent mathematicians to the development of mathematics - Aryabhata, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Gauss.

### **UNIT III: Aims and Objectives of Teaching Mathematics**

The need and significance of teaching Mathematics - Aims - Practical, social, disciplinary and cultural - Instructional Objectives - General Instructional Objectives (G.I.Os) and behavioural or Specific Learning Outcomes (S.L.Os) relating to the cognitive, affective and psychomotor domains based on Bloom's Taxonomy of Educational Objectives.

### **UNIT IV: Teaching Skills**

Micro teaching - origin, need, procedure, cycle of operation and uses - skill emphasis - explaining, questioning - Probing and Fluency in questioning, using black board, reinforcement, stimulus variation, introduction, Closure - Link Lesson.

### **UNIT V: Lesson planning and its uses**

Macro teaching – Lesson plan, Unit plan & Year plan – Herbartian steps - Format of a typical lesson plan – G.I.O's & S.I.O's, teaching aids – motivation, presentation, application, recapitulation and assignment.

### **UNIT VI : Psychological Theories and factors influencing the Learning of Mathematics**

Psychology of learning Mathematics - Gagne's types of learning, the ideas of Piaget and Bruner - appropriateness of these types in learning mathematics. Psychological aspects - interest , attention - Formation of mathematical concepts. - Factors influencing the learning of Mathematics - motivation, maturation, perception, special abilities, attitude and aptitude-Divergent thinking in Mathematics - Creative thinking in Mathematics.

### **UNIT VII: Identification of Individual differences**

Individual differences in mathematics - Causes for slow learning in mathematics and remedial measures for the backward - Identification of the gifted and enrichment programmes for the gifted.

### **UNIT VIII: Methods and Teaching Aids**

Inductive, deductive, analytic, synthetic, heuristic, project, problem solving and laboratory methods of teaching mathematics - Activity Based Learning (ABL) - Active Learning Method (ALM) - Applications of ABL and ALM - Format of a typical lesson plan based on ALM - Introduction: Evocation, Recall, Survey - Understanding: Concept, Teacher and Individual Solving Problems - Group Work, Presentation - Evaluation: Reinforcement, Homework, Remedial measures - Computer assisted instruction, e-learning, mobile learning.

Importance of teaching aids - projected and non-projected aids - improvised aids : Paper folding and paper cutting etc., - criteria for selection of appropriate teaching aids - use of mass media in teaching mathematics - Field trip as a teaching technique, characteristics of a good mathematics text book.

### **UNIT IX: Evaluation and Analysis of test scores**

Different types of tests in Mathematics, achievement, diagnostic, prognostic - criterion and norm referenced evaluation - construction of achievement test - continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - Statistical measures - mean, median, mode, range, average deviation, quartile deviation, standard deviation -rank correlation - Graphical representation of data - Bar diagram, Pie diagram, Histogram, Frequency Polygon, Frequency curve and Ogive curve.

### **UNIT X: Analysis of Textbooks**

Analysis of content available in Mathematics text books of IX to XII standards prescribed by Government of Tamil Nadu.

### **PRACTICALS**

- Collection of Biographies of different mathematicians and history of symbols.
- Project on mathematics and its relationship with other disciplines
- Preparation of lesson plan, unit plan and year plan.
- Practice of skills in micro teaching
- Preparation of Improvised teaching aids
- Preparation of over head transparencies
- Test construction – Achievement and Diagnosis
- Critical analysis of content course of standard IX to XII syllabus.

### **SUGGESTED REFERENCE BOOKS:**

Ann, C. (2001). The trachtenberg speed system of basic mathematics. New Delhi: Rupa Co.

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

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

- Ballard, P. B. (1959). Teaching the essentials of arithmetic. London: University of London Press Limited.
- Bhatia, K. K. (2001). Foundations of teaching learning process. Ludhiana: Tandon Publications.
- Bishop, G. D. (1965). Teaching mathematics in the secondary school. London: Collins Publication.
- Bolt, B. (2003). Mathematical Pandora's box. New Delhi: Cambridge University Press.
- Bolt, B., & Hobbs, D. (2005). 101 Mathematical projects. New Delhi: Cambridge University Press.
- Butter, C. H., & Wren, F. L. (1965). The teaching of secondary mathematics. London: Mc Graw Hill Book Company.
- Cajori, F. (1959). A history of elementary mathematics. London: The Mac Millan Book Company.
- Dececco, J. P., & Crawford, W. (1977). The psychology of learning and instruction. New Delhi: Prentice Hall of India Private Ltd.
- Ediger, M., & Rao, D.B. (2000). Teaching mathematics successfully. New Delhi: Discovery Publishing House.
- Ediger, M., & Bhaskara Rao, D. B. (2004). Teaching mathematics successfully. New Delhi: Discovery Publishing House.
- Godfrege, C., & Siddons, A. W. (1957). The teaching of elementary mathematics. London: Cambridge University Press.
- Goel, Amit. (2006). Learn and teach mathematics. Delhi: Authors Press.
- Hoglum, L. (1967). Mathematics for the million. London: Pan Books Limited.
- ICFAI. (2004). Methodology of teaching mathematics. Hyderabad: ICFAI University Press. Joyce., & Well., (2004). Models of teaching. U.K: Prentice hall of India.
- Iyengar, K. N. (1964). The teaching of mathematics. New Delhi: A Universal Publication.
- Kapoor, S. K. (2006). The teaching of vedic mathematics. New Delhi: Lotus Press.
- Kapur, J. N. (2002). Suggested experiments in school mathematics. New delhi: Arya Book Depot.
- Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot

- Land, F. W. (1966). *New approaches to mathematics teaching*. New Delhi: Mac Millan, St. Martin's press.
- Mangal, S. k., & Mangal, S. (2005). *Essentials of educational technology and management*. Meerut: loyal book depot.
- Muthaiah, N. (2004). *Extension department*. Coimbatore: Sri Ramakrishna Mission Vidyalaya College of Education.
- Parthasarathy, N. (1961). *Kanitham karpithal*. Chennai: The South India Saiva Siddhanta Works.
- Pratap, N. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.
- Reymond, B. (2000). *Math-tricks, puzzles and games*. New Delhi: Orient Paperbacks.
- Sakuntala, D. (1999). *More puzzles*. New Delhi: Orient Paperbacks.
- Schwartz, S. L. (2007). *Teaching young children mathematics*. London: Atlantic Publishers & Distributors (P) Ltd.
- Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.
- Sharan, R., & Sharma, M. (2006). *Teaching of Mathematics*. New delhi: A.P.H. Publishing Corporation.
- Siddizui, M. H. (2005). *Teaching of mathematics*. New Delhi: A.P.H. Publishing Corporation.
- Sidhu, K. S. (2006). *The teaching of mathematics*. New Delhi: Sterling Publishers private ltd.
- Singh, M. (2006). *Modern teaching of mathematics*. New Delhi: Anmol Publications Pvt. Ltd.

## **OPTIONAL COURSE - I**

### **INNOVATIONS IN THE TEACHING OF PHYSICAL SCIENCE**

**(FOR POST GRADUATES IN PHYSICS / CHEMISTRY OR ITS EQUIVALENT)**

#### **OBJECTIVES:**

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

1. understand the new resources for teaching of Physics and Chemistry.
2. understand the principles of curriculum construction and organization of subject matter
3. apply the knowledge of various teaching models for teaching of Physics and Chemistry.
4. understand the psychological basis of modern trends in teaching Science and new techniques of teaching Science.
5. organize different co-curricular activities in Science with activity approach.
6. Cater to the needs of individual differences
7. Utilize the science library effectively
8. analyse and interpret the class room teaching.
9. understand the ways and means to solve social problems through Science teaching.
10. acquire knowledge of basic concepts in Physics and Chemistry.

#### **UNIT I: New Resources in Physical Science Teaching:**

Multi-media: meaning, types, advantages - Multi-media resource centre - Development and use of multi-media in the teaching of Physical Science- Open educational resources: meaning and importance- Massively Open Online courses (MOOCS)

#### **UNIT II: Science Curriculum**

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

### **UNIT III: Models of Teaching Science**

Models of teaching –Elements of a teaching model- Glaser’s basic teaching model- Types of teaching models – Bruner’s concept attainment model-Suchman’s inquiry training model.

### **UNIT IV: Modern Methods of Teaching Physical Science**

Modern methods of Teaching Physical Science: Supervised Study, Seminar, Symposium, Workshop, Group Discussion, Panel Discussion, Team Teaching, computer assisted instruction- Web-based instruction: Web-assisted class room instruction, importance-

### **UNIT V: Co-Curricular Activities**

Co-curricular Activities: Organization of Science Club - Science Exhibitions - Field trips and Excursions- Net club: Blogs.

### **UNIT VI: Individualization of Instruction**

Catering to individual differences- Identification and care of the scientifically talented pupils, National Talent Search Examination- characteristics of Slow and Gifted learners- helping Slow and Gifted learners.

### **UNIT VII: Science Library**

Science Libraries-values of school Science Libraries-Type of science books included in School library- Journals and Magazines in Science- e-books and e-library.

### **UNIT VIII: Class room interaction analysis**

Teacher behaviour- class room interaction - interaction analysis - interaction analysis techniques – observation schedule and record- Flander’s interaction analysis technique: categories- observation and recording - interaction matrix- interpretation- advantages.

### **UNIT IX: Science teaching for social welfare**

Science teaching for solving the problems of: Pollution –Spread of Diseases- Global warming, over population, malnutrition, superstitious beliefs- Role of science teacher in developing scientific temper in the society.



## **UNIT X: Theoretical knowledge of Physical Science:**

Content of physics (for PG physics trainees) and content of chemistry (for PG chemistry trainees) related to XI and XII Std. prescribed by Tamil Nadu Text book society- Construction of multiple choice questions-Writing instructional objectives – Selecting suitable method for teaching a topic.

### **PRACTICAL WORK**

1. Construction and standardization of diagnostic test in a Physics or Chemistry unit of Standard XI or XII.
2. Practising (3 sessions each of ten minutes) classroom interaction analysis and presenting the report.
3. Preparation of 20charts and 3 improvised apparatus that could be used for std XI or XII
4. Preparation of a lesson plan for Power Point presentation.
5. Evaluating reports of 3 websites in Science.
6. Preparation of work sheets

### **SUGGESTED REFERENCE BOOKS:**

Anderson, R.D et al. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines. The Curriculum Reform Project.USA: University of Colorado.

Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dcace and World Inc.

Chemistry Text Book,(1964).Lab Manual and Teacher’s Guide Book.NewDelhi: NCERT.

Falvery, P. Holbrook, J.& Conian, D. (1994). Assessing Students, Longmans Publications, Hongkong.

Husen, T.& Keeves, J.P. (Eds.). (1991). Issues in Science Education, Oxford: Pergamon Press.

Jenkins, E.W. (Ed.) (1997). Innovations in Science and Technology Education. Paris: UNESCO. Vol. VI.

Mangal, S. K. (2001).Foundations of Educational Technology. Ludhiana: Tandon Publications.

Mohanasundaram , K. & Charless Williams. (2007). Information and communication technology in education. Trichy: His Grace Educational Printers.

Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited.

- Nayak. (2003). Teaching of Physics. New Delhi: APH Publications.
- Nuffield Chemistry, Books of Data, Collection of Experiment, Published for the Nuffield Foundation by Longmans, Penguin Books.
- Nuffield Physics, Teacher's Guide, Questions Book, Guide to Experiments, Published for the Nuffield Foundation by Longmans, Penguin Books.
- Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Panner Selvam, A. (1976). Teaching of Physical Science (Tamil).Chennai: Government of Tamil Nadu.
- PSSC. (1964) Physics Teachers Resource Book and Guide. New Delhi: NCERT.
- Patton, M.Q. (1980). Qualitative Evaluation Methods. India: Sage Publications.
- Rao, C.S. (1968). Science Teacher's Handbook. American Peace Crops.
- Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
- Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers.
- Williams, B. (1999). Internet for Teachers, John Wiley & Sons, U.S.A.

**OPTIONAL COURSE - II**  
**CONTENT AND METHODS OF TEACHING OF PHYSICAL SCIENCE**  
**(FOR POST GRADUATES IN PHYSICS AND**  
**CHEMISTRY OR ITS EQUIVALENT)**

**OBJECTIVES:**

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

1. understand the nature of science and the aims and objectives of teaching of Physical Science.
2. understand the microteaching skills
3. acquiring skills relating to planning the lessons and presenting them effectively.
4. develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Physical Science
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory.  
understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

**UNIT I: Content**

The syllabus for XI and XII of Physicals Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

**UNIT II: Nature of Science and Aims and Objectives of Teaching Physical Science**

Science as a product and a process: a body of knowledge - a way of investigation-a way of thinking-Inter disciplinary approach- Implications. Aims and Objectives - Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor) - General and Specific Objectives of teaching Physical Sciences- writing Instructional Objectives - writing the objectives in terms of learning outcomes - Aims and Objectives of teaching Physical Science at Primary, Secondary and Higher Secondary levels.

### **UNIT III: Micro Teaching**

Microteaching -microteaching cycle-Relevant skills in Micro teaching- Skill of Reinforcement, Skill of Introduction, Skill of Explaining, Skill of Stimulus Variation, Skill of probing questioning, Skill of demonstration, Skill of using Blackboard, Skill of Achieving Closure- Need for link lessons in Microteaching.

### **UNIT IV: Lesson Planning and Unit Planning.**

Lesson Planning-Essential features of Lesson Planning -Steps in Lesson Planning (Herbartian steps)-Preparing Lesson Plans- Unit Plan-steps in Unit Planning-characteristics of a good Unit Plan- Distinguishing Lesson Plan and unit Plan- Basic concepts in planning ABL method lesson.

### **UNIT V: Methods of Teaching Physical Science**

Criteria for selecting a method of teaching Physical Science: Level of the class, size of the class, time availability and subject matter-General methods of Teaching Physical Science- Lecture method ,Lecture cum Demonstration, Heuristic Approach, Individual Practical Method, Project Method, Scientific Method- Historical and Biographical Approaches - Selecting a suitable method for teaching a topic in Physical Science.

### **UNIT VI: Science Text Book**

Qualities of a good Science textbook-use of textbooks in teaching physical science - Evaluation of Science textbooks: Thunder's score card, Vogel's check list- Critical analysis of the existing Tamil Nadu Science Text Book at the secondary level.

### **UNIT VII: Educational Technology**

Educational Technology: Meaning, advantages- Edger Dales cone of experience- it's implications in the teaching of physical science - Classification of Audio Visual Aids : hardware and software approach- Principles and use of Hardware: Overhead Projector, LCD Projector, Radio, TV, VCR, Tape Recorder- principles and use of Software: Charts, Objects, Specimens, transparencies, CD, - Educational Broadcasts: Radio and T.V.

### **UNIT VIII: Evaluating outcomes of science teaching**

Measurement and Evaluation-Qualities of a good test- Principles and steps in construction of an achievement test- Blue Print and Question Paper-Item analysis - Construction of multiple choice questions - Diagnostic test - Remedial teaching in physical science. continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.

Elementary Statistics: Measures of Central Tendency: Mean, Median and Mode–Measures of Variability- Standard, Quartile and Average Deviation- Correlation co-efficient, Rank Order and Product Moment Correlation-Graphical representation of Data: Line, Bar and Pie Diagrams- Histogram, Frequency Polygon-Cumulative Frequency Curve, Ogive.

### **UNIT IX: Science Laboratory**

Physical Science Laboratory advantages -Structure and Design-Organization and Maintenance of science laboratory: Laboratory indent - maintenance of various Registers: Accession, Non-consumable, Consumable, Issue and breakages registers -Storage and maintenance of apparatus and Chemicals- Accidents and First Aids-Improvisation of Apparatus.

### **UNIT X: Science Teacher**

Academic and Professional qualification-competencies of a science teacher: Professional competencies, soft skills, technological skills -In-service training: need and importance - type of in-service programmes offered - Membership of professional organisations – Publications in science education journals.

### **PRACTICAL WORK**

1. Construction and use of achievement test, analysis and interpretation of test scores.
2. Making 20 charts and 3 improvised apparatus.
3. Practising 5 micro lessons with 5 different skills.
4. Preparation of laboratory instructional cards.
5. Conducting an investigatory project on any Science topic and presenting the report.
6. Participating in at least two seminars (in B.Ed. topics) and presenting two papers.
7. Presenting a demonstration to the peers.
8. Creation of a PowerPoint presentation and presenting the materials.
9. Preparation of a programme of 20 linear frames on any topic in Physics or Chemistry.
10. Preparing a Science album with internet materials of scientific issues.
11. 3 website reports relating to physical science.
12. Practice of minimum of 5 experiments in school syllabus.

## **SUGGESTED REFERENCE BOOKS:**

- Carin & Robert Sund, (1989). Teaching Modern Science (5th Ed.). U.S.A: Merrill Publishing Co.
- Dhananjay Joshi, (2012), Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Opetional - I (Page 138)
- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Heiss, Obourn & Hoffman (1985). Modern Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Mangal, S. K. (2001). Foundations of Educational Technology. Ludhiana: Tandon Publications.
- Mohanasundaram, K. & Charless Williams. (2007). Information and communication technology in education. Trichy: His Grace Educational Printers.
- Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited.
- Natrajan, C. (Ed.). (1997). Activity Based Foundation Course on Science Technology and Society. Mumbai: Homi Bhaba Centre for Science Education.
- Nayak. (2003). Teaching of Physics. New Delhi: APH Publications.
- Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Panner Selvam, A. (1976). Teaching of Physical Science (Tamil). Chennai: Government of Tamil Nadu.
- Passi, B.K., Becoming a Better Teacher, Micro Teaching Approach.
- Patton, M.Q. (1980). Qualitative Evaluation Methods. India: Sage Publications.
- Rao, C.S. (1968). Science Teacher's Handbook. American Peace Crops.
- Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
- Siddifit Siddiqi, (1985). Teaching of Science Today and Tomorrow, Doals House.
- Sonika Rajan (2012), Methodology of Teaching Science, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson Education in South Asia - Opetional 1 (Page 204)
- Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers.
- Thurber, Walter, A., and Collettee, Alfred, T. (1964). Teaching Science in Today's Secondary School, Prentice Hall of India Pvt. Ltd.
- UNESCO. (1979). The UNESCO Source Book for Science Teaching. Paris: UNESCO.
- UNESCO. (1993). Final Report: International Forum on STL for All. Paris: UNESCO.
- Vanaja, M.(2010). Educational technology. New Delhi: Neelkamal Publishers.
- Yadav, M.S. (2003). Teaching of Science. Amol Publications.

**OPTIONAL COURSE - I**  
**INNOVATIONS IN THE TEACHING OF BIOLOGICAL SCIENCE**  
**(FOR POST GRADUATES IN BOTANY / ZOOLOGY / ITS EQUIVALENT)**

**OBJECTIVES:**

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

1. understand the new resources for teaching of Botany and Zoology
2. understand the class room interaction analysis and Interpretation
3. apply the knowledge of various teaching models for teaching of Botany and Zoology
4. understand the Psychological basis of modern trends in teaching Science
5. organize different Co – Curricular activities in promoting Science learning
6. to utilize the science library effectively
7. analyze and interpret the class room teaching
8. understand the ways and means to solve social problems
9. develops the skill for preparing multi – media in teaching biological science
10. understand the content of Botany and Zoology at higher secondary level.

**UNIT I: New Resources in Biological Science Teaching**

Multimedia: Meaning, types, advantages - Multimedia resource centre - Development and use of Multimedia in the Teaching of Biological Science.

**UNIT II: Class Room Interaction Analysis**

Teacher Behaviors - Class room interaction - Interaction Analysis - Interaction Analysis Technique - Observation schedule and record - Flanders Interaction Analysis Technique - categories - observation and recording - Interaction matrix - Interpretation - Advantages.

**UNIT III: Models of Teaching Biological Science**

Models of teaching - Elements of teaching model - Types of teaching model - Contribution of Piaget, Steps of intellectual growth - Gagne's model of sequential learning - Bruner's model of concept learning - Implication of teaching and learning science.

#### **UNIT IV: Modern methods of Teaching Biological Science**

Seminar - Symposium - Workshop - Group Discussion - Panel Discussion - Team Teaching - Computer Assisted Instruction - Web Based instruction - web assisted class room instruction.

#### **UNIT V: Instructional Resource Materials**

Text Book - Reference Books - Periodicals - Journals and Magazines in Science - Values of Science libraries - e resources - e books and - e library - Importance of collateral readings.

#### **UNIT VI: Co - Curricular Activities in Biological Science.**

Strengthening Science Education - Organization of Science club - Science Excursion - Science Exhibitions Science Fairs - Field trips and Nature calendar.

#### **UNIT VII: Science Teaching for Social Welfare.**

Science Teaching for solving problems of pollution - Global warming - Over population - Malnutrition Superstitious beliefs Role of science teacher in developing scientific temper in the society.

#### **UNIT VIII: Team Teaching**

Introduction - Origin and Growth of Team teaching - objectives of team teaching in Biological Science - Types of team teaching - organization, procedure - steps for team teaching - Planning, Execution, Evaluation, Advantages of team teaching, drawback and limitations of team teaching.

#### **UNIT IX: Review and Assignment**

Review - Meaning - Need and Importance of reviewing lesson - Characteristics of good review different techniques of reviewing lesson - Assignment - Meaning - Importance of assignment in learning Biology - Characteristics of good assignment.

#### **UNIT X: New Developments**

Bio Technology - Bio - Chemistry - Bio - Physics - Developmental Biology Behavior and Neuro physiology population genetics and Evolution - Genetic Engineering Ecology and Conservation New medicine and Radio isotope.



## **SUGGESTED REFERENCE BOOKS:**

- Anderson, R.D. (1992).Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines: The Curriculum U.S.A: University of Colorado.
- Buffaloe,Neal.,Throneberry,J.B.(1972) Principles of Biology University Press ,New Delhi: Prentice—Hall of India Ltd.
- Carin. &Robert, S.(1989).Teaching Modern Science (5th edition).U.S.A: Merill Publishing Co.
- Chauhan ,S.S.(1985).Innovations in Teaching Learning Process,Vikas Publishing House,New Delhi.
- Garrett,H.E.(1979).Statistics in Psychology and Education .Bombay :Vakisls,Feffer and Simons Ltd.
- Green,T.L.(1965). The Teaching of Biology in Tropical Secondary Schools,London: Oxford University Press.
- Gupta, S.K.(1985).Teaching of Physical Science in Secondary Schools. New Delhi, Sterling Publishing (Pvt.Ltd).
- Heiss.E.D.,Obourn.S.,& Hoffman.C.W.(1985) Modern Science Teaching..New Delhi: Sterling Publishing (Pvt)Ltd.Macmillian Company Press.
- Heiss, Obourn., & Hoffman.(1985) Modern Science in Secondary Schools. New Delhi: Sterling Publishing Private Ltd.
- Jenkins,E.W.(1997).Innovations in Science and Technology Education.Form Project.USA(Vol.vi) Paris:UNESCO.
- Nayak,(2003).Teaching of Physics.New Delhi:APH Publications.
- Passi,B.K.(1976).Becoming a Better Teacher :Micro Teaching Approach,Ahemedabad:Approach, Ahemedabad:Sahitya Mudranalaya.
- Patton,M.Q.(1980).Qualitative Evaluation Methods. New Delhi: Sage Publications.
- Pandey ,(2003).Major Issues in Science Teaching.New Delhi:Sumit Publications.
- Saunders,H.N. (1967).The Teaching of General Science in Tropical Secondary School,London: Oxfondoaching.
- Sharma,P.C.(2006) .Modern Science Teaching .New Delhi: Dhanpat Rai Publications.
- Sharma,R.C.(1985). Modern Science Teaching. Meerat:Dhanpat Rai and Sons.
- Siddifit,S.(1985).Teaching of Science Today and Tomorrow .New Delhi : Doba’s House.
- Yadav,M.S.(2003)Teaching of Science .New Delhi: Anmol Publications.

## OPTIONAL COURSE - II

### CONTENT AND METHODS OF TEACHING BIOLOGICAL SCIENCE (FOR POST GRADUATES IN BOTANY / ZOOLOGY / ITS EQUIVALENT)

#### OBJECTIVES:

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

1. understand the nature of science and the aims and objectives of teaching of Biological Science.
2. understand the microteaching skills
3. acquiring skills relating to planning the lessons and presenting them effectively.
4. develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science.
5. understand the criteria in selecting a good textbook and to evaluate a Science textbook.
6. Understand the importance of educational technology for teaching Biological Science
7. understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
8. estimate the facilities required for the organization and maintenance of Science laboratory. understand the special qualities of a Science teacher and to acquire those qualities.
9. understand the basic concepts in science for science teaching.
10. acquire a favourable scientific temper towards science teaching and values.

#### UNIT I: Content

The syllabus for XI and XII of Biological Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

#### UNIT II : Aims and Objectives of Teaching Biological Science

Biology in the School Curriculum-Its claims for inclusion-Interdisciplinary approaches in the School Curriculum-Variou s branches related to Life Science-Aims and Objectives -Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor Domains)-Aims of Teaching Biology at different levels -Primary, Secondary and Higher Secondary.

#### UNIT III : Lesson Planning and Unit Planning

Lesson Planning-Essential features of Lesson Planning-Steps in Lesson Planning - Preparing Lesson Plan -Unit Plan - Steps in Unit Planning - Characteristics of Good Unit Plan- Distinguishing Lesson Plan and Unit Plan-Basic concept in Planning ABL Method Lesson.

#### **UNIT IV : Micro Teaching**

Micro Teaching - Definition - Micro Teaching Cycle-Types of Skills -Skill of Introduction-Skill of Explaining--Skill of Questioning-Skill of Demonstration -Skill of Reinforcement-Skill of Achieving Closure-Skill of Stimulus Variation - Link Lesson-Need for Link Lesson in Micro Teaching.

#### **UNIT V : Methods of Teaching Biological Science**

Criteria for Selecting a Method of Teaching Biological Science: Levels of the Class-Size of the Class-Time Availability and Subject Matter-General Methods of Teaching Biological Science-Lecture Method -Demonstration Method-Scientific Method -Project Method-Heuristic Method-Biographical and Assignment Method-Programmed Instruction-Computer Assisted Instruction - Team Teaching-Teaching Machines-Panel Discussion-Seminar - Symposium-Work Shop.

#### **UNIT VI : Biology Laboratory**

- (i) Biological Science Laboratory-Structure and Design-Organization and Maintenance-Laboratory Indent -Maintenance of Various Register - Accidents and First Aid -Safety - Advantages of Laboratory.
- (ii) Museum - Importance of Museum - Preparation of Museum Material -Maintenance of Aquarium-Vivarium -Terrarium.

#### **UNIT VII: Curriculum in Biology and Science Text Book**

Principles of Curriculum Development -Selection of Content and Organization of Subject matter - NCERT Curriculum-BSCS and Nuffield Secondary Science Project.

Qualities of a Good Science Text Book-Use of Text Book in Teaching Biological Science-Evaluation of Science Text Book-Values of a School Biology Library-Books for Selection and Purchase -Classification and Cataloging.

#### **UNIT VIII : Educational Technology**

Educational Technology: Meaning,Advantages-Edger Dales Cone of Experience-It's Implications in the Teaching of Biological Science-Classification of Audio-Visual Aids :Hardware and Software Approach-Principles and Use of Hardware: Over Head Projector, LCD Projector, Radio, TV, VCR, Tape Recorder-Principles and Use of Software: Charts, Objects, Specimens, Transparencies, CD-Educational Broad Casts: Radio and TV-Internet-e learning.

## **UNIT IX : Science Teacher**

Academic and Professional Qualification-Competencies of a Science Teacher: Professional Competencies, Soft Skills, Technological Skills-In-Service Training: Need and Importance-Membership of Professional Organizations-Publications in Science Education Journals.

## **UNIT X : Measurement and Evaluation**

Measurement and Evaluation -Qualities of Good Test-Principles and Steps in Construction of an Achievement Test-Blue Print and Question Paper-Item Analysis-Remedial Teaching in Biological Science. continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern. Elementary Statistics: Measures of Central Tendency: Mean, Median, Mode-Measures of Variability-Standard, Quartile and Average Deviation-Correlation Co-efficient, Rank Order and Product Moment Correlation-Graphical representation of Data: Line, Bar and Pie diagrams-Histogram, Frequency Polygon-Cumulative Frequency Curve, Ogive.

### **PRACTICALS**

1. Making Charts, Improvised Apparatus and Models.
2. Practice of a Minimum of 5 Skills under Microteaching (Proper Records to be maintained)
3. Preparation of Laboratory Instruction Cards.
4. Planning and Conducting any Four Practical Classes in Biology and Maintaining Record of Practical Work.
5. Preparation of Unit Test for a Unit in Biology.
6. Designing and Carrying out of any one Simple Investigation of Biology.
7. Collecting and Preserving Biological Specimens.
8. Collecting and Keeping Plants and Animals alive for Instructional Purposes: Aquarium, Terrarium and Vivarium.

### **SUGGESTED REFERENCE BOOKS**

- Aggarwal .D.D. (2008), Modern Method of Teaching Biology, Karanpaper Backs. New Delhi.
- Anderson, R.D. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines: The Curriculum U.S.A: University of Colorado.
- Buffaloe, Neal., Throneberry, J.B. (1972) Principles of Biology University Press, New Delhi: Prentice-Hall of India Ltd.

- Carin. & Robert, S. (1989). Teaching Modern Science (5th edition). U.S.A: Merrill Publishing Co.
- Chauhan, S.S. (1985). Innovations in Teaching Learning Process, Vikas Publishing House, New Delhi.
- Garrett, H.E. (1979). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Green, T.L. (1965). The Teaching of Biology in Tropical Secondary Schools, London: Oxford University Press.
- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi, Sterling Publishing (Pvt.Ltd).
- Heiss, E.D., Obourn, S., & Hoffman, C.W. (1985) Modern Science Teaching.. New Delhi: Sterling Publishing (Pvt)Ltd. Macmillian Company Press.
- Heiss, Obourn., & Hoffman. (1985) Modern Science in Secondary Schools. New Delhi: Sterling Publishing Private Ltd.
- Jenkins, E.W. (1997). Innovations in Science and Technology Education. Form Project. USA (Vol. vi) Paris: UNESCO.
- Nayak, (2003). Teaching of Physics. New Delhi: APH Publications.
- Pandey, (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Passi, B.K. (1976). Becoming a Better Teacher : Micro Teaching Approach, Ahmedabad: Approach, Ahmedabad: Sahitya Mudranalaya.
- Patton, M.Q. (1980). Qualitative Evaluation Methods. New Delhi: Sage Publications.
- Ramakrishna A. (2012), Methodology of Teaching life Sciences, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Aisa - Optional - I (Page 147)
- Saunders, H.N. (1967). The Teaching of General Science in Tropical Secondary School, London: Oxford doaching.
- Sharma, P.C. (2006) . Modern Science Teaching . New Delhi: Dhanpat Rai Publications.
- Sharma, R.C. (1985). Modern Science Teaching. Meerat: Dhanpat Rai and Sons.
- Siddifit, S. (1985). Teaching of Science Today and Tomorrow . New Delhi : Doba's House.
- Yadav, M.S. (2003) Teaching of Science . New Delhi: Anmol Publications.

**OPTIONAL COURSE - I**  
**INNOVATIONS IN THE TEACHING OF HISTORY**  
**(FOR GRADUATES IN HISTORY OR ITS EQUIVALENT)**

**OBJECTIVES**

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

1. acquire knowledge of contribution of eminent Historians to the Development of history.
2. Develop critical thinking in Curriculum Construction.
3. Develop effective skills in programmed learning and models of teaching.
4. Acquire skill in digitalized Technology
5. Understand reflective practices and its uses.
6. Attain professional growth.
7. Appreciate the need for Research in History education.
8. Understand the various dimensions of Historiography
9. Attain knowledge about Indian Historiography
10. Secure knowledge about digitalizing history classroom

**UNIT 1: Contribution of Eminent Historians to the Development of History.**

1. Greek Historiography – Herodotus ,Thucydides , Xenophone , Polybius, Plutarch
2. Roman Historiography –Cato , Cicero ,Livy ,Tacitus.
3. Medieval Historiography –Eusebius Pamphilus – St.Augustine ,Ibnkhaldun.

**UNIT II : Historiography**

1. Renaissance –Reformation Historiography –Machiavelli, Erasmus,Thomas Moore, Sir Francis Bacon
2. Modern Historiography : Elphinstone, Macaulay,Vincent Smith
3. Enlightenment Historiography: Montesquieu, Voltaire, Edward Gibbon, Thomas Carlyle.
4. Romanticist Historiography : Rousseau, Kant, Hegel.

5. Utilitarianism Historiography : Bentham, James Mill, John Stuart Mill.
6. Positivistic Historiography : Auguste Comte.
7. Scientific Socialism :Karl Marx.
8. Scientific Historiography : Leopold VonRanke ,Spengler ,Collingwood ,Toynbee.

### **UNIT III: Indian Historiography**

1. Kalhana, Alberuni, Barani, Abdul Fazl.
2. Modern Historiography – Vincent Smith, R.G.Bhanbarkar, K.P.Jayaswal, H.C.Rayachaudhri, Lanepoole, J.N.Sarkar, R.C.Majumdar.
3. South Indian Historiography : S.Krishnaswamy Iyyangar, K.M.Pannikkar, K.A.Nilakanta Sastri, Sathyanatha Iyyer, K.K.Pillai.

### **UNIT IV: Theories Influencing Selection of History Materials and Curriculum in History**

1. Doctrine of Nature, tastes and Interest.
2. Culture Epoch Theory.
3. Proceeding from near to the remote.
4. Reconciliation of the Psychological development of the child with demands of the subject and time allotted.
5. Current trends in curriculum changes in History.
6. Critical analysis of content course of History Standard XI & XII.

### **UNIT V: Instruction Methods for Individual Differences.**

1. Individual differences in learning –concepts principles – Aptitude Treatment Interaction(A.T.I)
2. Branched –Mathetics –Programmed Learning.

### **UNIT VI: Models of Teaching and Its Applications In Teaching of History**

1. Models of teaching –Concepts ,Principles Objectives-elements -Concept Attainment Model.
2. Advance Organiser Model.
3. Jurisprudence Inquiry Model.

## **UNIT VII: Digitalised Technology in Teaching History**

1. Multimedia Presentation –Internet - Tele Conferencing –Video Conferencing.
2. Need and significance of Teaching history – challenges in Teaching history – History Teacher in urban and rural area, cultural Diversity, Linguistic differences, medium of Instruction, making teaching of history interesting.

## **UNIT VIII: Professional Growth**

1. Need and importance of professional growth, programmes for professional growth, professional Ethics of History Teacher.
2. Class Room Climate -Autocratic, Democratic, Laissez - Faire – Class room management
3. Classroom Interaction analysis –Modification of teacher behavior with special reference to History teacher

## **UNIT IX: Reflective Practices and History Teacher**

1. Reflective Practices –Meaning –Definition –Need for reflection –benefits –evaluation techniques and records of reflective Practices.

## **UNIT X : Research in History**

1. Need for Research in History education – Historical journalism – problem faced by a historical Researcher – Archaeological survey of India – objectives and achievements.

## **PRACTICALS: Any Five**

1. Lesson plan through power point.
2. Improvised Teaching Aids.
3. Preparing Biography
4. Practicing (2 session each of ten minutes) class room interaction analysis and presenting the Report.
5. Project Report (Field Visit)
6. Preparing programmed learning Materials, Branched programme Material consisting of 20 frames in History.
7. Preparation of workbook for std XI and XII



8. A booklet showing current events of particular years
9. Collection of teaching – learning Materials from online and offline resources.
10. Comparing any two Web-Sites related to any topic in History Curriculum.

### **SUGGESTED REFERENCE BOOKS:**

Aggarwal, J.C. (1982). Development and planning of modern education., New Delhi: Vikas publishing House Pvt. Ltd.

Aggarwal, J.C. (3<sup>rd</sup> Revised Edition 1996). Teaching of history: A practical approach. New Delhi: Vikas publishing House Pvt.Ltd.

Arul Jothi, Balaji, D.L. & Sunil Kapoor (2009) Teaching of History II New Delhi : Centrum Press

பாஸ்கரன், ப., ஞு பத்மப்பரியா. (2007). கலைத்திட்ட வளர்ச்சி. சென்னை : சாரதா பதிப்பகம்

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

Biranchi, N.D. (2003). Teaching of history, Hyderabad: Neel kamal publications Pvt. Ltd.

Bloom, Benjamin, Taxonomy of Educational objectives cognitive Domain longman Green 1974

Bruce Joyce &Marsha Weli (fifth Edition 1997) Models of Teaching. New Delhi: Prentice –Hall OF India.

Burston, W.H., & Green, C.W.(1967). Handbook for history teachers. New York: Methuln and Co.Ltd.

Chaudhary, L.P. The Effective teaching of History of India NCERT 1975 New Delhi

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

Dhand, H. (2009). Techniques of teaching. New Delhi: APH publishing corporation

Garrett, H.E. (1979). Statistics in psychology and education. Bombay: Vakils Feffer and simons ltd.

Geoff, T.(2008). Teaching and learning history. New Delhi: SAGE Publications.

ஞானசம்பந்தம். (2007). வரலாற்று கற்பித்தல் முறைகள். சென்னை: சாரதா பதிப்பகம்

Higher Secondary History Text Books. Chennai. Tami Nadu Text Book Society.

Johnson, H: Teaching of History in Elementary and Secondary Schools, Macmillan, New York, 1942

- Kochhar, S.K. (1989). Teaching of history. New Delhi: Sterling publishers Pvt. Ltd.
- Magal, S.K. & Mangal, S.(2005). Essentials of educational technology and management. Meerut: loyal book depot.
- NCERT: (1970).Teaching history in secondary school: A handbook for history teacher. New Delhi: NCERT Publication.
- Rajayyan, K. (1997). History in theory and method. New Delhi:Ratna publication
- Ravisankar, & Mamidi, M.R.(1989). Curriculum development and educational technology. New Delhi: Sterling publishers private Ltd.
- Shaik Ali. B: History – Its Theory and Methods. Macmillan India Pvt. Ltd. New Delhi, 1996.
- Sharma, R.A.(2008). Technological foundation of education. Meerut: R.Lall Book Depot.
- Subramanian, N. (Revised Edition, 1999). Historography and Historical Methods, Udumalpet : Ennes Publications.
- Vedanayagam, E.G. (1988). Teaching technology for college teachers: New Delhi: Sterling publishers private Ltd.
- Vajreswari, R. (1973). A handbook for history teacher. New Delhi: Allied Publishers.
- வசந்தி, சு., & இரத்தின சபாபதி, பி (2008). கற்பித்தலின் புதிய அணுகுமுறைகள்: வரலாறு. சென்னை: சாந்தா பதிப்பகம்.
- விஜயலட்சுமி. (2008). கற்பித்தலில் சிக்கல்கள் - தீர்வுகள், சென்னை : சாந்தா பதிப்பகம்.

**OPTIONAL COURSE - II**  
**CONTENT AND METHODS OF TEACHING HISTORY**  
**(FOR POST GRADUATES IN HISTORY OR ITS EQUIVALENT)**

**OBJECTIVES**

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

1. acquire knowledge of the nature, scope, structure and concepts of history.
2. Understand the dimensions, classification, geographical foundation of history and its relation with other social science- subjects.
3. Realise and appreciate values of teaching history.
4. Develop effective teaching skills.
5. Perceive effective competency in the preparation of lesson and unit plan.
6. Practise the different teaching - learning strategies.
7. Understand the principles of curriculum construction.
8. Get familiarized with the various learning resources for professional effectiveness.
9. Understand the various methods of evaluating the classroom teaching.
10. Acquire knowledge about Teacher dominated methods

**UNIT I: Content**

The syllabus for XI and XII of History text books prescribed by the Text book of the Government of Tamilnadu - time to time.

**UNIT II: Nature and Development of History - Dimensions and its Relationship with other subject**

1. Defining History – Nature of History objectivity and scientific study of History – kinds of history
2. Logical sequence – structure and scope
3. Different conceptions of history – Biographical Evolutionary – Theistic – Cyclic Modern concepts

4. Dimensions of History – Time, Place, Continuity and development
5. Relationship between History and other social sciences
6. Geographical foundation of History.

### **UNIT III: Aims and Values of Teaching History**

1. General Aims and objectives of teaching history
2. Specific aims of teaching history at elementary High and Higher secondary stage
3. Values of teaching history

### **UNIT IV: Micro teaching**

1. Micro- teaching – concepts, principles and phases of Micro – teaching
2. Developing the skill of introducing a lesson Explaining, probing Questioning, Stimulus variation, Reinforcement, Achieving closure, use of Teaching Aids and Black Board.
3. Link Lesson – Need and its importance

### **UNIT V: Objective based Instruction**

1. Instructional objectives – Bloom’s taxonomy of objectives in specific behavioral terms – cognitive, Affective and Psycho – motor domain
2. Lesson plan – Need, Principles – steps
3. Concept Mapping – Map reading skill
4. Year plan, unit plan
5. Critical analysis of State Board syllabus for IX and X standard.

### **UNIT VI: Methods and Approaches in Teaching History**

1. Teacher dominated Methods – Motivation in the class room context, Teaching for creativity – Lecture, story telling – Team Teaching Supervised study – Review and drill – source method
2. Group directed Instructional Inputs – Socialised recitation – debate, symposium Brain storming, seminar, workshop, Dramatisation

3. Learner Dominated methods – Heuristic, problem solving method, project method, field work
4. Dalton plan, Inductive, deductive

### **UNIT VII: Resources and Educational Technology**

1. Projected and Non projected Aids
2. Utilisation of community resources Importance of Museum, Archives, Library Encyclopedias, Reference books, Historical fictions Mass Media- history Text Book
3. History class room – Furniture, Equipment Improvising Learning environment
4. History club and its activities
5. History Teacher – Essential qualities – professional growth

### **UNIT VIII: Recent Trends and Research**

1. Linear programmed learning – computer Assisted Instruction – web based learning.
2. Identifying learners' capacities – Enrichment programme for gifted – remedial programme for slow learners – Action Research
3. Teaching chronology, contemporary Affairs controversial issues – Developing National integration and international understanding

### **UNIT IX: Organisation of History Curriculum**

1. Content, principles of selection - Individual social, National and Global needs
2. Methods of organization – Logical and psychological (Stages of development) chronological, periodical concentric and spiral, Regressive and progressive Methods.
3. Principles of correlation of subjects – Identical Incidental, systematic – Fusion with geography, political science, Anthropology, literature, economics and sociology.

### **UNIT X : Evaluation and Statistics**

1. Concept of Examination – criterion and norm referenced test – prognostic and diagnostic test – Achievement test – construction of Achievement test – continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.
2. Collection and arrangement of test scores

3. Interpretation of scores – Frequency Distribution Tables - Measures of central tendency – Mean, Median, Mode - Measures of variability – Range, Quartile deviation, Mean deviation, – Standard deviation, correlation of Rank order and product moment
4. Graphs – Histogram, Frequency Polygon, Cumulative Frequency Polygon, Ogive, Percentile Ranks, Normal probability curve, kurtosis, skewness

### **PRACTICALS:**

1. Visiting the identified local historical places and narrative reports
2. A creative write up for developing National Integration
3. Reporting of current events / Scrap Book
4. Preparing 10 slides in power point
5. Identification and cataloguing of three web – sites related to the State Board History curriculum
6. Preparing maps, charts, pictures, models etc
7. Writing historical stories/ Dramatization
8. Quiz programmes
9. Collection of historical quotations
10. Discussion and debates
11. Construction of Achievement Test
12. Practising 5 micro lessons with 5 different skills.

### **SUGGESTED REFERENCE BOOKS:**

- Aggarwal, J.C. (1982). Development and planning of modern education., New Delhi: Vikas publishing House Pvt. Ltd.
- Aggarwal, J.C. (3<sup>rd</sup> Revised Edition 1996). Teaching of history: A practical approach. New Delhi: Vikas publishing House Pvt.Ltd.

Arul Jothi, Balaji, D.L. & Sunil Kapoor (2009) Teaching of History II New Delhi :Centrum Press

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

பாஸ்கரன், ப., & பத்மப்பரியா. (2007). கலைத்திட்ட வளர்ச்சி. சென்னை : சாரதா பதிப்பகம்

Biranchi, N.D. ( Reprint 2008). Teaching of history, Hyderabad: Neel kamal publications Pvt. Ltd.

Bloom, Benjamin, taxonomy of educational objectives, cognitive Domain longman Green 1974

Brown C.F. The history Room, London, Historical Association, pamphlet No:86, 1948

Burston, W.H., & Green, C.W.(1967). Handbook for history teachers. New York: Methuln and Co.Ltd.

Chaudhary, L.P. The Effective teaching of History of India NCERT 1975 New Delhi.

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

Dhand, H. (2009). Techniques of Teaching. New Delhi: APH publishing corporation

தர்மராஜ் .ஜே & எபி ஜேம்ஸ் .த (2007) .வரலாற்று வளரவியல் . சிவகாசி , டென்சி பப்ளிகேஷன்ஸ்

Deepak Tiwari(2007).Methods of Teaching History.New Delhi :Crecent Publishing Corporation.

கணபதி. வி, & இரத்தின சபாபதி, பி (2008). நுண்நிலை கற்பித்தல், சென்னை : சாந்தா பதிப்பகம்

ஞானசம்பந்தம். (2007). வரலாற்று கற்பித்தல் முறைகள். சென்னை: சாரதா பதிப்பகம்

Garrett, H.E. (1979). Statistics in psychology and education. Bombay: Vakils Feffer and simons ltd.

Geoff, T.(2008). Teaching and learning history. New Delhi: SAGE Publications.

Ghate, V.D: Teaching of History, Oxford University press, 1951

Heidi, R. (2009). Teaching World History: A resource book sources and studies in worlds history. U.S:Power well Books Ltd.

Johnson, H: Teaching of History in Elementary and Secondary Schools, Macmillan, New York, 1942

Kochhar, S.K. ( Revised Edition 2003). Teaching of history. New Delhi: Sterling publishers Pvt. Ltd.

- Magal, S.K. & Mangal, S.(2005). Essentials of educational technology and management. Meerut: loyal book depot
- Moturi Srinivas .I., Prasad Rao & Digumarti Bhaskara Rao .(2001).Methods of Teaching History, New Delhi : Discovery Publishing House.
- Muthumanickam, R. (2004). Educational objectives for effective planning and teaching. Chidambaram: Cyberland publishers
- NCERT: (1970).Teaching history in secondary school: A handbook for history teacher. New Delhi: NCERT Publication.
- Pathak ,S.P (2005) The Teaching of History –The Paedo –Centric Approach .NewDelhi :Kanishka Publication Distribution.
- Quentin Stodola & Kalmer Stordahl .(Reprint 1972) Basic Educational Tests AND Measurement. New Delhi :Thomson Press.
- Rajayyan, K. (1997). History in theory and method. New Delhi:Ratna publication
- இரத்தின சபாபதி, பி. (2008) கல்வியில் தேர்வு. சென்னை : சாந்தா பதிப்பகம்.
- இரத்தின சபாபதி, பி & இரேணுபத்மாமோகன், (2008), வினாக்களில் விரிகல்கள், சென்னை : சாந்தா பதிப்பகம்.
- Ravisankar, & Mamidi, M.R.(1989). Curriculum development and educational technology. New Delhi: Sterling publishers private Ltd.
- Sharma, R.A.(2008). Technological foundation of education. Meerut: R.Lall Book Depot.
- Singh, Y.K. (2009). Teaching practice. New Delhi: APH publishing corporation.
- Shaيدا B.D., &Sahab Singh (Reprint ,2006). Teaching of History New Delhi:Dhanpat Rai Publishing Company.
- Singh ,Y.K(2004) Teaching of History Modern Methods .New Delhi APH Publishing Corporation.
- Subramanian, N.( Revised Edition ,1999).Historography and Historical Methods, Udumalpet : Ennes Publications.



Shaik Ali. B: (Reprint 1996) History – Its Theory and Methods. Macmillan India Pvt. Ltd. New Delhi

Text Book for Social Science IX and X std. Tamil Nadu Text Book Society.

திருஞானசம்பந்தம் .ஆர் (மறுபதிப்பு 1983) வரலாறு கற்பித்தல் .சென்னை .தமிழ் நாட்டு பாடநூல் நிறுவனம்

Vedanayagam, E.G. (1988). Teaching technology for college teachers: New Delhi: Sterling publishers private Ltd.

வசந்தி, சு., & இரத்தின சபாபதி,பி (2008). கற்பித்தலின் புதிய அணுகுமுறைகள்: வரலாறு. சென்னை: சாந்தா பதிப்பகம்.

Vajreswari, R. (1973). A handbook for History teacher. New Delhi: Allied Publishers.

வெங்கடேசன் க. (மறுபதிப்பு - 2009) வரலாற்று வளரவியல், இராஜபாளையம் வி.சி. பப்ளிகேஷன்ஸ்

விஜயலட்சுமி, (2008), கற்பித்தலில் சிக்கல்கள் - தீர்வுகள், சென்னை : சாந்தா பதிப்பகம்.

வேங்கடசாமி.வே (3 வது பிரதி 1981) வரலாறு தத்துவமும் கற்பித்தலும், சென்னை உரோகினி பதிப்பகம்.

**OPTIONAL COURSE - I**  
**INNOVATIONS IN THE TEACHING OF GEOGRAPHY**  
**(FOR POST GRADUATES IN GEOGRAPHY OR ITS EQUIVALENT)**

**OBJECTIVES :**

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

1. understand the importance of local geography and its related problems and approaches to study the local geography through project work.
2. gain Knowledge of principles and organisation of Geography curriculum and learn to analyse critically the geography syllabi from VIII to XII.
3. apply knowledge of various types of learning resource materials in the classroom teaching of geography.
4. understand the role of geography teacher in overall building of the nation, and qualities of successful Geography teacher.
5. understand the importance of geography room and related equipments and materials to be placed in the geography laboratory.
6. understand the utility value of various types of teaching technology.
7. gain knowledge of modern concepts of geography and contributions of geographers to the field of geography.
8. apply the techniques of individualised instruction, to be applied in various types of learners.
9. understand technology based developments in geography and its utility value.
10. create awareness of utilizing community resources in Geography teaching.

**UNIT – I : Direct Study of Geography**

Observation and expression of local geography – Its importance, Identification of local geographical related problems – Solidarity of Geography Teachers in Solving Local Problem – Project work – Types – Organization – Role of a teacher and Students – merits and demerits.

**UNIT – II : Principles and Organization of Geography Curriculum**

Meaning and definition – Need for geography curriculum - Characteristics of a modern geography curriculum – Principles and criteria for selection of the content for Geography curriculum – Principles of Organization of the content – critical evaluation of geography syllabus (VIII to XII).

### **UNIT – III Learning Resource Materials in Geography**

- A) Text books: Meaning – importance and characteristics of text books.
- B) Programmed Learning: Meaning - Linear Programming and Branching Programming.
- C) Collateral Reading: Meaning, Objectives, Types of reading - Intensive reading - Extensive reading.

Teaching methods in collateral reading - subject method - problems and project method , outline method, oral method presentation, source method, writing quiz, note taking, classroom discussion, seminar presentation

- D) Library for reference: Need and importance, categories of books.
- E) Supplementary reading – subject books, Current events, news paper, journals, encyclopedia and magazines etc.

### **UNIT – IV : Role of Geography Teachers**

Role of school teachers in nation building, Teaching for character building, teacher as manager, norm builders, facilitator, maintaining community relations - guidance role.

Qualities of successful geography teacher – Traits of a Successful teacher – Personality of a teacher - professional efficiency of the teacher – code of conduct for the teachers.

### **UNIT – V : Geography Room**

Need for a separate geography room – Minimum essential things in geography lab – Classification of things in geography room – Geography Museum – Geography Association – developing map reading skills – field trips.

### **UNIT - VI: Teaching Technology of Geography**

Psychological bases for the use of hardware and software technologies – Edgar Dale’s Cone of experiences – Multi sensory instruction – steps and procedure for adopting multisensory approach.

Hardware Instructional Aids: Magic lantern, Epidiascope, Projectors, Radio, Tape Recorder, Television, Closed Circuit Television (CCTV), Video tape, or Cassette Recorder (VCR), Motion pictures, Computers.

Software Instructional Aids: Black board, Bulletin board, Flannel Board, Pictures, Graphs, Charts, Maps, Globes, Diagrams, Photography, Cartoons, Posters, Newspapers, Flash cards, Models, Diagrams, Slides, Film Strip, Transparencies, Programmed Learning Packages.

### **UNIT –VII : Modern Concepts of Geography**

Astronomical Geography – Mathematical Geography – Feminist Geography – Perception Geography (Geography of Psychosphere) – Gender Geography.

Contributions of schools of Geography: Greeks, Romans, Arabs, Ancient India and Chinese, German, French, Soviet, British and American Schools of Geography

### **UNIT –VIII : INDIVIDUALISED INSTRUCTION**

Meaning and Characteristics – Techniques of individualized instruction – programmed instruction – Types of programming – Linear programming, Branching programming.

Computer assisted instruction (CAI) – Meaning: Advantages of CAI, Teachers role in CAI-Learning Packages and Modules.

Supervised study method – types of supervision – merits – demerits.

Identification of gifted and slow learners in geography – enrichment programmes – causes and remedies for backwardness – identification of learning difficulties – remedial teaching.

### **UNIT – IX : Technology based Geography**

Scope of modern geography - Recent innovative applications in geography: GIS, Applications, Advantages - Remote sensing – GPS - Data mining – Global Tele Communication System (GTS), Disaster Analyzer and Tracking Environment (DATE).

### **UNIT – X : Utilizing Community Resources in Geography**

Importance – types of community resources, utilizing community resources - Pupils records – Album, map drawing note book – personal diary and personal record book- scrap book, collateral learning book.

### **PRACTICAL EXERCISES:**

1. Making of slides, Film strip, O.H.P transparencies
2. Collection of current events in geography
3. Preparation of charts (20+20) and models: 2 (Dummy + Working models)

4. Analysis of geography text book
5. Preparation of two improvised aids.
6. Prepare a list of teacher qualities observed by you in your schools.
7. Preparation of educational games in geography.
8. Analysis and evaluation of 3 years of question papers in geography.
9. Power point presentation of a geography lesson.
10. Preparation of branched and linear programme material in geography.
11. Identification of two – web sites in geography, comparison, and evaluation.

### **SUGGESTED REFERENCE BOOKS:**

Aurora, M.L. Teaching of Geography, Prakash Brother, Ludhiana, 1979.

Bruner J.S., (1975). Towards a Study of Instruction, Cambridge – Harvard University Press.

Chauhan S.S, Innovations in Teaching Learning Process, Vikas Publishing House Pvt. Ltd, Ansari Road, New Delhi-110 002.

Chandran S. A. Quality Circle United Printers M.G Road, Bangalore-560001.

Chellam N, Vasan, Geography Teaching Methods (Tamil version) Santha Publishers, Sripuram – IInd Street, Royapettah, Chennai – 600 014.

Chorley P.J. (ed.) (1973). Directions in Geography, Mothuen & Co., London.

Chorley P.J. (ed.) (1973). Directions in Geography, Mothuen & Co., London

Elements of Educational Research, S.P. Sukia and Others – Allied Publishers.

Gannett, Olive, Fundamentals in School Geography, George G, Harrap and company, London, 1967

Gill D. S. Educational Administration and Organization Management – Saurabh, Publishing House, Ansari road, Daray Ganj, New Delhi.

Gopeil, G.H., Teaching of Geography, Macmillan, 1966.

Harvey D. (1969). Explanation in Geography, Edward Arnold Ltd., London

John Wiley and Sons, (1975). An Introduction to Scientific Reasoning in Geography.

Mangal S. K, (1985). Fundamental of Educational Technology

Mangal S.K, (1987). Educational Psychology, Prakash Brothers, Ludhiana.

Malid Husain (2010). Evolution of Geographical Thought. Rawat Publications, Jaipur – 302004.

Measurement and Evaluation, Bradfield and Moredock.

Psychology in Teaching and Learning, Eurasia Publishing House P.Ltd., 1970.

RAI, BC, Method Teaching of Geography, Prakashan Kendra, Luknow.226007, 1984.

Sampath K. Pannerselvam A. Santhanam S, (2000). Introduction to Educational Technology, Sterling Publishers.

Simulation Games in Geography. Roger Dalton, Roger Min Shull Alan Robins on and Joan Garlick Loncoln.

Text Books Prescribed for Standard XI & XII, Tamil Nadu Text Book Society, Madras. (Samacheer Kalvi)

Travers Robert, M.W. (1969). An Introduction to Educational Research – MacMillan, New York.

Varma, O.P and Vedanagagam, E.G Teaching of Geography Sterling Publishers Private Limited, New Delhi – 1987.

**OPTIONAL COURSE - II**  
**CONTENT AND METHODS OF TEACHING GEOGRAPHY**  
**(FOR POST GRADUATES IN GEOGRAPHY OR ITS EQUIVALENT)**

**OBJECTIVES :**

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

1. gain the knowledge of nature and scope of geography
2. understand the importance and need of geographic literacy.
3. understand the instructional process in classroom teaching of geography.
4. apply the instructional objectives and specification in lesson plan writing.
5. develop the technique of lesson plan writing and apply the same in the classroom teaching process.
6. understand the utility value of micro teaching and teaching skills to be applied, suitable to the topic of the lesson.
7. develop the knowledge of different methods of geography teaching and learn the techniques of modern methods of geography teaching.
8. develop and apply the technique of multimedia in teaching of geography.
9. understand the comprehensive skills of classroom management, through proper classroom interaction approach.
10. develop the skill of constructing an achievement test and analyze the marks by applying suitable statistics methods.

**UNIT I: Content**

The syllabus for XI and XII of Geography text books prescribed by the Text book of the Government of Tamilnadu - time to time.

**UNIT – II : Nature and Scope of Geography**

Meaning, Definition – Characteristics of geography – Scope of geography - Various branches of geography - correlation of geography with other school subjects.

Application of geography in understanding people and regions – geographic problems facing India at present – Geography as a tool to develop national integration and international understanding.

### **UNIT – III: Geography Literacy and Values of Teaching Geography**

Geography Literacy: Need and Importance – Geographic Skills – Essential elements and standards of Geography - Goals, aims, objectives of studying geography at primary, secondary and higher secondary level – Values of teaching geography.

Creative teaching of geography – meaning, need for creative teaching of geography – classroom procedures for training to think in geography class.

### **UNIT – IV : Instructional Objectives and Instructional process in Geography Teaching**

Classification of instructional objectives in geography - Instructional objectives and specifications of geography with special reference to cognitive, affective and psychomotor domain of Blooms Taxonomy.

Phases of teaching process in Geography - Pre-active stage – Interactive stage – Post active stage - Levels of Teaching - Teaching, learning at the memory level, teaching - learning at the understanding level – teaching - learning at the reflective level.

### **UNIT V : Lesson Plan Writing for Geography Teaching**

Lesson plan – meaning - Importance of lesson planning - steps in a lesson plan - Herbartian steps – Planning the lesson – planning of a unit – format of a unit plan – weekly plan – year plan.

### **UNIT – VI : Micro Teaching**

Micro teaching: Meaning, Definitions, Characteristics – Advantages and limitations – Micro teaching cycle - Skill of introducing the lesson, skill of reinforcement, skill of stimulus variation, skill of questioning, skill of closure, link lesson.

### **UNIT – VII : Methods of Teaching Geography**

- i) Traditional Methods of Teaching: Lecture Method, demonstration method, Enquiry Method, text book method of geography teaching.
- ii) Modern Methods of Teaching: Inductive and Deductive method
- iii) Regional Method and Comparative Method of teaching geography.



## **Unit VIII : Instructional Media and Multimedia in Geography**

Instructional media in geography teaching - Relia and diorama, models, charts, graphs, maps and globes - Edusat – Efforts of U.G.C's consortium for educational communication - Satellite instructional Television programme.

Multimedia approach in learning – types of multimedia presentation – elements of multimedia programme – equipments of multimedia presentation – advantages multimedia kits.

## **Unit IX : Classroom Management**

Flander's interaction analysis: Classroom interaction and evaluation of teacher behavior and its implications in learning geography.

Classroom Management: Concept – Principles of Classroom management – factors influencing classroom management – Techniques of classroom Management – Practical suggestions.

## **UNIT X : Evaluation and Statistics**

Evaluation : Objectives, Techniques of Evaluation, formative and summative evaluation – Continuous and comprehensive assessment - Tools of evaluation.

Achievement test – Principles of test construction – Types of Test - Prognostic Test and Diagnostic Test – Blue print construction – qualities of a good test, Item analysis - Item difficulty, item discrimination – criterion and norm referenced test – continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.

Statistics – measures of central tendency and dispersion - rank correlation – graphs : histogram, cumulative frequency, Ogive curve.

## **PRACTICAL EXERCISES:**

1. Analyzing the geographical literacy of the school students by gathering data and interview, conducting a small study with a Sample size of 50 to 100 students in each school.
2. Construction and administration of an achievement test in geography.
3. Preparation of observation record (5 Lessons).
4. Preparation of 20 + 20 = 40 lesson plan record work. (Optional I and Optional II )
5. Prepare a Unit plan for a topic.
6. Preparation of record with five micro teaching lessons.

7. Preparation of statistical record.
8. Identifying geographical problems of students' locality – and submission of reports (sample size 50 students).
9. Preparation of album on different geographers.
10. Identifying the geographical problem of a place and finding out the steps to be applied in solving it.

### **SUGGESTED REFERENCE BOOKS:**

- Archer, R.L. and Lewis, W.J. (1924). The teaching of geography, London, A & C Black Ltd.
- Arulsamy, S. and Zaya Pragassarazan, Z. (2011). The Teaching skills and strategies, Hydreabad, Neel kamal Publicaitons Pvt. Ltd.
- Bloom, B.S. (Ed) (1956). Taxonomy of Education Objectives, Hand Book-1, The Cognitive Domain, Newyork, David Mckey Company Inc.
- Chauhan S. S (1983). Innovation in Teaching Learning Process. Vikas Publishing House Pvt. Ltd. 5, Ansari Road, New Delhi. (Second Edition).
- Chorley, R.J. and P.Hagett (ed) (1970). Frontiers in Geography Teaching, London, Methuen Co-Ltd.
- Crawford, C.C. and Mc. Donald, L.D. (1929). Modern Methods in Teaching of Geography, Newyork, Houghton: Miffin company.
- Garrett, H. E (1979). Statistics in Psychology and Education, Vikils, Feffer and Simons Ltd, Bombay.
- Gopsil, G.H. (1973): The Teaching of Geography, London, Macmillan Education Ltd.
- Graves. N (1972). New Movements in the Study and Teaching of Geography, London Maurice Temple Smith Ltd.
- Hall, D. (1976). Geography and the Geography Teachers, London, George Allen & Unwin Ltd.
- Harshone, R (1959). Perspective on the Nature of Geography, London, John Murray.
- Kaul A. K (1991). Why and How of “Geography teaching”, Vinod publications, 346 – Books market, Ludhiana.
- Mangal S. K and Uma Mangal (2009). Essentials of Educational Technology, PHI Learning Private Ltd, New Delhi.

Rao. M. S (1999). Teaching of Geography, Anmol Publications Pvt. Ltd, 4374/4B, Ansari road, Daryaganj, New Delhi.

Singh L. C and Singh. T (1986). Effectiveness of Microteaching Components, Studies at the Elementary Level, N.C.E.R.T Publication, New Delhi.

Thralls, Z.A. The Teaching of Geography, New Delhi, Eurasia Publishing House, Pvt, Ltd.

**WEB SITES:**

Geography Education Standards Project (1994). Geography for life: National Geography Standards. Washington, DC: National Geography Research and Exploration. (<http://www.ncge.org/publications/tutorial/standards>).

Geo Teacher – Geography Education @ National Geography.com

Geo Resource Center – Geography Education

**OPTIONAL COURSE - I**  
**INNOVATIONS IN THE TEACHING OF HOME SCIENCE**  
**(FOR POST GRADUATES IN HOME SCIENCE OR ITS EQUIVALENT)**

**OBJECTIVES**

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

1. Identify the need for home science education for women towards solving their problems.
2. Familiarize with the hazards of environmental pollution and contribute to protection of environment.
3. Analyze the critical problems faced by India.
4. Establish relationship between school and the community.
5. Understand the principles of family resource management.
6. Analyze the role of food technology in daily life.
7. Overcome the problems of housing.
8. Realize the role of clothing in the current situation.
9. Recognize the various nutritional programs.
10. Identify the steps in conducting research in Home science.

**UNIT I: Home Science Education for Women**

Need for Home Science Education for Women- Problems faced by women- Dowry- Sexual harassment- Dual role- Legal rights of women with reference to MTP Act and Dowry Prohibition Act.

**UNIT II: Environmental Education**

Environmental pollution- Health hazards- prevention and remedial measures- alternative sources of energy- solar and wind energy- role of home science education in protection of environment.

**UNIT III: Social problems faced by India**

Critical problems India is facing at present- malnutrition- overpopulation and communicable diseases-causes and prevention.

#### **UNIT IV: Relationship between school and community**

School as a community centre- adult literacy centre- social- recreational and cultural centre- teacher's contribution to the school and community- Home science clubs.

#### **UNIT V: Family Resource Management**

Resources in the family- time, money and energy- conservation- recreational interest to enrich family life

#### **UNIT VI: Food Technology**

Food spoilage and poisoning- rules for food safety- Identification of food adulteration-food laws and standards.

#### **UNIT VII: Housing**

Physical, psychological and social problems of housing- Solving Housing problems- planning homes to meet the present day crisis in space.

#### **UNIT VIII: Clothing**

Clothing and culture- influence of technology on clothing – clothing to promote the personality of an individual.

#### **UNIT IX Extension Activities**

International agencies- WHO, FAO, UNICEF- National agencies-ICDS- Nutritious noon meal scheme, Adult education program, World Food Day, AIDS education.

#### **UNIT X: Research in Home Science Education**

Need for research- importance of action research- steps in conducting research – use of internet in research.

#### **PRACTICAL WORK**

1. Demonstration of any one topic in Home science.
2. Identifying an area prone to health hazard and suggesting remedial measures.
3. Preparation of any one improvised teaching aid.
4. Collection of information from internet, Organizing and presenting it.
5. Minor project / survey relating to nutrition, clothing, child development or housing.

**SUGGESTED REFERENCE BOOKS:**

Devadas R.P, Methods of Teaching Home Science, New Delhi, NCERT, 1950.

Meenakshi Sundaram, Environmental Education, Tamilnadu, Kavyamala Publishers, 2009.

Premalatha Mullick, A textbook of Home Science, Ludhiana, Kalyani Publishers, 2004.

Shubangini Joshi, Nutrition & Dietetics, New Delhi, Tata Mc Graw Hill Publishing Company Ltd, 2004.

Srilakshmi B, Nutrition Science, New Delhi, New Age International (O) Limited Publishers, 2004.

Stella Soundarajan, A textbook of Household Arts, Madras, Orient Longman, 1989.

Varghese, Home Management, New Delhi, Wiley Eastern Limited, 1992.

**OPTIONAL COURSE - II**  
**CONTENT AND METHODS OF TEACHING HOME SCIENCE**  
**(FOR POST GRADUATES IN HOME SCIENCE)**

**OBJECTIVES**

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

1. Understand the nature and scope of Home Science
2. Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
3. Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively.
4. Understand the various methods and techniques that can be employed in teaching of Home Science and to afford them opportunities to employ the various techniques in the classroom teaching.
5. Develop a practical understanding in the use of the technology of teaching Home Science.
6. Understand the principles of curriculum construction and critically examine the Home Science syllabus of the secondary and higher secondary course.
7. Get familiarized with the laboratory organization and maintenance.
8. Know about the need, characteristics and selection of text books in Home science.
9. Familiarize with the principles of classroom management and classroom climate.
10. Get familiarized with recent trends in evaluation as applied to Home Science.

**UNIT I: Content**

The syllabus for XI and XII of Home Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

**UNIT II: Nature and Scope of Home Science**

Nature and scope of Home Science – world setting, family setting and educational setting. Need and significance of home science at various levels. Objectives of teaching Home Science – classification of objectives in specific behavioral terms – cognitive domain, knowledge, comprehension, application, analysis- affective domain, adjustment, scientific attitudes, values, appreciation and interest.

### **UNIT III: Microteaching**

Principles of microteaching, cycle, uses, components- skill of motivation -skill of explaining- skill of stimulus variation- skill of reinforcement- skill of questioning- skill of blackboard writing, skill of demonstration- need for link lesson- practice in microteaching program.

### **UNIT IV: Teacher's plan of action**

Lesson planning – importance of lesson plan- writing instructional objectives- Need, preparation and format- characteristics of a good lesson plan- unit planning.

### **UNIT V: Methods of teaching Home Science**

Group techniques- Lecture method- lecture cum demonstration method- laboratory method- problem-solving method- discussion- seminar- symposium- brainstorming- dramatization- role play- field trips- exhibitions- team teaching Individualized technique- assignments- supervised study- programmed instruction- linear and branching type- CAI.

### **UNIT VI: Educational Technology**

Hardware Educational technology- use and principles of hardware- T.V., film, slides, film strips, over-head projector, tape-recorder, radio. Software display items- use and principles of software- chalkboard, bulletin board, chart, posters, flannel board, magnetic board, models and improvised aids

### **UNIT VII: Home science laboratory**

Home science laboratory – organization- equipment and furniture maintenance- planning of an all purpose room- Maintenance of records and registers, stock books and account books.

### **UNIT VIII: Curriculum in Home Science and Text book of Home Science**

Curriculum Development- Meaning- concept- principles of curriculum construction – Curriculum development – Organization of curriculum and syllabus.

Text books- Criteria of good text books- Critical review of Home science text books used in Higher Secondary schools-home science library.

### **UNIT IX: Home Science Teacher**

Competencies associated with success in teaching- Maintaining optimum physical and mental health- Acquiring breadth and depth in knowledge- teaching effectively- Accepting professional ethics and growth- Personality traits.



## **UNIT X: Examination and Evaluation**

Achievement tests- Essay and objective types- Construction and use of tests- Diagnostic and remedial teaching - Interpretation of scores – Frequency Distribution Tables - Measures of central tendency – Mean, Median, Mode - Measures of variability – Range, Quartile deviation, Mean deviation, – Standard deviation, correlation of Rank order and product moment Continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.

### **PRACTICAL WORK**

1. Identification of 10 values from XI Standard Home Science text book.
2. Preparation of two overhead transparency sheets to teach Home science.
3. Preparation of 10 frames for linear programmed Instructional Material for a topic in Home science.
4. Preparation of objective type test items for a unit in Home science.
5. Self – Evaluation of the teacher trainee using a self evaluation proforma prepared by the teacher – trainee.

### **SUGGESTED REFERENCE BOOKS:**

- Arvinda Chandra, Anupama Shah, Umajoshi, Fundamentals of Teaching Home Science, New Delhi, Sterling Publishers Pvt Ltd, 1995.
- Bhatia, K.K. (1990). Measurement and evaluation in education. Ludhiana: PRakash Brothers.
- Das R.R, and Ray B, Methods of Teaching of Home Science, New Delhi, Sterling Publication Pvt, Ltd, 1979.
- Devadas R.P, Methods of Teaching Home Science, New Delhi, NCERT, 1950.
- Jha, J.K. (2001). Encyclopaedia of teaching of home science. (Vol.I&II), New Delhi: Anmol Publications Private Limited.
- Kochar S.K, Methods and Techniques of Teaching, New Delhi, Sterling Publishers Pvt Ltd, 2008.
- Lakshmi, K. (2006). Technology of teaching of home science. New Delhi: Sonali Publishers
- Ram Babu A and Dandapani S, Essentials of Microteaching, New Delhi, Neelkamal Publications Pvt Ltd, 2010.
- Yadav, S. (1997). Teaching of home science. New Delhi: Anmol Publishers.

**OPTIONAL COURSE - I**  
**INNOVATIONS IN THE TEACHING OF**  
**COMMERCE AND ACCOUNTANCY EDUCATION**  
**(FOR POST GRADUATES IN COMMERCE AND**  
**ACCOUNTANCY OR ITS EQUIVALENT)**

**OBJECTIVES:**

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

1. Acquire knowledge of the terms and concepts used in various methods and techniques of technology and of education to teach Commerce and Accountancy.
2. Understand the different types of curriculum, and curriculum construction of different countries.
3. Apply the knowledge in analyzing, selecting and adopting the suitable methods, techniques and aids for the purpose of teaching Commerce and Accountancy.
4. Make the Commerce and Accountancy education more teaching oriented.
5. Understand the techniques of classroom management and leadership styles in classroom activities.
6. Make them to prepare the instructional material suitable for Commerce and Accountancy.
7. Find out the sources of community resources suitable for Commerce and Accountancy teaching.
8. Acquire skill relating to formation of the commerce department and its activities
9. Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.
10. Acquire the research knowledge in commerce and accountancy education

**UNIT I: Commerce Curriculum**

Curriculum – Principles involved in the curriculum construction – XI and XII standard Commerce and Accountancy syllabus – academic and vocational curriculum – vocational areas identified in the Tamil Nadu Higher Secondary Stage under the heading “Business and Commerce” – selection of materials – gradation of materials for school and College level, Comparison of CBSE, State Board Commerce and Accountancy Syllabus – Latest trends in curriculum construction in developed countries.

**UNIT II : 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.

### **UNIT III : Instructional Methods - II**

Tutorial method-Assignment method-students motivated technique – analytical method – brainstorming-heuristic method-simulation and role playing – team teaching-micro teaching – individualized instructional methods-Methods suitable for teaching Accountancy.

### **UNIT IV : Educational Technology**

Educational technology in learning Commerce and Accountancy – programmed learning – linear and branching – Personalized System of Instruction (PSI) – Computer Assisted Instruction (CAI) Computer Managed Learning (CML) - Educational broadcasting and telecasting – interactive video, tele lecture-video conferencing-e- tutoring-Software in Commerce and Accountancy.

### **UNIT V : Managing classroom**

Classroom management – factors influencing classroom management-systems approach-input- process-output and feedback-aspects in commerce teaching – class room interaction analysis-class room climate-types of teachers based on leadership styles-teacher dominated pattern, laissez faire pattern and democratically planned pattern-significance.

### **UNIT VI : Instructional Materials**

Textbook-reference books-periodicals-business journals, technical documents, survey reports-business documents-news papers-research journals and reports-e-resources-importance of collateral readings.

### **UNIT VII : 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-developing commercial interest and attitude activities.

### **UNIT VIII : Commerce Department**

Commerce department-commerce laboratory – teacher’s diary – records and registers to be maintained-equipment-essentials and desirable-Commerce club or association activities-school bank –school co- operative society.

### **UNIT IX : Professional Development**

Commerce teacher-professional growth of teacher – pre service and in service programme qualities required for a good teacher – ethics of teacher – social and environmental responsibilities of the commerce teacher-problems faced by the commerce teachers.

## **UNIT X : Research and Commerce Teacher**

Need for research in commerce education – areas of research in commerce education -  
current trends in research in commerce education – review of research in commerce education –  
qualities of a good researcher in commerce – problems faced by the researcher in commerce  
education.

### **PRACTICALS :**

1. Collection of e-learning resources in Education, Accountancy and Commerce
2. Undertaking a project on the success story of a business establishment.
3. Constructing Commerce curriculum to enrich the present higher secondary education.
4. Group work on the preparation of lesson plans in Accountancy.
5. Observing and analysis of Classroom management in schools.

### **SUGGESTED REFERENCE BOOKS :**

- Aggarwal, J.C., (2005) Educational technology and Management, Vinod Pustak Madir, Agra.
- Aggarwal. (2008). Teaching of Commerce: A Practical Approach.(2nd ed), Vikas Publishing House Pvt Ltd., U.P.
- Bining, A. C., & Bining, D. A. (1962). Teaching of social studies in secondary schools, Mc Graw Hill, New York.
- Boynlon, L. O. (1995). Methods of teaching book keeping, South Western Publication Company Cincinnati.
- Chauhan, S. S. (2008). Innovations in Teaching Learning Process, Vikas Publishing House Pvt Ltd., U.P.
- Dhand, H. (2009) Techniques of Teaching, APH Publishing Corporation, New Delhi.
- Geoffrey, W. H. (1988). Commerce, Heinemann Professional Publishing, London.
- Gupta, U. C. (2007). Teaching of Commerce, Khel sahitya Kendra, New Delhi.
- James, M. L. (1965). Principles and methods of secondary education, McGraw – Hill Publisher Company Ltd., New York.
- Khan, M. S. (1982). Commerce Education, Sterling Publishers Private Limited, New Delhi.
- Kochhar S. K. (1992). Methods and techniques of teaching, Sterling Publishers Private Limited, New Delhi.

- Kochhar, S. K. (2006). The teaching of social studies, Sterling Publishers Private Ltd., New Delhi.
- Laxmi Devi (1997) Economics of Education, Bhargava Publications, India
- Lynn Erisson, H. (1998) Concept based curriculum instruction, SAGE Publications, India.
- Mangal, S.K., (2001) Foundations of Educational Technology, Tandon Publications, Ludhiana.
- Muthumanickam, R. (2004). Educational objectives for effective planning and teaching. Cyber land Publisher, Chidambaram.
- Nagarajan, K. L., Vinayagam, N., & Radhasamy, M. (1977). Principles of commerce and commercial knowledge, S.Chand & Company Ltd., New Delhi
- National Council of Educational Research and Training. (2006). National curriculum framework 2005: Aims of education, NCERT Publication, New Delhi
- Passi, B. K. (1976). Becoming a better teacher : Micro teaching approach, Sahitya Mudranalaya, Ahemedabad.
- Passi, B.K and Lalita, M.A., (1976) Micro – Teaching: Theory and Research, Jugal Kishore and Co., Dehradun.
- Rao, S. (2004), Teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi.
- Rao, Seema, (1995), Teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi.
- Satish C. Chandha, (2006) Educational Technology and Measurement, R.Lall Book Depot, Meerut.
- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot
- Sharma, R. A., (2005) Teaching of Commerce, Surya Publication, Meerut.
- Sharma, R. C. (1988). Modern science teaching. Delhi: Dhanpat Raj and Sons.
- Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
- Siddiqui, M.H. (2009), Techniques of Teaching, APH Publishing Corporation, New Delhi.
- Singh, R.P., (2005) Teaching of Commerce, Surya Publication, Meerut.
- Singh, Y. K. (2009). Teaching Practice, APH Publishing Corporation, New Delhi.
- Sivarajan. K. And Lal. E.K., (2002) Commerce Education, Methodology of Teaching and Pedagogic Analysis, Calicut University, Calicut.
- Verman, M. M. (1979). Method of teaching accountancy, McGraw Hill, New York.

**OPTIONAL COURSE - II**  
**CONTENT AND METHODS OF TEACHING**  
**COMMERCE AND ACCOUNTANCY EDUCATION**  
**(FOR POST GRADUATES IN COMMERCE**  
**AND ACCOUNTANCY OR ITS EQUIVALENT)**

**OBJECTIVES:**

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

1. Acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy.
2. Understand the nature of Commerce and Accountancy and its relation to other subjects.
3. Understand the aims and objectives of teaching Commerce and Accountancy.
4. Develop skills in the preparation of lesson plan and construction of evaluation tools using suitable techniques.
5. Get familiarised with the preparation of good assignment.
6. 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
7. Acquire skill in digitalized technology.
8. Understand the need of evaluation and teachers role.
9. Develop the skill of constructing an achievement test and analyse the marks by applying suitable statistical methods.
10. Develop the skill of computer operation and modular preparation for e content

**UNIT I: Content**

The syllabus for XI and XII of Commerce and Accountancy text books prescribed by the Text book of the Government of Tamilnadu - time to time.

**UNIT II : Commerce Education and its Nature**

Commerce – meaning – definition – Recent developments in Commerce. Commerce Education : Meaning – definition and importance – historical development of Commerce Education – Need for commerce and accountancy education – importance – fulfilling the present day needs.

Nature and scope of Commerce and Accountancy with special reference to higher secondary school curriculum – Correlation of Commerce and Accountancy with reference to Economics, Mathematics, Commercial Geography, Business management and Administration – Values of teaching Commerce and Accountancy : Practical, social, cultural, moral, disciplinary and vocational.

### **UNIT III : Aims and Objectives**

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

### **UNIT IV : Planning for Instruction**

Planning – Need and importance of Planning – Year Plan - Unit Plan – importance and steps- Model Year and Unit plan for Commerce and Accountancy. Lesson plan: Origin, Need and Principle of preparing a good Lesson Plan and its steps – Model Lesson Plan for Commerce and Accountancy.

### **UNIT V : Review and Assignment**

Review – fixing device – need and importance – characteristics of a good review-assignment – types – Preparing good assignments in Commerce and Accountancy – correction of homework - identification of slow and gifted learners – assignments to suit individual differences.

### **UNIT VI : Organization of Content And Learning**

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

### **UNIT VII : 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 VIII: 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 - Formative and summative assessment - Grading pattern – educational statistics – measures of central tendency – mean, median and mode – deviations and correlation – graphical representation of scores.

### **UNIT IX: 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, weightage tables, question wise analysis and scoring key.

## **UNIT X : IT related professional Inputs**

Computer aided teaching – meaning and role of computers in teaching Commerce – Multimedia approach – exploration of IT resources in commerce and accountancy – multimedia packages and learning objects – Module preparation for e-content development.

### **PRACTICALS**

- Visits to banks, insurance houses, warehouse, trade centers, companies and other business houses.
- Collection of business documents, news paper and magazines articles (cuttings), business forms,
- Organizing and conducting commerce club activities.
- Commerce laboratory practices.
- Updating and contributing through bulletin boards.

### **SUGGESTED REFERENCE BOOKS :**

- Aggarwal, J.C., (2005) Educational technology and Management, Vinod Pustak Madir, Agra.
- Aggarwal. (2008). Teaching of Commerce: A Practical Approach.(2nd ed), Vikas Publishing House Pvt Ltd., U.P.
- Bining, A. C., & Bining, D. A. (1962). Teaching of social studies in secondary schools, Mc Graw Hill, New York.
- Boynlon, L. O. (1995). Methods of teaching book keeping, South Western Publication Company Cincinnati.
- Chauhan, S. S. (2008). Innovations in Teaching Learning Process, Vikas Publishing House Pvt Ltd., U.P.
- Dhand, H. (2009) Techniques of Teaching, APH Publishing Corporation, New Delhi.
- Geoffrey, W. H. (1988). Commerce, Heinemann Professional Publishing, London.
- Gupta, U. C. (2007). Teaching of Commerce, Khel sahitya Kendra, New Delhi.
- James, M. L. (1965). Principles and methods of secondary education, McGraw – Hill Publisher Company Ltd., New York.
- Khan, M. S. (1982). Commerce Education, Sterling Publishers Private Limited, New Delhi.
- Kochhar S. K. (1992). Methods and techniques of teaching, Sterling Publishers Private Limited, New Delhi.



- Kochhar, S. K. (2006). The teaching of social studies, Sterling Publishers Private Ltd., New Delhi.
- Laxmi Devi (1997) Economics of Education, Bhargava Publications, India
- Lynn Erisson, H. (1998) Concept based curriculum instruction, SAGE Publications, India.
- Mangal, S.K., (2001) Foundations of Educational Technology, Tandon Publications, Ludhiana.
- Muthumanickam, R. (2004). Educational objectives for effective planning and teaching. Cyber land Publisher, Chidambaram.
- Nagarajan, K. L., Vinayagam, N., & Radhasamy, M. (1977). Principles of commerce and commercial knowledge, S.Chand & Company Ltd., New Delhi
- National Council of Educational Research and Training. (2006). National curriculum framework 2005: Aims of education, NCERT Publication, New Delhi
- Passi, B. K. (1976). Becoming a better teacher : Micro teaching approach, Sahitya Mudranalaya, Ahemedabad.
- Passi, B.K and Lalita, M.A., (1976) Micro – Teaching: Theory and Research, Jugal Kishore and Co., Dehradun.
- Rao, S. (2004), Teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi.
- Rao, Seema, (1995), Teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi.
- Satish C. Chandha, (2006) Educational Technology and Measurement, R.Lall Book Depot, Meerut.
- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot
- Sharma, R. A., (2005) Teaching of Commerce, Surya Publication, Meerut.
- Sharma, R. C. (1988). Modern science teaching. Delhi: Dhanpat Raj and Sons.
- Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
- Siddiqui, M.H. (2009), Techniques of Teaching, APH Publishing Corporation, New Delhi.
- Singh, R.P., (2005) Teaching of Commerce, Surya Publication, Meerut.
- Singh, Y. K. (2009). Teaching Practice, APH Publishing Corporation, New Delhi.
- Sivarajan. K. And Lal. E.K., (2002) Commerce Education, Methodology of Teaching and Pedagogic Analysis, Calicut University, Calicut.
- Verman, M. M. (1979). Method of teaching accountancy, McGraw Hill, New York.

**OPTIONAL COURSE - I**  
**INNOVATIONS IN THE TEACHING ECONOMICS**  
**(FOR POST GRADUATES IN ECONOMICS OR ITS EQUIVALENT)**

**OBJECTIVES :**

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

1. Understand the Economical problems facing India.
2. Understand the nature and scope of Economics.
3. Understand the Economical and civic realities.
4. Understand the achievement of planning.
5. Develop interest in adopting modern method technologies of teaching.
6. Develop competence in the preparation of programmed learning materials,
7. Understand the various methods of evaluating classroom teaching.
8. Recognize the special problems in teaching Economics in rural schools.
9. Know the latest developments in the subject Economics.
10. Extrapolate concepts in Economics.

**UNIT I : Introduction:**

Aims, Values and Scope of Teaching Economics – Changes in Economics teaching – the aims of Economics – The relative value of Economics- Correlation of Economics with political Science, Commerce, and History.

**UNIT II : Methods and Materials of Teaching Economics**

Use of modern techniques in teaching Economics – Discussion – Seminar – Workshop – Supervised study. Scientific Attitudes and its importance to the individual and society – Catering to the individual differences – Learner Controlled Instruction- Instructional model and multimedia – self learning packages – Identification and care of the talented – helping the slow learners in Economics.

**UNIT III : Organisation and Maintenance**

Structure and design for schools – Classroom Management- principles, approaches techniques, role of a teacher. - Equipping the departmental libraries and museums.

#### **UNIT IV : Research in Economics**

Research in Economics Education – Action Research to resolve classroom problems in teaching Economics- Identifying problems in teaching of Economics – Techniques of conducting and evaluating research in Economics Education

#### **UNIT V : Problems of Economics teaching and Global**

Problems of Economics teaching in urban and rural areas – Global problems – pollution – Diseases – Global warming, over population, malnutrition, superstitious beliefs- Recession- condition of retail traders in India- Role of teacher in creating awareness.

#### **UNIT VI : Economics Education and political Problems**

An understanding of the political problems facing the country – How can political Science Education and Economics Education help in solving them –Comparison of political and economical problems among developed and developing countries.

#### **UNIT VII : Educational technology**

Clubs – Guest lectures – Exhibition – Computer assisted instruction – interactive boards- Cybernetics in Economics Education.

#### **UNIT VIII : Knowledge of Economics**

Knowledge of all the concepts in Economics of standard XI and XII- Contemporary issues in Economics.

#### **UNIT IX : Evaluation of Textbooks and Websites**

Textbooks - Economics – Evaluation of different types of textbooks – CBSE, Matriculation, State Board Evaluation of Website in Economics.

#### **UNIT X : Evaluation of Economics Teachers**

Classroom Climate – Types - Evaluation by pupils – Self evaluation – Rating by superiors or colleagues – classroom interaction analysis

## **PRACTICALS:**

The following activities are suggested:

1. Maps of India can be drawn showing the following :
  - a. Birth ratio
  - b. Mortality
  - c. Migration
  - d. Industries
2. Survey on any one of the problems of the rural community.
  - a. Poverty
  - b. Saving habit
  - c. Illiteracy
  - d. Unemployment in local area
  - e. Investment pattern in relation to Economics of Education
3. Construction and standardization of an achievement test in the subjects.
4. Guest lectures about marketing and other subjects of local and topical interest.

## **SUGGESTED REFERENCE BOOKS:**

- Aggarwal, J. C. (2004). Teacher and education in a developing society. New Delhi : Vikas Publishers.
- Aggarwal, J. C. (2005). Essentials of education technology: Teaching learning innovations in education. New Delhi: Vikas Publishers.
- Aggarwal, J. C. (2005). Teaching of economics. Agra: Vinod Pustak Mandir.
- Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
- Dash, B. N. (2004). Teacher and education in the emerging indian society. Vol(1-2). Hyderabad: Neelkamal Publication Pvt Ltd.
- Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation
- Karthick, G. S. (2004). Teaching of economics. New Delhi: Discovery publication house.
- Kumar, J. J. (2001). Encyclopedia of teaching of economics (Vol1-3). New Delhi: Anmol Publishers.

- Len A, Froyen (1988) Classroom Management Empowering Teacher- leaders. London: Merrill Publishing Company.
- Mangal, S. k., & Mangal, S. (2005). Essentials of educational technology and management. Meerut: loyal book depot.
- Patil, V. T. (2005). Virtual education: Dimension of educational resources. New Delhi: Authors press.
- PublishingHouse Joyee, B., & weil, M. (1996). Models of teaching (5th ed). New Delhi: Prentice Hall of India.
- Rudramamba, B. (2004). Methods of teaching economics. New delhi: Discovery
- Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Sharma, R. A. C. (2007). Technological foundation of education. Meerut: R. Lall Book Department.
- Sharma, R, A (2003) Managing Teaching activities. Meerut: Surya publication
- Singh, Y. K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
- Vedanayagam, E. G. (1994). Teaching technology for college teachers. New Delhi: Sterling Publishers Private Limited.
- Yadav. (2003). Teaching of economics. New Delhi: Anmol publication.

**OPTIONAL COURSE - II**  
**CONTENT AND METHODS OF TEACHING ECONOMICS**  
**(FOR POST GRADUATES IN ECONOMICS OR ITS EQUIVALENT)**

**OBJECTIVES:**

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

1. Understand the value of discipline of Economics
2. Acquire knowledge of the nature, scope and development of economics.
3. Know the aims and objectives of teaching Economics.
4. Acquire awareness about economic problems and their impact on political, social, and cultural trends in Economics
5. Understand the need for implementing the methods of catering to individual differences in teaching of Economics
6. Acquire skills relating to planning lessons and presenting them effectively.
7. Develop the ability to prepare and use the audio and video effectively
8. Understand the principles of curriculum construction and organization of subject matter.
9. Understand the various evaluation techniques of assessing the Economics teachers
10. Proficient in skills of micro teaching.

**UNIT I: Content**

The syllabus for XI and XII of Economics text books prescribed by the Text book of the Government of Tamilnadu - time to time.

**UNIT II : Goals and Objectives**

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: globalization, liberalization and privatization to economics.

### **UNIT III : Micro Teaching**

Micro teaching- origin, need, procedure, cycle of operation and uses-Communication skills with reference to Micro teaching: Verbal and non-verbal communication-principles and steps in micro teaching- teaching of relevant skills: Skill of Introduction, explaining, demonstration, stimulus variation, reinforcement, questioning, blackboard writing, - need for link lesson in micro teaching programme.

### **UNIT IV : Methods of teaching economics**

Method of organizing experiences in teaching lecture method, analytic and synthetic method, Symposia-discussion-workshop-Brain storming method-panel discussion-simulation workshop-seminar-Importance to individuals catering to individualized instruction- team teaching -computer assisted instruction-Programmed instruction-

### **UNIT V : Lesson and unit planning**

Enumeration and derivation of instructional objectives-lesson plan –planning for teaching – developing lesson plans, principles of lesson planning-art of lesson plan-procedure and preparation. Unit plan – Principles and preparation.

### **UNIT VI : Instructional aids**

The importance of instructional media in relation to teaching economics-Criteria for the selection of instructional media, Use of internet in teaching economics-e-learning. Hardware media –epidiascope- diascope - overhead projector-blackboard, visual media-charts-maps, graphs-diagrams-pictures-power point presentation - preparation and use of the instructional media.

### **UNIT VII : Evaluation and statistics**

Tests and its types, diagnostic, prognostic and achievement tests –Criterion and norm referenced tests- Evaluating outcomes of economics teaching-Principles of test construction, Blue Print and question bank, Item Analysis, Reliability, Validity-Standardizing a test.

Construction, administration and uses of Achievement tests-Interpretation of test results. Diagnostic testing and Remedial teaching. Continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern.

Statistical tools-measures of central tendency-mean, median and mode-measures of variability-mean standard and quartile deviation, correlation co-efficient, rank order correlation- percentile ranks, normal probability curve, kurtosis, skeweness graphical representation of data-bar and pie diagram, histogram, frequency polygon-cumulative frequency curve, ogive.

## **UNIT VIII : Curriculum design**

Curriculum construction in economics -principles of curriculum construction- criteria of selection of content matter-organization of content matter. Curriculum improvement projects in India (NCERT) and abroad.

## **UNIT IX : Modern electronic technology in teaching Economics**

Instruction-objectives-future trends- emerging technologies in education- teletext -video text, audio conferencing – teleconferencing-computer conferencing-V-SAT (very small aperture terminals)-Internet and intranet-on line teaching. Virtual Classrooms in Economics.

## **UNIT X : The Teacher and Resources for teaching Economics**

Economics teacher-academic, professional qualification and professional growth-special quality - Salient features intrinsic to the teaching of economics-the characteristic qualities to be looked for in a teacher of economics.

Special problems of economics teaching in rural schools, teacher preparation and in-service education- inculcating economic attitudes. Co curricular activities- types of co curricular activities- organization of economic club-economic exhibitions and fairs-field trips and excursions

### **PRACTICALS:**

- Preparation of unit plans in economics.
- Preparation of programmed instruction file.
  - a) linear programming(15) frames.
  - b) Branched programming (10) frames.
- Construction and use of achievement test. Analysis and interpretation of test scores.
- Collection of year books, Newspaper, Magazines and articles clippings related to Economics.
- Collection of pictures for album related to economic concepts.
- Preparation of workshop files for
  - a) Question Bank
  - b) Instructional media
- Preparation of instructional material file
- Conducting economic survey in a locality with references to Population , Savings



- Preparation of display materials and maintaining bulletin board.
- Multimedia preparation (25 slides)

### **SUGGESTED REFERENCE BOOKS:**

Aggarwal, J. C. (2004). Teacher and education in a developing society. New Delhi : Vikas Publishers.

Aggarwal, J. C. (2005). Essentials of education technology: Teaching learning innovations in education. New Delhi: Vikas Publishers.

Aggarwal, J. C. (2005). Teaching of economics. Agra: Vinod Pustak Mandir.

Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.

Dash, B. N. (2004). Teacher and education in the emerging indian society. Vol(1-2). Hyderabad: Neelkamal Publication Pvt Ltd.

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

கணபதி, வி. & இரத்தின சபாபதி, பி (2008) நுண்ணிலை கற்பித்தல், சென்னை : சாந்தா பதிப்பகம்.

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

Karthick, G. S. (2004). Teaching of economics. New Delhi: Discovery publication house.

Krishnamurthy, R. (1997). Library management. New Delhi : Common Wealth Publishers.

Kumar, J. J. (2001). Encyclopedia of teaching of economics.(Vol.1-3). New Delhi: Anmol Publishers.

Kumar, K. L. (1997). Educational technologies. New Delhi: New Age Publishers.

Mangal S. K. (1997). Foundations of educational technology. New Delhi: Tandon Publications.

Mangal, S. k., & Mangal, S. (2005). Essentials of educational technology and management. Meerut: Loyal Book Depot.

Mehra , V. (2004). Educational technologies. New Delhi : S.S Publications.

Misra, B. (2004). Curriculum reform and educational development. New Delhi: Muhit Publications.

Patil, V. T. (2005). Virtual education: Dimension of educational resources. New Delhi: Authors press.

Prasad, J., & Kumar, K. V. (1997). Advanced curriculum construction. New Delhi : Kanishka Publishers and Distributors.

Passi, B. K. (1976). Becoming a better teacher : Micro teaching approach. Ahemedabad: Sahitya Mudranalaya.

இரத்தின சபாபதி, பி. (2008) கல்வியில் தேர்வு சென்னை : சாந்தா பதிப்பகம்.

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

Sharma, K., & Tuteja, T. (1995). Teaching of economics. New Delhi: Common Wealth Publishers.

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

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

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

Sharma, S. (2004). Modern technologies of teaching economics. New Delhi: Anmol Publishing House.

Yadav, A. (2002). Teaching of economics. New Delhi: Anmol publications.

## **OPTIONAL COURSE - I**

### **INNOVATIONS IN THE TEACHING OF COMPUTER SCIENCE**

#### **(FOR POST GRADUATES IN COMPUTER SCIENCE OR ITS EQUIVALENT)**

#### **OBJECTIVES :**

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

1. Develop interest and appreciate various pedagogical principles in teaching of computer science.
2. Acquire knowledge of preparing and using Computer Assisted Instruction programmes..
3. Acquire the knowledge relating to the organization and administration of computer laboratory
4. Understand the need for methods of evaluating the class room teaching behavior.
5. Acquire knowledge of computer software and growing capability of computer technology.
6. Acquire knowledge of latest trends in Information Technology and assessment techniques..
7. Develop qualities of a good computer science teacher.
8. Acquire knowledge in evaluating teachers.
9. Acquaint with fundamental knowledge of computer softwares.
10. Develop leadership qualities in classroom management.

#### **UNIT I: Techniques in the Teaching of Computer Science**

Brainstorming – Buzz session – Simulation -Seminar-symposium-group discussion –panel discussion-workshop techniques

Programmed learning : Characteristics of programmed learning – Principles of programmed learning – Styles of programmed learning : Linear or Extrinsic programmed learning, Branching or Intrinsic programmed learning – Comparison between linear and branching programming in computer science Team teaching.

#### **UNIT II: Computer Science Teacher**

Academic and professional qualification – special qualities required for a computer science teacher- Need and importance of In service training of a Computer Science teacher.

#### **UNIT III: Evaluation Of Teachers**

Rating by supervisor or colleagues-evaluation by pupils- self-evaluation-classroom interaction analysis.

## **UNIT IV: Planning And Maintenance of Computer Laboratory**

Introduction - Need for planning the computer laboratory – Planning and maintenance of a computer laboratory - special features of computer laboratory – essential infrastructure- laboratory management – organization of practicals for pupils – maintenance of records- discipline rules in the laboratory for the teacher and laboratory staff – rules for the students in the laboratory – cybercrime.

## **UNIT V: Computer Education**

Computer Software: Categories of software different procedures for acquiring software advantages – the ethical and practical issues involved in the software piracy

Computer Technology: The growing capability of computer technology- use of robots- artificial intelligence- office automation.

## **UNIT VI: Writing (CAI) Instructional Programmes**

A systematic plan for developing CAI programmes. Designing a CAI lesson; specification of objectives – front-end analysis- outcome specification of lesson design- Lesson development- lesson validation.

Common CAI frames; Introduction- menu page- teaching frames- criterion test frame – feed back (remedial) frames- reinforcement frames- graphics frames.

## **UNIT VII: Classroom Management**

Classroom management : meaning, factors influencing classroom management – significance of classroom climate – teacher dominated, laissez-faire and democratic patterns.

## **UNIT VIII: ICTs Pedagogy in Teacher Education**

Integrating ICTs in Teacher Training – New needs of teachers – Motivation of teacher integration in teacher education – ICTs for improving quality of teacher training – Enhancing quality of teacher training – ICTs for improving educational management.

## **UNIT IX: Latest Trends In Information Technology**

Multi media – desk top Publishing – Internet and its uses – E-learning: definition, meaning, modes of e-learning, characteristics of e-learning, e-learning tools, benefits of e-learning – Virtual Learning – Web enabled/ Based learning – Tele conferencing – Video conferencing.

## **UNIT X: New Developments In Evaluation**

E-assessment : definition, types of e-assessment – risk involved in using e-assessment – limitations of e-assessment.

### **PRACTICALS :**

- Construction of a diagnostic test
- Preparation of branched programme material consisting of twenty frames in Computer Science
- Preparation for lesson plan for power point presentation
- Evaluating reports of three web sites in Computer Science

### **SUGGESTED REFERENCE BOOKS:**

- Agarwal, J. C. (2006). Essential of educational technology: Teaching and learning. New Delhi: Vikas Publishing House Pvt. Ltd.
- Alexis, M. L.(2001). Computer for every one. New Delhi: Vikas Publishing house Ltd Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
- Allison, L. J., & Chris, P. (2007). Preparing for blended e-learning. UK: Routledge.
- Baker, Q. (1980). Educational testing and evaluation, design, analysis and policy. New Delhi: Sage Publications.
- Bennett, S., Marsh, D., & Killen, C., (2008). Handbook of online education continuum. New York: International Publishing group.
- Chauhan, S. S. (1985). Innovations in teaching learning process. New delhi: Vikas Publishing house Ltd.
- Goel, H. K. (2005). Teaching of computer science. New delhi: R.Lall Books.
- Harley, H. (2007). The internet: Complete reference. New delhi: Tata McGrow Hill Pub.co., Ltd.
- John, W. (2007). Learning and teaching using ICT. New Delhi: Learning Matters Ltd.
- Joyce., & Well., (2004). Models of teaching. U.K: Prentice hall of India.
- Kochhar, S. K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt Ltd.
- Krishna Sagar, (2005) ICTs and Teacher Training, Printed in India at Tarum Offset, delhi.
- Krishnamurthy, R. C. (2003). Educaitional technology: Expanding our vision. Delhi: Authors Press.

- Kumar, K. L. (1997). Educational technology. New Delhi: Angel International (P) Ltd.
- Manoj Kumar Dash, (2010) ICT in Teacher Development, Neelkamal Publications Pvt. Ltd.,
- Mangal S.K., Uma Mangal, (2009) Essentials of Educational Technology, PHI learning Private Limited.
- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Private Limited.
- Stephen, M. A., & Stanely, R. (1985). Computer based instruction: Methods and development. NJ: Prentice Hall.
- Suri, R. P. (2002). Graphic programming in C & windows: New Delhi: Khanna Book Publishers.
- Vanaja, M. (2006). Educational technology. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Verma, R. (1990). Modern trends in technology. New Delhi: Anmol Pubblication.

## OPTIONAL COURSE - II

### CONTENT AND METHODS OF TEACHING COMPUTER SCIENCE (FOR GRADUATES & POST GRADUATES IN COMPUTER SCIENCE OR ITS EQUIVALENT)

#### OBJECTIVES :

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

1. Acquire knowledge of historical evolution of computer and its hardware, software components.
2. Acquaint with the aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
3. Acquire skills relating to planning lessons and presenting them effectively.
4. Familiarize with the various methods that can be employed for the teaching of computer science.
5. Understand the principles of curriculum construction.
6. Develop skill in constructing tests.
7. Acquaint in preparation of instructional aid.
8. Acquire skills to evaluate text books.
9. know techniques in preparation of good assignment.
10. acquire skill in preparing unit plan.

#### UNIT I: Content

The syllabus for XI and XII of Computer Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

#### UNIT II: Hardware and Software of 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 III: Objectives of Teaching Computer Science**

Aims and objectives of teaching Computer Science – Blooms taxonomy of Educational objectives – computer science teaching at different levels : primary, secondary, and higher secondary levels – Attainment of the objectives of computer science teaching.

### **UNIT IV: Micro Teaching**

Micro teaching – origin, need, procedure, cycle of operation and uses – Communication skills with reference to Micro teaching: Verbal and non-verbal communication- principles and steps in micro teaching - teaching of relevant skills; Skill of Introduction, explaining, demonstration, stimulus variation, reinforcement, questioning, blackboard writing, - need for link lesson in micro teaching programme.

### **UNIT V: Lesson and Unit Planning**

Lesson Planning: Importance of lesson plans, writing instructional objectives and planning for specific behavioural changes.

Unit planning: Preparation and use of unit plan, Yearly planning

### **UNIT VI: Instructional Methods**

Individualized instruction – programmed instruction – Computer Assisted Instruction (CAI), steps for developing CAI, modes of CAI, benefits of CAI, limitations of CAI, role of teacher in CAI – Computer Managed Instruction.

Lecture – demonstration – Problem Solving – Project method – Scientific method – analytic and synthetic methods. Inductive – deductive approaches of teaching computer science.

### **UNIT VII: Instructional Aids**

Meaning of the term instructional material or teaching aid – use and importance of instructional material or teaching aid in computer science – Guiding principles for the effective use of audio visual aids – classification of audio visual aids : The first approach, The second modified 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 White Board - Power Point Presentation (Multimedia presentation – preparation and use of the instructional media).



## **UNIT VIII: Curriculum in Computer Science**

Meaning of the term curriculum – Distinguishing curriculum from syllabus – principles of curriculum construction in computer science – Development of computer science curriculum – Approaches to the organization of computer science curriculum : correlated approach, Integrated approach, Topical approach, Concentric or spiral approach, Chronological and sequential approach – Evaluation of the existing computer science curriculum at the secondary stage.

## **UNIT IX : Evaluation in Computer Science**

The concept of evaluation – objective based evaluation – tools and techniques in evaluation - evaluation for achievement, diagnosis and prediction – Criterion and Norm referenced tests – construction of different types of test :- Principles of test construction and administration of an achievement test – Blue print – Characteristic of a good test –Item analysis – Continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - Computer Aided Evaluation - On line examination.

Statistical measures : Measures of central tendency : mean, median, mode – measures of variability: range, standard deviation, average deviation, quartile deviation – rank correlation – statistical analysis using Ms-Excel.

## **UNIT X: Text Books, Assignment and Review**

Computer Science Textbook : Meaning - Qualities of good computer science text book – use of text book in and outside the classroom – criteria for evaluation of 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 – Review of units in computer science – Different techniques of reviewing a lesson.

## **PRACTICALS :**

- Practice of a minimum of five skills on Micro teaching
- Preparation of Unit plan
- Preparation of teaching aids
- Preparation of Programmed Instruction Material
- Linear Programming (Minimum of 20 frames)
- Multimedia Presentation (Minimum of 20 slides)

- Preparation of transparencies
- Construction of an achievement test
- Critical analysis of content course of standard IX to XII syllabus.
- Identification and cataloguing of three websites relating to the prescribed school curriculum
- Comparative evaluation of any two web pages bearing on the same unit in the school curriculum

### **SUGGESTED REFERENCE BOOKS:**

Agarwal J. C. (2006). Essential of educational technology. Teaching and learning. New Delhi: Vikas Publishing House Pvt. Ltd.

Alexis, M. L. (2001). Computer for every one. Leon: Vikas Publishing house Ltd: New Delhi.

Balaguruswamy. E., & Sharma, K. D. (1983). Computer in education and training. New Delhi: NIIT.

பாஸ்கரன், ப., & பத்மபிரியா, (2007) கலைத்திட்ட வளர்ச்சி, சென்னை : சாந்தா பதிப்பகம்

Chauhan, S. S. (1985). Innovations in teaching learning process. New Delhi: Vikas Publishing house Ltd.

கணபதி, வி. & இரத்தின சபாபதி, பி (2008) நுண்ணிலை கற்பித்தல், சென்னை : சாந்தா பதிப்பகம்.

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

Goel, H. K. ( 2005). Teaching of Computer Science. New Delhi: R.Lall Book Depot.

Kochhar, S. K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt Ltd.

Krishnamurthy, R. C. (2003). Educational technology: Expanding our vision. Delhi: Authors Press.

Kumar, K. L. (1997). Educational technology. New Delhi: Angel International (P) Ltd.

Mangal S.K., Uma Mangal, (2009) Essentials of Educational Technology, PHI learning Private Limited, New Delhi.

Manju Gehlawat (2012), Information Technology in Education, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Aisa - Core Paper - III (Page 34)

Mohanty, L. (2006). ICT strategies for schools. New Delhi: Sage Publication.

Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co Ltd.

- Oosterhof, A. C. (1990) . Classroom applications of educational measurement. Ohio: Merrill Publishing.
- Passi, B. K. (1976). Becoming a better teacher : Micro teaching approach. Ahmedabad : Sahitya Mudranalaya,.
- Passi, B. K. (1976). Becoming a better teacher : Micro teaching approach. Ahmedabad: Sahitya Mudranalaya.
- Pathak, R.P. and Jagdeesh Chaudhary (2012), Educational Technology, New Delhi: Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Core Paper - III (Page 34)
- இரத்தின சபாபதி, பி. (2008) கல்வியில் தேர்வு. சென்னை : சாந்தா பதிப்பகம்.
- இரத்தின சபாபதி, பி & இரேணுபத்மாமோகன். (2008) வினாக்களில் விரிகல்கள், சென்னை : சாந்தா பதிப்பகம்
- Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Private Limited.
- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books. Depot
- Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
- Sharma, R. C. (1998). Modern science teaching. New Delhi: Dhanpat Raj and Sons.
- Sidhu, K. S. (2006). Teaching of mathematics. New Delhi: Sterling Publishers Private Ltd.
- Singh, Y. K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
- Srinivasan, T. M. (2002). Use of computers and multimedia in education. Jaipur: Aavisakar Publication.
- Stephen, M. A., & Stanely, R. (1985). Computer based instruction: Methods and development. NJ: Prentice Hall.
- Stone, E. (1996). How to use microsoft access. California: Emergyville.
- Vanaja, M. (2006). Educational technology. Hyderabad: Neelkamal Publications Pvt. Ltd.
- விஜயலட்சுமி, (2008). கற்பித்தலில் சிக்கல்கள் - தீர்வுகள். சென்னை : சாந்தா பதிப்பகம்.
- விஜயலட்சுமி, வ (2007) நுண்நிலை கற்பித்தல், சென்னை : சாந்தா பதிப்பகம்

## **OPTIONAL COURSE - I**

### **INNOVATIONS IN THE TEACHING OF SOCIAL SCIENCE**

**(FOR POST GRADUATES IN POLITICAL SCIENCE, SOCIOLOGY, PSYCHOLOGY, LOGIC, PHILOSOPHY, INDIAN CULTURE OR ITS EQUIVALENT)**

#### **OBJECTIVES:**

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

1. Promote and understand the process of continuity change and development which human society has evolved.
2. Develop an understanding of our nation's natural resources and developments.
3. Understand Indian people living style, Indian Society and Culture.
4. Develop knowledge of India's main thrust of freedom struggle.
5. Know the values enshrined in the Indian Constitution and to prepare them for exercising their rights and duties as informed citizens of a democratic society.
6. Develop an appreciation of the structure and working of civic and political institutions in the country.
7. Promote an understanding of the issues and major challenges of contemporary India.
8. Promote an understanding of India's role in world affairs.
9. Know the Agriculture developments.
10. Know the Industrial developments.

#### **UNIT - I: Evolution of human Society**

Pre-historic society - Stone Age - Bronze age, Civilization - Harappan, Mesopotamian, Chinese and Egyptian Civilizations - Iron age Civilization - Indian, Greek, Roman and Iranian Civilization - Medieval world: Religious and cultural developments and the features of the feudal system.

#### **UNIT - II: Modern World**

Modern age - Rise of modern Science, Industrial revolution, American, French and Russian Revolution's, Movements for Democracy - Colonialisation in Asia and Africa - The First World War, League of Nations, Rise of Fascism and Nazism, Second World War, the UNO.

#### **UNIT –III: Indian Natural Environment, Resource and development**

Physiographic - Geographical structure - Rivers and economy - Pollution of rivers - Climate: Factors influencing climate; Monsoon - Rainfall and Temperature - Climate and Human life Vegetation and Wild life - Soil-types and distribution - land degradation and conservation measures - water resources - water harvesting - conservation and management - Minerals: Types and distribution - power resources - conventional and non-conventional - conservation.

## **UNIT- IV: Indian People, Society and culture**

Population as a resource; Social structure - caste, class, kinship and religion - Culture-Meaning of culture, factors influencing cultures, components of culture - Tradition, Aesthetics, art, architectures, literature, Science and technology, beliefs and practices, Unity in diversity – Heritage - Natural and cultural; Preserving Heritage - need and measures for their preservation.

### **Unit- V India's Freedom Struggle**

Establishment of British rule in India and its impact - Religions and Social Reform Movements - Indian National Movement - Phases I (1857-1905), Phases II (1905-1919), Phases III Gandhian Era (1919-1947)

### **Unit – VI: The Indian Constitution, Citizenship and State Policy**

Constitution Framing - Preamble and features - Citizenship-Fundamental Rights - Human Rights - National Human Rights Commission and State Human Rights Commission - Fundamental duties - Directive Principles of State policy.

### **UNIT –VII: Democracy at Work**

Local Governments - Panchayat Raj System - Municipal Administration - District Administration - State Governments - Governor - Chief Ministers and council of Ministers - State Legislature - High Courts and State Secretariat - Union Government: President - Prime Minister and Council of Ministers - Supreme Court and Central Secretariat - People and Democracy - Political Parties - Electoral Processes and Universal adult Franchise.

### **UNIT –VIII: Contemporary India**

Issues and Challenges - National Integration and Secularism - Social Justice and Economic Justice - Empowerment of Women - Equality of opportunity - Education and Health for All - India and the World Peace.

### **UNIT –IX: Agriculture and Indian Economy**

Agriculture: Types of Farming - Major Crops, contribution of Agriculture to National Economy - Employment – Food security- Impact of Globalisation, Import and Export.

### **UNIT – X: Industries and Indian Economy**

Indian Industries – Public sector – Rural Industries – Private Enterprises – Transport and Communication – Railways – National Highways – Globalization and its impacts.

#### **Practical:**

1. School Social Science Text book review.
2. Preparing improvised aids for teaching Social Science.
3. Model Parliament and model trail.
4. A comparative evaluation of any two web pages bearing on the same unit in school curriculum.

## **SUGGESTED REFERENCE BOOKS:**

- Anlet Sobithabai, (2009). Contemporary History of India (1947 – 2009 A.D). Sharon publications, Tamil nadu.
- Asian development Bank (2010). Agriculture food security and rural development. Oxford University press.
- Basham A.L (2008) A Cultural history of India @ Claren don press.
- Bipan Chandra, Mridula Mukherjee, Aditya Mokherjee (2000). India after Independence 1947 – 2000, Penguin books Ltd India.
- Geetisen (c2003), India: A National Culture? @ Sage publications New Delhi.
- Kamala prasad (2006) Indian administration: Politics, Polices and Prospects @ Pearson Congman Delhi.
- Khitoliya R.K Environmental management and Conservation (2008).– APH pub. corp.
- Mahajan, V. D. (1991). History of modern Europe since 1789, S. Chand & company Ltd, Ram nagar, New Delhi.
- Majumdar, R.C, Raychaudhuri.H.C. &Kallikinkar Datta- An Advanced History of India published by Macmillan India Limited.
- Nilakanta Sastri, K.A.- Srinivasachari. G.-Advanced History of India-Published by Allied Publishers Private Limited.
- Pandy S.N. (2008) Economic History of modern India. @ Read worthy publications Pvt Ltd. New delhi.
- Parthasarathy.G & Nancharaiah. G. (2003) Economic reforms and rural development in India @ academic foundation, New Delhi.
- Pylee M.V. (2002). Indian’s Constitution, S. Chand & Company Ltd. Ram nagar Delhi.
- Rajayyan, K. -A History of Freedom Struggle in India –Published by Madurai publishing House, Madurai.
- Rajesh Basrur.M (c2009)Challenges to democracy in India. @ Oxford University press.
- Ramesh Umarani (2009) A-Z Ecology –. Centrum press, New Delhi.
- Rau’s I.A.S. Study Circle New Delhi-Studies in Indian History-Published by Bookhive Publishers and Book sellers, New Delhi-8
- Southgate, G.W - An Introduction to World History – Published by J.M. Dent and Sons Ltd., 10-13, Bedford St., London Wc 2.
- Srinivasamurthy, A.P. - History of India’s Freedom Movement 1857 - 1947 Published by S. Chand and Company (prt) Ltd, Ram Nagar, New Delhi-110 055.
- Swain J.E, (1980). A History of world civilization, Eurasia publishing house (pvt) Ltd, Delhi.
- Vaidyanathan . A (2010). Agriculture growth in India : role of technology, incentives, and institutions by Oxford University press.

## OPTIONAL COURSE - II

### CONTENT AND METHODS OF TEACHING SOCIAL SCIENCE

(FOR POST GRADUATES IN POLITICAL SCIENCE, SOCIOLOGY, PSYCHOLOGY, LOGIC, PHILOSOPHY, INDIAN CULTURE OR ITS EQUIVALENT)

#### OBJECTIVES:

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

1. Understand the nature, scope and concept of Social Science.
2. Understand the aims and objectives of teaching Social Science.
3. Get acquainted with various methods of teaching Social Science at various levels.
4. Understanding of the principles of curriculum development, its transaction and evaluation in Social Science Curriculum.
5. Develop certain professional skills useful for classroom teaching.
6. Get the knowledge of research in Social Science.
7. Equip with the evaluation skills.
8. Know & understand the methods of Educational Statistics.
9. Appreciate use of modern technology in teaching social science
10. Develop qualities to make use of resource in teaching social science

#### UNIT I: Content

The syllabus for VI and X of Social Science text books prescribed by the Text book of the Government of Tamilnadu - time to time.

#### UNIT II: Aims and objectives of teaching Social Science:

Nature, Scope and concept of Social Science -Correlation with other subjects such as History, Geography, Civics and Economics Social Science books - its effective use - Qualities of a good Social Science Teacher - Status of Social Science Education in India.

#### UNIT III: Approaches and Modern Methods of Teaching Social Science:

Known to unknown, Simple to Complex, Concrete to Abstract - Lecture Method, Discussion Method, Problem solving Method, Story telling method, Observation method, Assignment Method, Illustration and Exposition - Bloom's Taxonomy of directional objectives - Flander's Interaction

Analysis - Dealing with Controversial issues in Social Science - Dramatisation, Role Play, Programmed learning self study, Micro Teaching, Team Teaching, Simulated Teaching, Multi - media in Social Science teaching and Power Point Preparation , Technology integrated learning – CAI.

#### **UNIT IV : Resource and Equipment:**

Library and laboratory – Museum – Study circles – Community resources: Source Method, Project Method, Demonstration Method, Journey Method, Regional Method, Social Studies Clubs, Conduct of Model Parliament, Field Trips, Excursions.

#### **UNIT V : Social Science Curriculum:**

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

#### **UNIT VI : Instructional Planning:**

Planning for effective instruction in Social Science - Concept and objectives of lesson planning, planning of Daily lesson plan - Unit plan and Yearly lesson plan -Meaning and importance of text books in teaching of Social Science.

#### **UNIT VII : Transaction of Social Science / Instructional Aids - Techniques of Teaching**

Instructional Aids - Preparation, Improvisation and effective use - Chart, Models, Scrap Books, Media (Print, Non - Print and electronic Media) Maps , Globes - Organisation and Planning of co-curricular activities of social science - Bulletin Board - Edger Dale’s cone of learning experience.

#### **UNIT VIII : Concepts of Social Science**

Developing and applying concepts - Generalization and Hypothesis in Social Science - Developing concept and Generalization - Concept formation and classification - Concept Mapping in Social Science – Instructional Strategies for Concept learning.



## **UNIT IX : Methods of Evaluation**

Evaluating and assessing student learning - Evaluation, concept and Importance - Formative and Summative Evaluation - Evaluation Techniques, their relative merits and demerits: Diagnostic testing and Remedial measures, Oral Tests, Essay type tests, Objective type test - Continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - Evaluation of Curriculum - Text Book Review.

## **UNIT X : Educational Statistics**

Collection of test scores and interpretation: Arrangement of scores, Frequency distribution table, Measures of Central Tendency (Mean, Median, Mode), Measures of Variability (Range, Quantile Deviation, Average, Mean Deviation, Standard Deviation), Correlation (Rank order & Product Moment), Graphs (Histogram, Frequency Polygon, Cumulative Frequency Curve, Ogive), Percentile Ranks, Normal Probability Curve, Kurtosis, Skewness.

### **PRACTICAL:**

1. Excursion and field trips.
2. Preparing maps, charts, pictures, models, etc.
3. Preparing a picture Album.
4. Maintaining a Scrap book.
5. Identifying three websites related to the syllabus.

### **SUGGESTED REFERENCE BOOKS:**

Aggarwal, J.C (1993), Teaching of Social Studies - A Practical Approach, Second Revised Edition. New Delhi: Vikas Publishing House Private Ltd.

Benjamin, S.B.J. Thomas, F & George F.M.(1971) Hand book of Formative and Summative Evaluation of student Learning, New York: Mc crow Hill Book Company.

Bining A.C. and Bining D.H (1952) Teaching the Social Studies in Secondary School Bombay: Tata Mc Crsaw-Hill Publishing Co. Ltd.

Dash, B.M. Conteret - cum - method of Teaching of Social Studies, New Delhi: Kalyani Publications.

Edgar, S. W and Stanely, P.W (1958) Teaching Social Studies in High Schools, IV Edison Boston D.C.: Health and Company

Kohli, A.S. Teaching of Social Studies New Delhi: Anmol Publications.

- Kodechar, S.K.(1998) Teaching of Social Studies New Delhi: Sterling publishers Pvt. Ltd.
- Mehta, D. D.(2004) Teaching of Social Studies Ludhiana: Tandon Publications.
- Mittal, H.C , Teaching of Social Studies, New Delhi: Dhanpat Rai and Chandra R.N. Sons.
- Mottart, Maurice, P.( ) Elementary Social Studies instructions, New York: Longman, Green and Co.
- Mofatt, M.R. (1965) Social Studies Instruction New York, Prentice Hall.
- Preston, Ralph. C (1965) Hand book of Social Studies. ....Rhinehart and Company
- Shaid, B.D. (1962) Teaching of Social Studies, Jalandhar, Panipat, Kitat Ghar.
- Sidhu, H. S, Teaching of Social Studies Ludhiana. Tondon Publishers.
- Singh, Gurmit and Kaur, Jasvir (2007) Teaching of Social Studies, Ludhiana: Kaliyani Publishers.
- Taneja, V.K.(1992) Teaching of Social Studies, Ludhiana : Vizo's Publications.
- UNESCO. (1981): Handbook of Teaching Social Studies. Paris: UNESCO.
- Qarrett, H. E. (1979) Statistics in Psychology & Education, Bontay Vakils Feffer and Simons Ltd.