SEMESTER – I

Course Code:	**Credits: 5**

EDUCATIONAL PSYCHOLOGY

COURSE OBJECTIVES

CO1: Enable students to acquire knowledge about various methods of psychology

CO2: Gain knowledge about the concept of learning and its related theories

CO3: Understand motivation and its influence on human behavior

CO4: Comprehend in-depth concepts of intelligence and creativity

CO5: Explain the concepts and theories of personality

Unit-I: EDUCATIONAL PSYCHOLOGY AND HUMAN GROWTH AND DEVELOPMENT

Psychology: Meaning and definitions - Branches of psychology - Methods of psychology – Educational psychology: Meaning, scope and significance - Human growth and development: Introduction of nature and nurture, distinction among growth, development and maturation - General principles and characteristics of growth and development. Dimensions of development: Physical, cognitive, emotional, social and moral – Phases of developmental and development tasks - Infancy, childhood and adolescence.

Unit - II: ATTENTION, PERCEPTION AND MEMORY

Attention: Meaning, nature, distraction, inattention, divided attention and span of attention – Determinants of attention – Sensation and perception – Laws of perception - Errors in perception: Illusion and hallucination - Concept Formation: Types and theories - Memory: Meaning, types of memory, Strategies for improving memory - Forgetting: Meaning, causes, and theories of memory- Memory disorders.

Unit - III: MOTIVATION AND LEARNING

Motivation: Meaning and definitions, – Types of Motivation: Maslow's theory of motivation and its educational implications – Role of rewards and punishments – Level of aspiration – Learning: Theories of learning and its educational implications - Thorndike's Connection,

Pavlov's Classical, Skinner's Operant Conditioning, - Learning by insight, Transfer of learning – Levels of learning: Gagne.

Unit - IV: THINKING, INTELLIGENCE AND CREATIVITY

Thinking - Meaning, definitions, convergent and divergent thinking - Intelligence: Meaning, definitions and types - Theories of Intelligence: Two factor, Thurston's Group factor, Thorndike's Multi-factor, Guilford's Structure of Intellect, and Gardner's Multiple Intelligence - Intelligence Quotient (IQ) - Assessment of Intelligence - Creativity: Concept, factors and process - Strategies for fostering creativity.

Unit - V: PERSONALITY AND HUMAN ADJUSTMENT

Personality: Meaning, definitions, and determinants of personality - Theories of Personality: Type, trait, and psychoanalytic - Assessment of personality: Projective and non-projective techniques - Adjustment and maladjustment - Cause of maladjustment - Defense mechanisms.

SUGGESTED ACTIVITIES:

1. Observe and inquire the process of learning by children from different backgrounds and record your observations.
2. Prepare an album of any 10 psychologists and their contributions to learning.
3. Visit any two Special Educational Institutions and write a report on the methods of teaching.
4. Visit anyone of the Mental Health Institutes to prepare a detailed report about its services.
5. Visit anyone of the Vocational Educational Centers and prepare a report on the Job-oriented courses offered to the delinquents.

TEXT BOOKS

1. Bert Laura, E. (2014). Child development. New Delhi: PHI Learning.
2. Chauhan, S.S. (2002). Advanced educational psychology. New Delhi: Vikas Publishing House.
3. Hurlock, Elizabeth, B. (2015). Child development. New Delhi: McGraw Hill Education

4. Mangal, S.K. (2002). Advanced educational psychology. New Delhi: Prentice Hall of India.
5. Matthews. G., Deary, L. J., & Whiteman, M.C. (2009). (2nd ed.). Personality: Theory and research. New York: Guilford Publications.

SUPPLEMENTARY READINGS:

1. Anitha Woolfolk. (2004). Educational psychology. Singapore: Pearson Education.
2. Cloninger, S.C. (2008) (5th ed.). Theories of personality: Understanding persons. Englewood Cliffs, New Jersey: Prentice Hall.
3. Schunk, D.H. (2007) (5th ed.). Learning theories: An educational perspective. New York: Prentice Hall of India.
4. Skinner, C.E. (2003) (4th ed.). Educational psychology. New Delhi: Prentice Hall of India.
5. Sprint Hall Norman, A, & Sprint Hall, Richard, C. (1990) (5th ed.). Educational psychology: A developmental approaches. New Delhi: McGraw Hill.

E-RESOURCES

1. http//:www.psychology.org
2. http//:www.ibe.unesco.org
3. http//:www.gsi.berkeley.edu
4. http//:www.simplypsychology.org
5. http//:www.freepsychotherapybooks.org

COURSE OUTCOMES

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

CO1: acquire knowledge about various methods of psychology

CO2: gain knowledge about the concept of learning and its related theories

CO3: get to know about motivation and its influence on human behaviour

CO4: acquire knowledge about concepts of intelligence and creativity

CO5: familiarize with the concepts and theories of personality

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1									*															
CO2																								
CO3				*					*															
CO4				*			*								*									
CO5																								*

SEMESTER – I

Course Code:	**Credits: 5**

CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES

CO1: Understanding of the nature of social diversity and the educational demands of the diverse communities.

CO2: Develop understanding of the issue in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.

CO3: Develop an understanding of the educational policies and programs during the pre-independent and post-independent periods.

CO4: Examine the issues of language policy in education.

CO5: To develop an understanding of the educational policies and programs during the pre-independent and post-independent periods.

Unit- I: EDUCATION IN CONTEMPORARY INDIA, CONSTITUTIONAL CONTEXT

Education – meaning, definitions, nature, functions and aims; nature of education as a discipline - types of education; formal, informal and non-formal; levels of education - Pre-primary, primary, secondary, senior secondary, higher, professional, distance and optional education; Aims and purposes of education drawn from constitutional provision; Education as a means of social justice in the Indian Constitution; Constitutional values and education (Preamble, Fundamental rights and duties); the Right to Free and Compulsory Education 2010 (RTE) and inclusion; Education in the concurrent list and its implications.

Unit- II: UNDERSTANDING THE SOCIAL DIVERSITY

Social diversity: Meaning and definition - Education for understanding the social diversity in India – Levels of social diversity: Individual, regional, linguistic, religious, castes and tribes - Role of education in creating positive attitude towards diversity - inter disciplinary nature of education philosophy, psychology, sociology, anthropology, politics, history;

Unit- III: EDUCATIONAL DEMANDS OF INDIVIDUALS AND DIVERSE COMMUNITIES

Universalization of primary education – programmes to achieve universalization of education: SSA, RMSA, RUSA, integrated education and Inclusive education; Challenges in achieving universalization of education; Education for collective living and peaceful living; Four pillars of education as viewed by Delor's Commission Report.

Unit- IV: LANGUAGE POLICY IN EDUCATION

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

Unit-V: IMPLICATIONS OF EQUALITY OF EDUCATIONAL OPPORTUNITIES

Equality of Educational Opportunity; equality in constitutional provisions; Inequality in schooling, Causes for inequality, discrimination, and marginalization in education – Types of inequity: caste, gender, class, regions – Elimination of social inequalities through education – education for marginalized groups: Dalits, tribals and women.

SUGGESTED ACTIVITIES

1. Prepare a report based on the interaction/interview with legal expert(s) for the effective implementation of constitutional provisions to eliminate inequality, discrimination and marginalization in education.
2. Report presentation based on the brainstorming session on the effective use of education for elimination of social inequities.
3. Report presentation based on the group discussion/ student seminar on the efforts taken by the Government of India and Tamil Nadu to achieve universalization of education.

TEXT BOOKS

1. Aggarwal, J.C. (2013) Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi.
2. Arya, P. P. (2006) Higher Education and Global Challenges: System and Opportunities. New Delhi: Deep and Deep Publications.

3. Chaube, S.P. (2014) History of Indian Education. Agra: Shri Vinod Pustak Mandir.
4. Chauhan, C.P.S. (2013) Modern Indian Education: Policies, Progress and Problems.New Delhi: Kanishka Publishers and Distributors.
5. Dash, M. (2004) Education in India: Problems and Perspectives. Atlantic Publishers,New Delhi
6. Ghosh, S.C. (2007). History of education in India. The University of Michigan: Rawat Publications.

SUPPLEMENTARY READINGS

1. Kumar, K. (2014). Politics of education in colonial India. New Delhi: Routledge.
2. Naik, J.P., Andrew, Vereker., & Nurullah, S. (2000). A student's history of education in India (1800-1973).UK: Macmillan.
3. Sedwal, M. & Kamat, S. (2008). Education and social equity: With a special focus on scheduled castes and tribes in elementary education. New Delhi: NUEPA.

E-RESOURCES

1. http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
2. http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08_chapter3.pdf
3. http://shodhganga.inflibnet.ac.in/bitstream/10603/4244/11/11_chapter%202.pdf

COURSE OUTCOMES

After completing this course, the students will be able to:

CO1: identify aims of education and types of education.

CO2: explain the nature of social diversity in India and the role of education in creating positive attitude towards diversity

CO3: Interpret the issues in contemporary India like industrialization, Universalization of education and integrated education and inclusive education.

CO4: Infer about the Language policies during Pre-independent and Post-independent India.

CO5: Summarize about equality in constitutional provisions and elimination of social in equalities through education.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1																						*		
CO2	*							*							*									
CO3													*	*						*				
CO4																								
CO5			*																					

SEMESTER – I

Course Code:	**Credits: 5**

LEARNING AND TEACHING

COURSE OBJECTIVES

CO1: Enable students understand to the nature of learning and teaching

CO2: Comprehend the behavioral, cognitive and humanistic theories of learning and teaching

CO3: Critically evaluate the theory of constructivism.

CO4: Enxplore the possibility of teaching in diverse class room

CO5: Exaamine the importance of teaching profession.

Unit - I: NATURE OF LEARNING AND TEACHING

Learning: meaning and definitions - Basic principles of learning and their - Rote learning vs. meaningful learning - Techniques of active learning and their implications – Self- learning- Teaching: meaning and definitions- Characteristics of good teaching — Views of great philosophers on teaching - Teacher and this characteristics .

Unit- II: TEACHING IN DIVERSE CLASSROOMS AND LEARNING IN AND OUT OF SCHOOL

Meaning and definitions of diverse classroom-Teaching in a diverse classroom-Preparations of teachers of diverse classroom-Diversity in the classroom. Purpose of learning in and out of school- Importance of observation learning out of school- out of school learning -approaches to learning outside the class room -advantages of learning outside the classroom-modern strategies of learning.

Unit- III: THEORY OF CONSTRUCTIVISM AND LEARNER CENTERED TEACHING

Constructivism: Meaning and definitions - The nature of constructivist learners, and the nature of learning process. Pedagogical approaches to constructivism-Characteristics of learner -centered teaching and learning-Advantages of learner-centered teaching vs teacher –centered learning.

Unit - IV: MODELS OF TEACHING

Model of teaching: Meaning, definitions, and function-Models: Philosophical teaching models: Insight model (Plato) Impression model (Jhon Locke) and Rule model (kanl)-Psychological models: Basic teaching model (Robert Glasser), Interaction model (Flander) and Computer based model (Daniel Davis) – Modern teaching models;: Information processing models -, Personal models, social interaction models and Behavior modification models.

Unit - V: TEACHING AS A PROFESSION

Teaching: Concept, nature and characteristies: Concent knowledge, Pedagogical Knowledge, Technnlogical knowledge, professiona attitude, reflective practice- Continuing professional development of teachers: Concept, process and strategies-Teacher's professional ethics accountability: Meaning, importance and dimensions-Recommendations of NPE 1968, NPE 1986,92, RTE Act 2009 and NPE 2020.

SUGGESTED ACTIVITIES

1. Students' seminar on techniques of active learning
2. Debate on the behavioral theories of learning.
3. Present a report on the group discussion of constructivism.
4. Discussion on approaches to learning in and out of school.
5. Students' seminar on "Teaching as the noblest profession".

TEXT BOOKS

1. Bandura, A., & Walters, it. H. (1963). Social learning and personality development. New York: Holt, Rinehart, & Winston.
2. Bruner, J.S. (1971). The process of education revisited. Phi Delta Kappan, 53, 18-21.
3. Gropper, G.L. (1987). A lesson based on a behavioral approach to instructional design. In C.M. Reigeluth (Ed.), Instructional theories in action (pp. 45-112).
4. Jayaraman, Chindhai.(2005). School days: iii CifdreH's Perspective. Ch eung:

   Vinodh publications.

SUPPLEMENTARY READING

1. Thangasamy,kokila, (2016). Teach Gently, Chennai : Pavai Pathippagam,
2. Thorndike, E. L. (1905). The elements of psychology. New York: A. G. Seiler.
3. Vygotsky's.(2004). Philosophy: Constructivism and its criticisms examined Liu & Matthews, lnternational Educaton Journal, 2005, 6(3), 386-399.

E- RESOURCES

1. http://www.businessdictionary.com/definition/conservatism.html
2. https://www.oecd.org/edu/ceri/50300814.pdf
3. http://www.psychologydiscussion.net/learning/learning-meaning- nature-types-and-theories-of-learning/652.

COURSE OUTCOMES

After completing this course, the students will be able to

CO1: Generalize the Principles of Language across the Curriculum

CO2: Practice Language proficiency skills.

CO3: Distinguish the models of curriculum integration.

CO4: Summarize the theories of language learning.

CO5: Interpret the language related issues.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1		*										*						*						
CO2																								
CO3																	*				*			
CO4	*														*	*								
CO5																				*				

SEMESTER – I

Course Code:	**Credits: 5**

LANGUAGE ACROSS THE CURRICULUM

COURSE OBJECTIVES

CO1: Understand the concept and principles of language across the curriculum

CO2: Develop the skill of enhancing language proficiency

CO3: Acquire knowledge of integrated curriculum and language education

CO4: Understand the theories of language learning

CO5: Analyse the language related issues

UNIT – I: CONCEPTUALIZATION AND PRINCIPLES OF LANGUAGE ACROSS THE CURRICULUM

Language Across the Curriculum, meaning, concept goals, aims, needs and importance of Plurilinguelism. - Modes of human activities involving language -Language Objectives: relationship between language and thinking – development of conceptual literacy – Basic tenets of language across the curriculum. - principles of language across the curriculum – integration across the curriculum: personal and pedagogical integration.

UNIT - II: ACADEMIC AND SOCIAL LANGUAGE

Language: meaning, concept, definitions, aims, objectives functions and importance – proficiency of home language and school language - Strategies for Enhancing Language proficiency: drama, essay, story telling, group discussion, peer tutoring - nature of expository texts Vs. narrative texts - transactional Vs. reflexive texts. reading comprehension skills, language skills and literacy skills - linguistic education: academic language and social language, CALP skills, BICS skills, conceptual literacy.

UNIT-III: INTEGRATED CURRICULUM AND LANGUAGE EDUCATION

Integrated Curriculum types, meaning, key features, objectives types of integration – levels of curriculum integration – Models of curriculum integration: Multidisciplinary inter-

disciplinary trans disciplinary and spiral curricula – Coyle's 4C's of curriculum. – Content and language integrated learning approach in the classroom - National Curriculum Framework (NCF-2005) - Recognition of mother tongue.

UNIT - IV: THEORIES OF LANGUAGE LEARNING

Plato's problem theory of language – Cartesian theory of language production – Locke's theory of tabula raja – Skinner's imitation theory of language acquisition – Chomsky's universal grammar theory – Schumann's cultural theory – Kraghen's monitor theory – Piaget's views on language learning – Vygotsky's cultural tools for language learning.

UNIT - V: LANGUAGE RELATED ISSUES

Bilingualism - Multilingualism - Challenges of teaching language in multicultural classroom. Linguistic interdependence and the educational development of bilingual and multi-lingual children - Nature of reading comprehension in the content areas - Developing writing skills in specific content areas. - Strategies for developing oral language for promoting learning across the subject areas - Reading in the content areas – social sciences, science and mathematics.

SUGGESTED ACTIVITIES

1. Write an assignment on the basic tenets of language across the curriculum
2. Make the students to participate in the discussion on home language Vs. school language.
3. Have a group discussion on NCF'2005.
4. Present a seminar on different theories language learning
5. Enact a drama on the significance of language

TEXT BOOKS

1. Earl Stevick.W.(1982). Teaching and Learning Languages. Cambridge: Cambridege University Press.
2. Krashen, S.D. (1981). The study of second language acquisition and second language learning. Oxford: Oxford University Press.
3. Richards,J.C.(2006). Communicative language teaching today. Cambridge: Cambridge University Press.
4. Widdowson, H. (1978). Aspects of language teaching. Oxford: Oxford

University Press.

5. Wallace, M.J. (1998). Study skills in English. Cambridge: Cambridge University Press.

SUPPLEMENTARY READINGS

1. Agnihotri, R.K. (1995), Multilingualism as a classroomresource. Heinemann Educational Books.
2. Thangasamy, Kokila (2016) Communicative English for College Students. Chennai: Pavai Publications.

E- RESOURCES

1. Forum for across the curriculum teachinghttp://www.factworld.info/
2. Language for understanding across the curriculum www.det.act.gov.au
3. Language for understanding across the curriculum www.det.act.gov.au>LUAChandbook
4. Curriculum guide – Language arts language across the curriculum – www.moe.gov.jm>sites>default>files.

COURSE OUTCOMES

After completing this course, the students will be able to

CO1: Generalize the principles of language across the curriculum

CO2: Practice language proficiency skills.

CO3: apprehend the models of curriculum integration.

CO4: Summarize the theories of language learning.

CO5: Interpret the language related issues.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1									*															
CO2										*														
CO3						*							*											
CO4																		*						
CO5						*	*	*					*											

gUtk; - 1

ghlf;FwpaPL:	**myfPL: 5**

jkpo; fw;gpf;Fk; Kiwfs; - gFjp-1;

ghlj;jpd; Nehf;fq;fs;

CO1: jkpo;nkhop fw;gpj;jypd; Nehf;fq;fs; kw;Wk; Kf;fpaj;Jtj;ij mwpjy;.

CO2: fw;gpj;jy; jpwd;fisg; Ghpe;Jnfhz;L jpwd;ngWjy;

CO3: fw;gpj;jy; mZFKiwfisg; gad;gLj;jy;.

CO4: fw;gpj;jy; Kiwfisj; njhFj;jwpjy;

CO5: fw;gpj;jy; Clfq;fisf; ifahSk; jpwd;ngWjy;.

myF – 1: jkpo; fw;gpj;jypd; Nehf;fq;fSk; Fwpf;Nfhs;fSk;

jkpo; fw;gpj;jypd; mbg;gil> tpOkk; (xOf;f newp> rKjha Nkd;ik> ,iwAzh;T) Fwpf;Nfhs;fSk; Nehf;fq;fSk;: fw;gpj;jYf;fhd Nehf;fq;fs; kw;Wk; elj;ijf;fhd Nehf;fq;fs; - jkpo; fw;gpj;jypd; Njit> Kf;fpaj;Jtk; - fw;gpj;;jYf;fhd GSkpd; tifiknewp: mwpTf;fsk;;> czh;jy; fsk; - cs,af;frhh; fsk; - jpUj;jg;gl;l GSkpd; tifiknewp 2001(Mz;lh;rd; & fpuj;thy;)- fsq;fSf;F ,ilNaahd njhlh;G> ghlq;fSf;F ,ilNaahd njhlh;G.

myF-2: fw;gpj;jy; jpwd;fs;

Ez;zpiyf; fw;gpj;jy;: nghUs;> tiuaiw - gbepiyfs; - Row;rp - njhlq;Fjy; jpwd;> tpsf;Fjy; jpwd;> tpdhf;Nfl;ly; jpwd;> gy;tifj;J}z;ly; jpwd; > tYt+l;bfisg; gad;gLj;Jk; jpwd>; fUk;gyifiag; gad;gLj;Jk; jpwd;> Kbf;Fk; jpwd;> cw;WNehf;fy;> ,izg;Gg;ghlk;> Ez;zpiyf; fw;gpj;jYf;Fk; tFg;giwf; fw;gpj;jYf;Fk; ,ilNaahd NtWghL– ghl epfo;T.

myF-3: fw;gpj;jy; mZFKiwfs;

ghlk; fw;gpg;Gj; jpl;lj;jpd; mZFKiwfs;> ,d;wpaikahik- ghlk; fw;gpj;jypd; gbepiyfs; - fw;gpj;jiy xOq;fikj;jy;: epidtf epiy (n`h;ghh;bad; khjphp)> Ghpjy; epiy (Nkhhprd; fw;gpj;jy; khjphp)> gpujpgypg;G epiy (gpf;fp & `z;l; fw;gpj;jy; khjphp) ghlk; fw;gpj;jYf;fhd Nehf;fq;fis tiuaWj;jy; - ghlk; fw;gpg;Gj; jpl;lk; jahhpj;jy; - myFj;jpl;lk; - myFj;jpl;lk; jahhpj;jy;.

myF- 4: fw;gpj;jy; Kiwfs;

Mrphpah; ikaf; fw;gpj;jy;: tphpTiuKiw – gFj;jwp Kiw> njhFj;jwpKiw> tpjptUKiw kw;Wk; tpjptpyf;f Kiw – nray;tpsf;fKiw - **khzth; ikaf; fw;gpj;jy;:** fUj;juq;fk; - gl;bkd;wk; - FO tpthjk; - FO fw;gpj;jy; Kiw - ,iltpidahw;w fw;wy;> nfy;yh; jpl;lk; - nray;topf;fw;wy; - gilg;ghw;wy; fy;tp – kd tiuglk; - $Ljy; gilg;ghw;wy; fy;tp.

myF-5: fw;gpj;jy; Clfk;

fw;gpj;jy; Clf tifg;ghL – tFg;giwf; fw;gpj;jypy; Clfj;jpd; gad;ghL **-** mz;ikf; fhy fw;gpj;jy; Nghf;Ffs**;:** kpd;-fw;wy; - tpz;zuq;fk; - jfty; njhlh;G nraw;iff;Nfhs; - nkhop gapw;wha;Tf;$lk; > nraw;if Ez;;zwpT (Artificial Intelligence), nka;epfh; Njhw;wk; (Augmented reality) - ,izj;Jf; fw;wy; (Blended Learning); - ,iza E}yfk; - ,izg;G ep[khf;fk;; (Virtual reality).

ghpe;Jiuf;fg;gl;l nray;ghLfs;

1. jkpo;nkhop fw;gj;jpypd; Nehf;fq;fs; kw;Wk; Fwpf;Nfhs;fs; Fwpj;J fye;Jiuahly;.
2. xt;nthU fw;gpj;jy; jpwdpYk; Nkk;gl;l gapw;rpapid ngw;wpl gapyuq;fq;fs; Vw;ghL nra;jy;.
3. gy;NtW fw;gpj;jy; mZFKiwfSf;Nfw;g ghlk; fw;gpg;Gj;jpl;lk; jahhpj;J mwpf;if rkh;g;gpj;jy;.
4. gy;NtW fw;gpj;jy; Kiwfs; Fwpj;J Mrphpah;/ty;Yeh; fUj;Jiu epfo;j;Jjy;.
5. gy;NtW fw;gpj;jy; Clfq;fis jpwk;gl gad;gLj;j nkhop Ma;tfq;fspy; gapw;rp ngwy;.

ghlE}y;fs;

1. ,uj;jpdrghgjp .gp & tp[ah.F (2016). jkpo; fw;gpj;jy; Kiwfs;> nrd;id: rhe;jh ntspaPL.
2. fiyr;nry;tp.nt.(2012)> jkpo; gapw;wy; El;gq;fs;> Fkhughisak;: rQ;rPt; ntspaPL
3. godpNtY.Qh (2011). nre;jkpo; fw;gpj;jy; nghJj; jkpo;. jQ;rht+u;: ejp gg;spf;Nf\d;];.
4. gukrptk; nrh. (2010). ew;wkpo; ,yf;fzk;> nrd;id: gl;Lgjpg;gfk;.
5. jkpo;ehl;Lg; ghlE}y; epWtdk;(2001)> jkpo; nkhopf; fy;tpf; fw;gpj;jy;> nrd;id
6. Mrphpah; FO> ey;yh%h;. nghpaz;zd;. Nfh(2016)> jkpo; nkhop fw;gpj;jypy; Gjpa mZFKiwfs;> nrd;id: tdpjh gjpg;gfk;.
7. Rg;Gnul;bahh; e. (2010). jkpo; gapw;Wk; Kiw> Nryk;: mwpTr;Rlh; gjpg;gfk;.

8. t[;uNtY.R(2019). jkpo; fw;gpf;Fk; Kiwfs;> uhk; gg;spNf\d;];> xuj;jp> fhQ;rpGuk; khtl;lk;.

Jiz E}y;fs;

1. gpughfud; .c (2012). jkpo; fw;gpj;jy; Kiwfs; (nghJj; jkpo;). Fk;gNfhzk;> mutpe;j; gjpg;gfk; .
2. Jiu.kzpfz;ld;> thdjp.j (2016)> jkpo;f; fzpdp ,izag; gad;ghLfs;> jQ;rht+h; khtl;lk;> fkypdp gjpg;gfk;.
3. Nfhksty;yp.rp.(2016). fy;tpapay; jkpo; fw;gpf;Fk; Kiwfs;> Polymath Press, Chennai.
4. NtZNfhghy; ,. gh. (2009). ige;jkpo; fw;gpf;Fk; Kiwfs;> nrd;id: rhujh gjpg;gfk;
5. Principles of preparing textbooks in mother tongue, NCERT Publication (1970)
6. tp[ah.F(2018)> jkpo; fw;gpj;jy;> nrd;id: tdpjh gjpg;gfk;.

kpd; tsq;fs;

1. https://drive.google.com/file/d/1hUb_uP8AP_xy03T5du7oCzlGWqk01L-Q/view
2. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl01/dip01000main.htm
3. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl02/dip02000main.htm
4. https://noolaham.net/project/01/57/57.pdf
5. http://162.241.27.72/siteAdmin/dde-admin/uploads/1/__UG_B.Ed._Education_1.3.1%20-%20teaching%20of%20tamil_3752.pdf
6. https://textbookcorp.tn.gov.in/Books/DTEd/DTED2-Tamil.pdf

ghl tpisTfs;

ghlk; KbTWk; jUthapy;> khzth;fs; ngWk; milTfs;

1. jkpo; nkhop fw;gpj;jypd; Nehf;fq;fisAk; Fwpf;Nfhs;fisAk; fz;lwpjy;
2. fw;gpj;jy; jpwd;fspy; Nkk;gl;l gapw;rpapidg; ngWjy;
3. fw;gpj;jy; mZFKiwfisf; nfhz;L ghl fw;gpg;Gj; jpl;lk; jahhpf;Fk; jpwd; ngWjy;.

4. gy;NtW fw;gpj;jy; Kiwfisg; gw;wp njspe;j mwptpidg; ngWjy;.
5. fw;gpj;jy; Clfq;fisj; jpwk;gl ifahSk; jpwd; ngWjy;.

milT tiuglk; (OUTCOME MAPPING)

COURSE OUTCOMES ghl tpisT	PROGRAMME SPECIFIC OUTCOMES epfo;tpd; rpwg;G tpisTfs;																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code:	**Credits: 5**

PEDAGOGY OF ENGLISH - I

COURSE OBJECTIVES

CO1: Understand the Aims and Objectives of teaching of English.

CO2: Comprehend the Micro-teaching and its skills.

CO3: Understand the different approaches of lesson planning and about lesson plan writing.

CO4: Define various methods in teaching of English.

CO5: Comprehend various instructional media in classroom teaching of English.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives: Instructional objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT - II: TEACHING SKILLS

Micro-Teaching : Concept, Definition, Steps, Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining , Skill of Questioning , Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING ENGLISH

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model) – Unit Plan – Lesson Plan Writing.

UNIT - IV: METHODS OF TEACHING

Teacher-centred Instruction: Lecture method, Demonstration and Team teaching – Learner-centred Instruction: Self-learning, Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map and Advanced Active Learning Method (AALM).

UNIT - V: INSTRUCTIONAL MEDIA

Classification of Instructional Media in English – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
2. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
3. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
4. Teacher talk on Herbartian Model and Morrison Teaching Model.
5. Students' Seminar on Lesson Plan Writing.

TEXT BOOKS

1. Allen, Edward and Rebecca M. Valette (1977). Classroom Techniques: Foreign Languages and English as a Second Language. New York: Harcourt Brace Jovaniche Inc.
2. Bright J A and McGregor G P (1970). Teaching English as a Second Language. Essex: E L B S and Longman.
3. Chastain, Kenneth (1976). Developing Second Language Skills: Theory to Practice. Chicago: Rand McNally Publishing Company.
4. Crystal, David (1987). The Cambridge University Encyclopaedia of Language. Cambridge: Cambridge University Press.
5. Davis, Fiona and Rimmer, Wayne (2011). Active Grammar (Level 1, 2 & 3). Cambridge University Press.
6. Doff, Adrian (1990). Teach English: A Training course for Teachers. Cambridge: Cambridge University Press.
7. Krashen, Stephen D (1982). Principles and Practice in Second Language Acquisition. NewYork: Pergamon Press.

SUPPLEMENTARY READINGS

1. Marzieh Rezaie (2015), Reviewing Different Aspects of Classroom Discourse, *International Journal of English and Education,* 4(4), 449-459, 2278-4012.

2. Parupalli Srinivasa (2020), Mobile Pedagogy for English Language Teaching and Learning: A Case Study on the English as Second Language Learners, *Academia an International Multidisciplinary Research Journal*, 10 (1), 5-22, 2249-7137
3. Subhan Zein (2017), The Pedagogy of Teaching English to young Learners-Implication for teacher education, *Indonesian Journal of English Language Teaching*, 12(1), 61-77, 0216-1281.

WEB RESOURCES

1. https://www.uou.ac.in/sites/default/files/bed17/CPS-5.pdf
2. https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING_OF_ENGLISH.PDF
3. https://ncert.nic.in/pdf/focus-group/english.pdf
4. http://www.wbnsou.ac.in/online_services/SLM/BED/A5-Part-5.pdf

COURSE OUTCOMES

After completion of the course, the student-teachers will be able to:

CO1. analyze the aims and objectives of teaching of English.

CO2. practice micro teaching skills in the class.

CO3. write model lesson plans for teaching a prose and a poetry.

CO4. handle various methods of teaching English.

CO5. analyse the different use of Mass Media in classroom instruction.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								

CO2						*				*			*		*		*						
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code:	**Credits: 5**

PEDAGOGY OF MATHEMATICS -1

COURSE OBJECTIVES

CO1: Explain the Aims and Objectives of teaching Mathematics.

CO2: Analyse the Micro teaching skills in teaching Mathematics.

CO3: Construct a model Lesson Plan for teaching Mathematics.

CO4: Recognise the various methods of teaching Mathematics.

CO5: Develop ICT knowledge in Mathematics.

Unit-I: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives: Instructional objectives and Behavioral Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

Unit-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps, Cycle, Micro-teaching Vs Macro-Teaching - Micro Teaching Skills: Skill of Set Induction, Skill of Explaining, Skill of Blackboard Usage, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure - Link lesson – Model episode.

Unit – III: APPROACHES OF TEACHING

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

Unit-IV: METHODS OF TEACHING

Teacher Centered Instruction: Lecture method, Demonstration and Team Teaching – Learner Centered Instruction: Self-Learning – Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

Unit-V: INSTRUCTIONAL MEDIA

Classification of Instructional Media – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence, Augmented Reality.

SUGGESTED ACTIVITIES

1. Students' seminar on the need, significance, and values of teaching Mathematics.
2. Prepare any two Micro teaching skills and practise them in front of the peer in the class.
3. Prepare a model lesson plan for Mathematics.
4. Teacher talk/Expert talk on different methods of teaching Mathematics.
5. Write an essay on the role of ICT in teaching Mathematics.

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TEXTBOOKS:

1. Agarwal, S.M. (2001). A course in teaching of modern mathematics. New Delhi: DhanapatRai Publishing.
2. Anice, J.(2005). Teaching of Mathematics. Hyderabad: Neelkamal Publication Pvt.Ltd.
3. Beckmann, C. E., Thompson, D. R. and Rubenstein, R. N. (2010).Teaching and Learning High school Mathematics. New Jersey: John Wiley and Sons Inc.
4. James, Anice. (2010). Teaching of mathematics. Hyderabad: Neelkamal Publications.
5. Mangal, S.K. (2002).Essentials of teaching learning and information technology. Tandon Publisher.
6. Sidhu, Kulbir Singh. (2010). Teaching of mathematics. New Delhi: Sterling Publishers.

SUPPLEMENTARY READINGS:

1 DEP-SSA. (2009). Teaching of Mathematics at upper primary level (Vol I and II). New Delhi: Distance Education Programme-SarvaShikshaAbhiyan

2 NCERT (2005). National Curriculum Framework-2005. New Delhi: NCERT

3 NCERT (2012). Pedagogy of Mathematics, Textbook for Two Year B.Ed Course, New Delhi: NCERT.
4 Sharma, R. A. (2001). Technological foundations of education, R. Lal Book Depot.
5 Sharma, Sita Ram & A.L. Vohra. (1993). Encyclopedia of educational technology. Anmol.

E – RESOURCES:

1. http://assets.cengage.com/pdf/prs_clark-developing-critical-thinking.pdf
2. http://edtechreview.in/trends-insights/insights/771-great-ways-to-teachskills-like-critical-thinking-and-problem-solving
3. http://shodhganga.inflinnet.ac.in/bitstream/10603/418/8/08_chapter3.pdf
4. http://study.com/academy/lesson/critical-thinking-math-problemsexamples-and activities.html
5. http://tc2.ca/uploads/PDFs/TIpsForTeachers/CT_elementary_math.pdf
6. http://tcthankseducation.blogspot.in/2010/04/micro-teaching-and-teaching skills.html
7. http://www.mathematics.com

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: understand the aims, objectives, need and significance of teaching Mathematics.
CO2: develop appropriate Micro Teaching Skills in Macro teaching.
CO3: prepare a Lesson Plan to teach Mathematics.
CO4: analyze various Teacher Centered Methods and Learner Centered Methods of teaching Mathematics.
CO5: utilize ICT skills for teaching Mathematics.

OUTCOME MAPPING

	PROGRAMME SPECIFIC OUTCOMES

COURSE OUTCOMES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code:	**Credits: 5**

PEDAGOGY OF PHYSICAL SCIENCE – I

COURSE OBJECTIVES

CO1. Understand the aims and objectives of teaching Physical Science.

CO2. Comprehend the various teaching skills.

CO3. Learn instructional objectives for a Lesson

CO4. Identify different methods in teaching Physical Science

CO5. List the various resources in teaching Physical Science

UNIT-I: AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE

Physical Science: Meaning, Nature, Scope, Need and Significance of teaching Physical Science - Values, Aims and Objectives of teaching Physical Science in Schools - Instructional objectives and Behavioural Objectives of Physical Science - Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl).

UNIT-II: TEACHING SKILLS

Micro-Teaching : Concept, Definition, Steps, Cycle - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Skill of Explaining, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Closure - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model) – Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Teacher Centered Instruction: Lecture method, Demonstration and Team Teaching – Learner Centered Instruction: Self-Learning – Forms of Self-Learning: Programmed Instruction, Investigatory approach, Collaborative learning, experimental learning, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM) - Advanced Active Learning Method (AALM)-Concept Map.

UNIT- V: INSTRUCTIONAL MEDIA

Classification of Instructional Media in Physical Science – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Students' Seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

TEXT BOOKS

1. Bawa, M.S. & Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi: Viva Book House.
2. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.
3. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives:* Book 1Cognitive domain. New York: Longmans, Green.
4. Gupta, S.K. (1985). *Teaching of physical science in secondary schools*. New Delhi: Sterling Publications.
5. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
6. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

SUPPLEMENTARY READINGS

WEB RESOURCES

1. http://teaching.uncc.edu/learning-resources/articles- books/best- practice/instructional-methods/150-teaching-methods
2. http://en.wikipedia.org/science_education
3. http://iat.com/learning-physical-science

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. examine the need and significance of teaching Physical Science.

CO2. formulate the instructional objectives of a lesson.

CO3. practise the microteaching skills in Physical Science.

CO4. interprets various methods of teaching Physical Science.

CO5. analyse and use the resources for teaching Physical Science.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code:	Credits: 5

PEDAGOGY OF BIOLOGICAL SCIENCE -I

COURSE OBJECTIVES

CO1: Acquire knowledge on the Aims and Objectives of teaching Biological Science.

CO2: Understand the steps in planning a lesson.

CO3: Comprehend the teaching skills in Biological Science.

CO4: Identify the various methods of teaching Biological Science.

CO5: Develop interest on the resources for teaching biological science.

UNIT- I AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

Biological Science: Meaning -Aims and objectives of teaching Biological Science in schools – Need and significance of teaching Biological Science- Nature – Scope -Values of Teaching Biological Science. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Teaching Biological Science: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Teacher-centred methods: Lecture method – Demonstration method – Team Teaching. Learner –centred methods: Laboratory method - Peer tutoring/ teaching by students – Project method – Individual activities – Experiential method – Teacher guided learning – Problem-solving method –Small group/whole class interactive learning – Students' Seminar – Group discussion. Recent Trends: Constructivist learning – Problem-based learning – Brain-based learning – Collaborative learning.

UNIT-V: INSTRUCTIONAL MEDIA

Print Resources: Newspapers – Journals and magazines – Science Encyclopaedias. Audio Resources: Radio talk – Audio Tapes – DVDs/CDs. Visual resources: Pictures – Flash cards – charts – Posters – Photographs – Models. ICT Resources: Radio – Television- Internet, Multimedia, Interactive whiteboard, Online Teaching Resources. Community resources: Zoological gardens, Botanical gardens, Eco-park- Aquarium – Science Exhibition / Fair – Fieldtrip –New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality - Qualities of a good Biology Textbook – Qualities of a Biology teacher.

SUGGESTED ACTIVITIES

1. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Students' Seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

TEXT BOOKS

1. Nunn, Gordon (1951), Handbook for Science Teachers in Secondary Modern Schools, London: John Murray.
2. Thurber, Walter (1964), Teaching of Science in Toda's Secondary Schools, New Delhi: Prentice Hall.
3. Vaidya, N. (1971), The impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.
4. Voss, Burton F.A. and Bren, S.B., Biology as Inquiry: A Book of Teaching Methods.

5. Waston, N.S. (1967), Teaching Science Creativity in Secondary School, London U.B. Saunders Company.

SUGGESTED READINGS

1. Bremmer, Jean (1967), Teaching Biology, London: MacMillan.
2. Heller, R. (1967), New Trends in Biology Teaching, Paris : UNESCO
3. Miller, David, F. (1963), Methods and Materials for Teaching the Biological Sciences, New York, McGraw Hill.
4. NCERT (1969), Improving Instructions in Biology, New Delhi.
5. Novak, J.D. (1970), The Improvement of Biology Teaching Modern Science Teaching, Delhi: Dhanpat Rai & Sons.

COURSE OUTCOMES

After completion of this course, student-teachers will be able to:

CO1: examine the Aims and Objectives of pedagogy of economics.

CO2: discuss the ways of planning for instruction.

CO3: analyse the importance of teaching skills.

CO4: construct a lesson plan for teaching economics.

CO5: use the resources for teaching economics.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code:	Credits: 5

PEDAGOGY OF COMPUTER SCIENCE -1

COURSE OBJECTIVES

CO1: Understand the aims and objectives of Teaching Computer Science
CO2: Gain mastery of teaching skills in their teaching.
CO3: Learn various models and levels of teaching Computer Science.
CO4: Comprehend the various methods of teaching Computer Science
CO5: Gain knowledge on usage of instructional media in teaching Computer Science.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives: Instructional objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching : Concept, Definition, Steps, Cycle , Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining , Skill of Questioning , Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure - Link lesson – Model episode

UNIT – III: APPROACHES OF TEACHING

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Teacher Centered Instruction: Lecture method, Demonstration and Team Teaching – Learner Centered Instruction: Self-Learning – Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction , Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Classification of Instructional Media – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence, Augmented Reality.

SUGGESTED ACTIVITIES

1. Write general and specific instructional objectives for one of the lessons in Computer Science.
2. Prepare an episode and link lesson for anyone of the topics in Computer Science using anyone of the skills in micro teaching.
3. Write a lesson plan for anyone of the lessons in Computer Science.
4. Develop a programmed learning instruction material for one of the topics in Computer Science.
5. Write an essay an Classification of Instructional Media

TEXT BOOKS

1. Arulsamy, S. (2010). Computers in Education. Hyderabad: Neelkamal Publications.
2. Bhandula, P.C. Chadha & Siddeeshvar Sharma. (1995). Teaching of Science. Ludhiana: Prakash Brothers.
3. Chauhan, S.S. (1985). Innovation in Teaching and Learning of Process. New Delhi: Vikas Publishing House.
4. Dennis, P. Curtin., et al. (1999). Information Technology – The Breaking Wave. New Delhi: Tata McGraw Hill Publishing.
5. Garrett. (2014). Statistics in Psychology and Education. New Delhi: Surjeet Publications.
6. Goel Hemant Kumar. (2010). Teaching of Computer Science. Meerut: R.LALL Book Depot.
7. Hasnain Qureshi. (2004). Modern Teaching of Computer Science. New Delhi: Anmol Publications.
8. Hemant Kumar Goyal. (2004). Teaching of Computer Science. Meerut: R.Lall Book Depot.

9. Passi, B.K. (1976). Becoming Better Teacher, Micro Teaching Approach. Ahemedabad: Sahitya Mudranalaya.

SUPPLEMENTARY READINGS

1. Rajaraman, V. Fundamentals of Computers. New Delhi: Prentice Hall of India.
2. Rajasekar, S. (2004). Computer Education and Educational Computing. New Delhi: Neelkamal Publications.
3. Rajasekar, S. Computer Education and Educational Computing. Hyderabad: Neelkamal Publications.
4. Ram Babu, A. (2015). Essentials of Micro Teaching. Hyderabad: Neelkamal Publications.
5. Saunders, H.N. (1967). The Teaching of General Science inTropical Secondary School. London: Oxford University Press.
6. Sharma, R.C. (2014). Modern Science Teaching. New Delhi: Dhanpat Rai and Sons.
7. Singh, Y.K. (2005). Teaching of Computer Science. New Delhi: APH Publishing Corporation.

WEB RESOURCES

1. https://www.theedadvocate.org/how-to-implement-critical-pedagogy-into-your-classroom/
2. https://mypedagogyofenglish1975.blogspot.com/2020/07/chapter-08-pedagogical-analysis.html?m=1
3. https://link.springer.com/chapter/10.1007/978-3-642-60968-8_12
4. https://www.simplypsychology.org/case-study.html
5. https://learn-u.com/lesson/resource-based-learning/

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: explain the aims and objectives of teaching Computer Science.

CO2: select and use appropriate teaching skills in their teaching.

CO3: write lesson plans and unit plans on their own.

CO4: develop programmed instruction for the lessons in Computer Science.

CO5: explain the various instructional media to be used in teaching Computer Science.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code:	**Credits: 5**

PEDAGOGY OF HISTORY – I

COURSE OBJECTIVES

CO1: Understand the Aims and Objectives of Teaching History.

CO2: Gain mastery of the Teaching skills.

CO3: Know various approaches in Teaching History.

CO4. Apply various methods in Teaching History.

CO5. Use various instructional media in Teaching History.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING HISTORY

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives - Instructional Objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Map-reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Teaching History: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Story-telling Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Geotag, Charts, Maps, Globes, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Students' Seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

TEXT BOOK

1. Arora K.L. (2005) Teaching of History, Ludhiana: Prakash Brothers.
2. Burton, W.H. (1972). Principles of history teaching, London: Methuen.
3. Chaudhary, K. P. (1975). The effective teaching of history in India. New Delhi: NCERT.
4. Dhanija Neelam (1993). Multimedia approaches in teaching social studies. New Delhi: Harman Publishing House.
5. Gunning, Dennis. (1978). The teaching of history. London: Goom Helm.

SUPPLEMENTARY READINGS

1. Kochar, S. K. (1972). The teaching of history. Delhi: Sterling Publishers.
2. Kochhar.S.K.(2005) Teaching of History, New Delhi: Sterling Publishers Pvt.
3. Lewis, E.M. (1960). Teaching history in secondary schools. Delhi: Sterling Publishers.
4. Mangal. S.K and Uma Mangal. (2008) Teaching of Social Studies, New Delhi: PHI Learning Pvt.
5. Mangal. S.K and Uma Mangal. (2009) Essentials of Educational Technology, New Delhi: PHI Learning Pvt.

WEB RESOURCES

1. http://www.anselm.edu/internet/ces/index.html
2. http://www.decwise.com/
3. http://www.mindtools.com
4. http://nrcld.org/edu.

COURSE OUTCOME

After completing this course, the students will be able to:

CO1: describe the need and importance of Teaching History.

CO2: demonstrate the various Teaching skills.

CO3. prepare a Lesson Plan.

CO4. handle various Methods of Teaching History.

CO5. utilize various instructional media in Teaching History.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

CO1										*						*							
CO2						*				*			*		*		*						
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code:	**Credits: 5**

PEDAGOGY OF GEOGRAPHY -1

COURSE OBJECTIVES

CO1. Understand the aims and objectives of teaching Geography.

CO2. Formulate instructional objectives for a lesson.

CO3. Gain mastery of the teaching skills.

CO4. Apply various methods in teaching Geography.

CO5. Use various resources in teaching Geography.

UNIT-I AIMS AND OBJECTIVES OF TEACHING GEOGRAPHY

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives - Instructional Objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT- II PLANNING FOR INSTRUCTION

Micro-Teaching: Concept, Definition, Steps and Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Map-reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT- III PRACTICING THE TEACHING SKILLS IN GEOGRAPHY

Approaches of Teaching Geography: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised

Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Geotag, Charts, Maps, Globes, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITY

1. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Students' Seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

TEXT BOOKS

1. Arche, R, L & Lewis, W.J. (1924). The teaching of geography. London: A & C Black.
2. Aurora, M.L. (1979). Teaching of geography. Ludhiana: Prakash Brother.
3. Basha, Salim S.A. (2004). Methods of teaching geography. New Delhi: Discovery
4. Bloom, S. Benjamin. (1984). Taxonomy of educational objectives: Book1: Cognitive domain. Boston: Addison Wesley Publication.
5. Bruce R. Joyce & Marsha Weil. (1972). Models of teaching. Scotts Valley: ETR Association. Publishing House.

SUPPLEMENTARY READINGS

1. Rao, M.S. (2004). Teaching of geography. New Delhi: Anmol Publications.
2. Siddiqui, M. H. (2004). Teaching of geography. New Delhi: APH Publication.

WEB RESOURCES

1. www.geography-site.co.uk
2. www.geographyeducation.org
3. www.tcthankseducation.blogspot.in

COURSE OUTCOME

After completing this course, the students will be able to:

CO1: describe the need and importance of Teaching Geography.

CO2: demonstrate the various Teaching skills.

CO3. prepare a Lesson Plan.

CO4. handle various Methods of Teaching Geography.

CO5. utilize various instructional media in Teaching Geography

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code:	Credits: 5

PEDAGOGY OF ECONOMICS -I

COURSE OBJECTIVES

CO1: Understand the aims and objectives of teaching Economics.

CO2: Formulate instructional objectives for a lesson.

CO3: Gain mastery of the teaching skills.

CO4: Apply various methods in teaching Economics.

CO5: Use various resources in teaching Economics.

UNIT- I AIMS AND OBJECTIVES OF TEACHING ECONOMICS

Economics: Meaning -Aims and objectives of teaching Economics in schools – Need and significance of teaching Economics - Nature – Scope -Values of Teaching Economics. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Map-reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Teaching Economics: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Story-telling Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller

Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)- Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Charts, Maps, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality. Economics club - Economics Resource Centre - Qualities of a good economics textbook - Qualities of an Economics teacher.

SUGGESTED ACTIVITIES

1. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Students' Seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

TEXT BOOKS

1. Agarwal, J,C. (2005). *Teaching of economics*. Agra: Vinod Pustak Mandir.
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive*
3. Bruce R. Joyce & Marsha Weil. (1972). *Model of Teaching*. ETR Association.
4. *doman.* Boston: Addison Wesley Publication.
5. Publications.
6. Publishing House.
7. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet
8. Siddique Mujibul Hasan. (2004). *Teaching of economics*. New Delhi: Ashish

SUPPLEMENTARY READINGS

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

2. Yadav.A. (2003). *Teaching of economics*. New Delhi: Anmol Publications.

WEB RESOURCES

1. http://www.ncert.nic.inepartments/nie/dess/publication/print_material/teaching_economics_in_india.pdf
2. https://en.wikipedia.org/wiki/Economics
3. https://en.wikipedia.org/wiki/Education

COURSE OUTCOMES

After Completion of this course, student-teachers will be able to:

CO1: examine the Aims and Objectives of pedagogy of economics.

CO2: discuss the ways of planning for instruction.

CO3: analyse the importance of teaching skills.

CO4: construct a lesson plan for teaching economics.

CO5: use the resources for teaching economics.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1									S	*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code:	**Credits: 5**

PEDAGOGY OF COMMERCE AND ACCOUNTANCY - 1

COURSE OBJECTIVES

CO1. Understand the Aims and Objectives of teaching Commerce and Accountancy.

CO2. Comprehend instructional objectives for a lesson.

CO3. Gain mastery of the teaching skills.

CO4. Identify various methods in teaching Commerce and Accountancy.

CO5. List various resources in teaching Commerce and Accountancy.

UNIT- I AIMS AND OBJECTIVES OF TEACHING COMMERCE AND ACCOUNTANCY

Commerce: Meaning, Nature and Scope – Aims and objectives of teaching Commerce in schools: Instructional objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects – Values of Teaching Commerce.

UNIT - II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps, Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING COMMERCE AND ACCOUNTANCY

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model) – Unit Plan – Lesson Plan Writing.

UNIT - IV: METHODS OF TEACHING

Teacher-centred Instruction: Lecture method, Demonstration and Team teaching – Learner-centred Instruction: Self-learning, Forms of Self-Learning: Programmed Instruction,

Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map and Advanced Active Learning Method (AALM).

UNIT - V: INSTRUCTIONAL MEDIA

Classification of Instructional Media in Commerce and Accountancy – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality - Community Resources: Fieldtrips - Commerce Exhibition/Fair - Commerce Resource Centre - Commerce Club - Qualities of a good commerce textbooks - Qualities of a good Commerce teacher.

SUGGESTED ACTIVITIES

1. Accountancy.
2. Commerce and Accountancy.
3. Preparation and presentation of a report on different resources for teaching
4. Prepare a Model Lesson plan in Social Science for Level-I, and in Commerce and Accountancy for Level-II.
5. Teacher talk / Expert talk on different resources for teaching Commerce and Accountancy.
6. Teacher talk / Invited lecture on different methods of teaching Commerce and
7. Teacher talk / Invited lecture on the place of Commerce in school curriculum.

TEXT BOOKS

1. Anderson, W. L & Krathwohl. (2008). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Boston:
2. Allyn & Bacon.
3. Bloom, Benjamin, S. (1984). Taxonomy of educational objectives: Book1:
4. Cognitive domain. Boston: Addison Wesley Publication.

5. Gronlund, N.E. (1970). Stating behavioural objectives for classroom instruction. London: MacMillan.

SUPPLEMENTARY READINGS

1. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet Publications.
2. Sharma, R.A. (2008). *Technological foundation of education*. Meerut: Lall Books Depot.

WEB RESOURCES

1. http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics_in_India.pdf
2. https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMMERCE.pdf
3. https://www.learningclassesonline.com/2020/10/pedagogy-of-commerce.html
4. http://en.wikipedia.org/wiki/Education.

COURSE OUTCOMES

After completion of the course, the student-teachers will be able to:

CO1. analyze the aims and objectives of teaching of Commerce.

CO2. practice micro teaching skills in the class.

CO3. write model lesson plans for teaching Commerce and Social Science.

CO4. handle various methods of teaching Commerce and Social Science

CO5. analyse the different use of Mass Media in classroom instruction.

OUTCOME MAPPING

	PROGRAMME SPECIFIC OUTCOMES

COURSE OUTCOMES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code:	**Credits: 5**

PEDAGOGY OF HOME SCIENCE-I

COURSE OBJECTIVES

CO1: Acquire knowledge about the nature, aims, objectives and scope of Home Science.

CO2: Understand the various mini teaching skills in the teaching of Home Science.

CO3: Learn appropriate teaching techniques.

CO4: Comprehend skills in using proper and suitable methods of teaching Home Science

CO5: Be aware of the various techniques of evaluation in Home Science.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING HOME SCIENCE

Home Science: meaning, nature, definition, philosophy, goal and scope - Need and significance of teaching Home Science – Values of teaching Home Science – Status of Home Science in India today – The rationale for learning Home Science - Aims and objectives of teaching Home Science in schools with reference to Blooms Taxonomy – Cognitive, affective and psychomotor domains. Blooms revised taxonomy – Lorin Anderson and David Krathwohl (2000) – (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT II – TEACHING SKILLS IN HOME SCIENCE

Micro-Teaching: Concept, Definition, Steps and Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Map-reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING HOME SCIENCE

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model) – Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING HOME SCIENCE

Teacher centered methods: Lecture Method, demonstration method, Team teaching method - **Learner centered methods:** Project Method, Experiential Learning, Problem Solving Method, Seminar and Group Discussion- **Modern Methods:** Constructivist Learning, Collaborative learning, - Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Geotag, Charts, Maps, Globes, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Student's presentation on Blooms taxonomy by using power point.
2. Prepare two Micro- lessons and practice two skills in front of peers in the class.
3. Prepare a model lesson plan in Home Science.
4. Write an essay on different Teacher centered methods.
5. Students' Seminar on New Emerging Media.

TEXT BOOKS

1. Aderson, L.W., & Krathwohl, D.R., et al. (eds.) (2001), ***Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives***, Boston:Allyn & Bacon.
2. Aggarwal, J.C. (1996), ***Principles, methods and techniques of teaching***, New Delhi: Vikas Publishing House Pvt. Ltd.,
3. Arvinda Chandra., Anupama Shah., & Umajoshi, (1995*).* ***Fundamentals of Teaching Home Science***. New Delhi: Sterling Publishers Pvt Ltd.
4. Bhatia, K.K. (1990). ***Measurement and Evaluation in Educatio***n. Ludhiana: Prakash Brothers.

5. Bloom, Benjamin.S.(1984). ***Taxonomy of Educational objectives. Book I: Cognitive domain***.Boston: Addison Wesley Publication

SUPPLEMENTARY READINGS

1. Brubacher W John, case W Charles, Reagen G Timothy, (1994), ***Becoming a Reflective Educator***, California: Corwin Press.
2. Chauhan, S.S., (1985), ***Innovations in teaching learning process***, New Delhi: Vikas publishing House.
3. Devadas, R. P. (1950). ***Methods of Teaching Home Science***. New Delhi: NCERT.
4. Hemalatha Kalaimathi, D., and Asir Julius, R. (2015), ***Micro Teaching - A way to Build up Skills***, Solapur: Laxmi Book publication.
5. Jha, J. K. (2001). ***Encyclopaedia of Teaching of Home Science***. (Vol.I&II), New Delhi: Anmol Publications Private Limited.
6. Kochar, S. K. (2008). ***Methods and Techniques of Teaching***. New Delhi: Sterling Publishers Pvt Ltd.
7. Lakshmi, K. (2006). ***Technology of Teaching of Home Science***. New Delhi: Sonali Publishers.
8. Nivedita, D. (2004). ***Teaching of Home Science.*** New Deli: Dominant Publishers and Distributors.
9. Premalatha Mullick, (2004). A ***textbook of Home Science***. Ludhiana: Kalyani Publishers.
10. Shah, A., Joshi, U., & Chandra, A. (1990). ***Fundamentals of teaching Home Science***. New Delhi: Sterling Publishers.
11. Shalool, Sharma. (2002). ***Modern methods of teaching of Home Science***. New Delhi: Sarup & Sons.
12. Sharma, R. C. (2010). ***Modern Science Teaching***. Sixth edition. New Delhi: Dhanpat Rai Publishing Company. (English book).
13. Siddiqui, M.H. (2009). ***Techniques of Classroom Teaching***. New Delhi: APH Publishing Corporation.
14. Subhashini.T., (2016). ***Pedagogy of Home Science***. Chennai: Polymath Press.
15. Yadav, S. (1997). ***Teaching of Home Science***. New Delhi: Anmol Publishers.

COURSE OUTCOMES

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

CO1. explain the aims and objectives of teaching Home Science.

CO2. demonstrate different types of micro teaching skills in Home Science.

CO3. write a Lesson Plan on Home Science.

CO4. describe the various learner centered methods of instruction.

CO5. utilize different e-resources for Teaching Home Resource.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code:	**Credits: 5**

PEDAGOGY OF SOCIAL SCIENCE -1

COURSE OBJECTIVES

CO1: Understand the Aims and Objectives of Teaching Social Science.

CO2: Gain mastery of the Teaching skills.

CO3: Know various approaches in Teaching Social Science.

CO4. Apply various methods in Teaching Social Science.

CO5. Use various instructional media in Teaching Social Science.

Unit-I: AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCE

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives - Instructional Objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle - The History of Micro-Teaching – Dwight William Allan and Kevin Ryan – B.K. Passi - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Map-reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Teaching Social Science: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Story-telling Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Geotag, Charts, Maps, Globes, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Students' Seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

TEXT BOOK

1. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges, Sage Publications, New Delhi.
2. Edwin, Fenton (1967) The New Social Studies in secondary Schools- An Inductive Approach, Holt Binchart and Winston, New York.
3. Martorella, Peter.M. (1976). Social Students Strategies, Theory into practice, Harper and Row Publishers New York.
4. Mechlinger,M.D. (1981) UNESCO Handbook of Teaching Social Studies, Croom Helm , London

5. S.K. Kochhar.(1988) Teaching of Social Studies, Sterling Publishers New Delhi.

SUPPLEMENTARY READINGS

1. Bining, A.C & Bining D.H (1952). Teaching of Social Studies in Secondary Schools, Tata McGraw Hill Publishing, Bombay.
2. Mangal. S.K and Uma Mangal. (2008) Teaching of Social Studies, New Delhi: PHI Learning Pvt.
3. Mangal. S.K and Uma Mangal. (2009) Essentials of Educational Technology, New Delhi: PHI Learning Pvt.

WEB RESOURCES

1. www.pbs.org/teachers
2. www.theteachers.net/
3. www.4teachers.org
4. www.funlessonplans.com/

COURSE OUTCOME

After completion of this course, the student- teachers will be able to:

CO1: explain the aims and objectives of teaching social science.
CO2: demonstrate the micro teaching skills.
CO3: realize the macro teaching skills
CO4: identify the different methods in teaching social Science.
CO5: generalize the various ICT resources in teaching social science.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*