தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Chennai – 600 097

SYLLABUS – SEMESTER -II

B.Ed Degree Programme

(Semester Pattern Under CBCS)

(With effect from the Academic Year 2021 – 2022)

SEMESTER – II

Course Code: BD2UD	Credits: 5

UNDERSTANDING DISCIPLINES AND SUBJECTS

COURSE OBJECTIVES

CO1: Reflect the role of disciplines and subjects in school curriculum.

CO2: Acquaint with the development of curriculum with social, political and intellectual contexts.

CO3: Understand the paradigm shift in selection of content.

CO4: analyze the advantages of learner centered curriculum.

CO5: explore the aspects of life-oriented curriculum.

UNIT- I DISCIPLINES AND SUBJECTS

Disciplines and subjects- meaning, definition and concept - Distinction between school subjects and academic disciplines - Importance of the knowledge of disciplines and subjects - Need and importance of studying school subjects - Curriculum content – meaning, definitions and importance - John Dewey's ideas on disciplinary knowledge and curriculum - Relationship between school subjects and academicdiscipline

UNIT- II DISCIPLINES AND SUBJECTS IN SOCIO-CULTURAL PERSPECTIVES

Emergence and development of knowledge, subject and curriculum in social, political and intellectual contexts - Changes in social science, natural science and linguistics – Concept of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - School subjects and socialjustice

UNIT- III: DISCIPLINARY KNOWLEDGE AND SCHOOL EDUCATION

Disciplinary knowledge and pedagogical approaches in school subjects - Pedagogical Concerns of Disciplinary Knowledge at Different Stages of School Education: - Core Subjects in School Curriculum: Languages, Social Science, Humanities, Science, Maths, Art and Craft, Work Education, Peace Education, Life Skills Education, Health and Physical Education and Value Education; Need of Reframing School Subjects; Recent development in school subjects.

UNIT- IV: LEARNED-CENTRED CURRICULUM

Basics of learner-centred approach; The Importance of Learner-centred Evaluation and Assessment; Grades; Feedback mechanism; Evaluation; Learning outcomes; Curriculum and its importance in

learner-centred approach; Advantages of learner-centred approach; Disadvantages of learner-centred approach; Social oriented curriculum for social reconstruction.

UNIT –V: LIFE-ORIENTED CURRICULUM

Life-oriented curriculum – Inter-disciplinary curriculum: the growing need for inter- disciplinary curriculum- Broadfield curriculum- Need for curriculum integration - Teaching of science and mathematics for national development - Selection of content- Based on the experiences of children-communities- their natural curiosities- their subjects.

SUGGESTED ACTIVITIES

1. Critically evaluate the relevance of school subject for social justice and social reconstruction.
2. Discussion about the historical and cultural influences in any one of your schoolsubjects.
3. Discussion on the social oriented curriculum for socialreconstruction.
4. Group discussion on the redefinition of school subject from socio-culturalperspectives.
5. Select a unit from your major subject in the school syllabus of any standard and analyze the social, political and cultural influences init.

TEXTBOOKS

1. Bookman Pande,R.(2015). Understanding Disciplines and subjects. Lall bookdepo.
2. Deng, Z (2013). School subjects and academic disciplines. In A Luke, A woods & K weir(Eds.), Curriculum, Syllabus design and equity: A primer and model.Routledge.
3. Guy, J. & Small, I. (2010). "The Nature of Disciplinary Knowledge", Cambridge University Press, pp-1-3.
4. Maisnam, P, Lanka, S, K. & Gandhi, A.(2016). Understanding Disciplines and subjects.Meerut.
5. NCERT (2006). Curriculum, Syllabus and Textbooks – National Focus Group Position Paper, New Delhi: National Council of Educational Research and Training.
6. NCERT (2006). National Focus Group Position Paper on Social Sciences, New Delhi: National Council of Educational Research and Training.
7. NCTE (2009). National Curriculum Framework for Teacher Education – Towards Preparing Professional and Humane Teachers, New Delhi: National Council for Teacher Education.
8. VinayRakhejaMakol, R &Makol**,**L. (2015). Understanding Disciplines and subjects.

SUPPLEMENTARY READINGS

1. Doyle, W. (1992). Curriculum and pedagogy. In P. W. Jackson (ed.), Handbook of Research on Curriculum (New York: Macmillan), 486–516.

2. Grossman, P. L., Wilson, S. M. and Shulman, L. S. (1989). Teachers of substance: subject matter knowledge for teaching. In M. C. Reynolds (ed.), Knowledge Base for the Beginning Teacher (New York: Pergamon), 23–36.

3. Morris, P. and Chan, K. K. (1997). Cross-curricular themes and curriculum reform in Hong Kong: policy as discourse. British Journal of Educational Studies, 45(3), 248–262.

WEB RESOURCES

1. https://mangaloreuniversity.ac.in/sites/default/files/2019/Course-5%20English%20Version.pdf retrived on 21.07.2021.
2. http://egyankosh.ac.in/bitstream/123456789/46622/1/BES-125B1E.pdf retrived on 21.07.2021.
3. https://ncte.gov.in/website/PDF/NCFTE_2009.pdf retrived on 21.07.2021.
4. https://www.hzu.edu.in/bed/Understanding-Disciplines-and-School-Subjects.pdfretrived on 21.07.2021. https://snscourseware.org/drsnsce/files/1566453535.pdf retrieved on 21.07.2021.

COURSE OUTCOMES

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

CO1: describe the role of disciplines and subjects in school curriculum.
CO2: explain the development of curriculum with social, political and intellectual contexts.
CO3: discuss the paradigm shift in selection of content.
CO4: analyze the advantages of learner centered curriculum.
CO5: explain the aspects of life-oriented curriculum.

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 – II

Course Code: BD2AL	Credits: 5

ASSESSMENT FOR LEARNING

COURSE OBJECTIVES

CO1: Describe the meaning and role of assessment in learning.

CO2: Understand the assessment practices in various approaches of teaching.

CO3: Identify tools and techniques for classroom assessment

CO4: Develop necessary skills for preparation of achievement test and diagnostic tests

CO5: Master various statistical techniques for reporting quantitative data

Unit I: BASICS OF ASSESSMENT

Meaning and definitions - Measurement, Assessment and Evaluation - Role of assessment in learning- as learning, for learning, and of learning - Formative and Summative assessment - purpose of assessment -Principles of assessment practices – Principles related to selection of methods for assessment, collection of assessment information, judging and scoring of students' performance, summarization and interpretation of results, reporting of assessment findings.

Unit II: ASSESSMENT FOR LEARNING IN CLASSROOM

Student evaluation in transmission-reception (Behaviourist) model of education- drawbacks - Changing assessment practices- Assessment in Constructivist approach - Continuous and Comprehensive Evaluation- Projects, Seminars, Assignments, Portfolios; Grading - Types of assessment- practice based, evidence based, performance based, examination based - Practices of Assessment dialogue, Feedback through marking, peer and self –assessment.

Unit III: TOOLS & TECHNIQUES FOR CLASSROOM ASSESSMENT AND ISSUES

Tools &techniques for classroom assessment:Observation, self-reporting, anecdotal records, check lists, rating scale, types of tests - rubrics- meaning andimportance - assessment tools for affective domain- attitude scales, motivation scales- Interest inventory - Types of test items-Principles for constructing test items. Major issues-commercialization of assessment, poor test quality, domain dependency, measurement issues, system issues - reforms in assessment: Open book and online - examinations.

UNIT IV: ASSESSMENT PRACTICES IN INCLUSIVE SCHOOL

Differentiated Assessment - Culturally Responsive Assessment - Use of tests for learner appraisal - Achievement test, Diagnostic test - Construction of scoring key - Marking scheme - question wise analysis - Quality of a good test - Ensuring fairness in assessment - Assessment for enhancing confidence in learning - Assessing the disabled and performance outcomes of diverse learners -

Assessment and feedback - Process of feedback.

Unit V: PREVALENT PRACTICES OF ASSESSMENT AND REPORTING OF QUANTITATIVE DATA

Drawbacks of Present Assessment System – Assessment for Better Learning, Confident learning and creative learners – Reflective journal – Studentsportfolio. Interpreting and reporting quantitative Data – Measures of central tendency, Measures of dispersion and correlation – graphs and diagrams.

SUGGESTED ACTIVITY

1. Conduct seminar on changing assessment practices.
2. Discussion on rubrics of assessment
3. Present a Power Point presentation on formative and summative assessment.
4. Submit an assignment of drawbacks of Present Assessment system.
5. Workout examples for central tendency, dispersion and correlation

TEXT BOOKS

1. Baker, E.L &Quellmalz, E.S Ed. (1980) Educational testing and evaluation. London: SagePublications.
2. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative and summative evaluation of student learning.New York: McGraw – Hill Book Co.
3. Dave, R.H. & Patel, P.M. (1972) Educational evaluation and assessment, New Delhi:NCERT.
4. Ebel, R. L. (1966). Measuring educational achievement. New Delhi: Prentice Hall ofIndia Pvt. Ltd.
5. Griffin, P., McGraw, B., & Care, E. (2012). (Eds.). Assessment and teaching of 21st century skills. New York: Springer.

SUPPLEMENTARY READINGS

1. Gronlund, E.N. (1965) Measurement and evaluation in teaching. London: Collier – McmillanLtd.
2. Harper (Jr.) A. E. & Harper E.S. (1990). Preparing Objective Examination, A handbookfor reachers, students and examiners. New Delhi: Prentice Hall.
3. Linn, R. L.&Gronlund, N.E.(2003).Measurement and assessment in teaching. NewDelhi Pearson Education Pvt. Ltd. Camberwell: ACER

COURSE OUTCOME

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

CO1: Gain knowledge of judging and scoring of student performance.

CO2: Know the principles of assessment practices.

CO3: Differentiate between the types of assessment.

CO4: Point out the key issues in classroom assessment.

CO5: Understand how assessment can be possible in inclusive settings.

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 – II

Course Code: BD2EE	**Credits: 5**

ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES

CO1. Realise the need for environmental education.

CO2. List the natural resources and its associated problems.

CO3. Identify the different types of pollution and its management.

CO4. Appreciate the policies and programmes initiated to protect the environment.

CO5. Analyse the environmental education curriculum.

UNIT 1 - ENVIRONMENTAL EDUCATION

Concept and Meaning of Environment – Components of Environment – Types of Environment – Environmental Awareness – Environmental Attitude – Ecological Intelligence – Ecological Sensitivity – Environmental Education: Focal Aspects of Environmental Education – Goals of Environmental Education – Objectives of Environmental Education – Need and Importance of Environmental Education – Scope of Environmental Education.

UNIT II: - NATURAL RESOURCES, PROBLEMS, AND SOLUTIONS

Land Resources and Prevention of Soil Erosion – Forest Resources and Prevention of Deforestation – Water Resources and Prevention of Water Scarcity – Mineral Resources, and Prevention and Exploitation of Minerals – Food Resources, Food Crisis, and Increasing Food Production – Energy Resources – Alternative Energy Resources.

UNIT –III: ENVIRONMENTAL POLLUTION, HAZARDS, AND DISASTER MANAGEMENT

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

UNIT –IV: ENVIRONMENTAL PROBLEMS, POLICIES, AND PROTECTION OF ENVIRONMENT

Major Environmental Problems: Global Warming, Green House Effect, Climate Change, Ozone Layer Depletion, Acid Rain, Extinction of Flora and Fauna– National Environmental Policies and Programmes: Environmental Legislation, Acts, Rules, Notifications and Amendments, National and Regional Green Tribunals, Pollution Control Board – International NGOs and Environmental Protection: Environmental Foundation for Africa, World Wide Fund for Nature, Conservation International, Green Peace–International Union for Conservation of Nature

UNIT 5 - ENVIRONMENTAL EDUCATION IN SCHOOL CURRICULUM

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

SUGGESTED ACTIVITIES

1. Discussion on the need and importance of protecting the environment
2. Seminar on environmental awareness and environmental attitude
3. Teacher talk on the need and importance of protecting water resources
4. Preparation of a scrap book on issues related to environment
5. Power point presentation on different types of environmental pollutions and its causes

TEXT BOOKS

1. Archana, T. (2011). Environmental education. Kalpaz Publications.
2. Havilah, S. N. (2013). Environmental education. A.P.H. Publishing Corporation.
3. Maria, C. M. (2020). Effect of ecological intelligence on developing ecological sensitivity among prospective teachers.Shashwat Publication.
4. Paachuri, S.C.,& Kumar, P. (2013). Environmental education. A.P.H. Publishing Corporation.
5. Palmer, J.A. (1998). Environmental education in the 21st Century: Theory, practice, progress, and promise. Routledge.

SUPPLEMENTARY READINGS

1. Gruenewald, D.A. (2004). A foucauldian analysis of environmental education: Toward the socioecological challenge of the earth charter. *Curriculum Inquiry*, 34(1), 71-107.
2. Malone, K. (1999). Environmental education researchers as environmental activists. *Environmental Education Research*, 5(2), 163-177.
3. Nath, B. (2003). Education for sustainable development: The Johannesburg summit and beyond. *Environment, Development & Sustainability*, 5, 231- 254.
4. Singh, S.R. (2012). *Environmental education and sustainable development*. A.P.H. Publishing Corporation.
5. Stapp, W.B., et al. (1969). The concept of environmental education. *The Journal of Environmental Education*, 1(1), 30-31.

WEB RESOURCES

1. http://www.epa.gov/sustainability/basicinfo.htm
2. http://www.conserve-energy-future.com/current-environmental-issues
3. http://en.wikipedia.org/wiki/Environmental_education
4. http://www.yourarticlelibrary.com/environment/forest/forest-resources-in-india-use-over-exploitation-causes-and-effects/28196/
5. http://www.yourarticlelibrary.com/environment/the-importance-of-natural-resources-of-planet-earth/9914/
6. http://wwf.panda.org/about_our_earth/blue_planet/problems/pollution
7. http://www.brighthub.com/environment/science-environmental /articles/92943.aspx

COURSE OUTCOMES

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

CO1. understand the need for environmental education.

CO2. name the natural resources and its associated problems.

CO3. identify the different types of pollution, its impact and management of pollution.

CO4. appreciate the policies and programmes initiated to protect the environment.

CO5. analyse the environmental education curriculum.

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 – II

Course Code: BD2SM	**Credits: 5**

SCHOOL MANAGEMENT AND ADMINISTRATION

COURSE OBJECTIVES

CO1 : Comprehend the differentforms of school management.

CO2 : Identify the merits and limitations of different management approaches in school management and administration.

CO3 : Understand the various theories of educational administration.

CO4 : Describe the role of headmaster and headmistress in school management.

CO5 : Identify the role of agencies that provide financial support to education.

UNIT – 1: SCHOOL MANAGEMENT

School Management: Concept, definition, meaning, characteristics and scope –Participatory and non- participatory management – Planning, organizing and controlling in educational management- Resource Management: Human resource, Material resource, financial resource.

UNIT – II: MANAGEMENT APPROACHES

Types of Management approaches: Man power approach – Cost-benefit approach – Social demand approach – Social justice approach – Rate of return approach – Intra-educational extrapolation approach – Demographic projection model.

UNIT – III: EDUCATIONAL ADMINISTRATION

Educational administration: Definition, aims, objectives, scope, types and functions – Relationship between educational management and educational administration – Theories of educational administration - Meaning and nature of leadership - Styles of leadership- Measurement of leadership.

UNIT – IV: SCHOOL ADMINISTRATION

School administration : Meaning, nature, aims, objectives and principles – Institutional planning – School complex – Democratic administration in education – School plan – Time table – Role of Headmaster / Headmistress and Teachers in school administration.

UNIT – V: FINANCING EDUCATION IN INDIA

Financing of education in India: Role of Union Government, State Government, Local Bodies/Government,UNESCO, UNICEF, UNDP, World Bank and UNFA in financing education – Funding system of education: Public, fees, student loans, education chess, industry and external aids.

SUGGESTED ACTIVITIES

1. Visit a nearby school and prepare a detailed report on its administrative system.
2. Debate on the advantages and disadvantages of various management approaches.
3. Presentation on the salient features of various theories of school Administration.
4. Group discussion on the role of Headmaster and Head mistress in school administration.
5. Present a report on the role of UNESCO, UNICEF&UNDP

TEXT BOOKS

1. Fred C.Lunenberg (2021). Educational administration: Concepts and practices(7th edn). Sage Publication.
2. Ladd, Helen F.,& Edward B. Fiske, (Eds)(2008). *Handbook of research in education finance and policy*. New York: Routledge.
3. Law, S., & Glover, D. (2003). Educational leadership and learning: Practice, policy and research. Buckingham, UK: Open University Press.
4. Samier, E., & Bates, R. J. (2006). Aesthetic dimensions of educational administration and leadership. London: Routledge.
5. McTavish, D. (2006). Further education management strategy and policy. Educational Management Administration &Leadership, 34(3), 411-428.

SUPPLEMENTARY READINGS

1. Glover, D. (1990). Towards a school development plan: Process and practice. Educational Management and Administration, 18(3), 22-26.
2. Stefkovich, J. A., & Begley, P. (2007). Ethical school leadership: Defining the best interests of students. Educational Management Administration & Leadership, 35(2), 205-224.
3. Caldwell, B. J., & Spinks, J. (1992). Leading the self managing school. London: Falmer Press.

4. Bates, R. J. (2010). History of educational leadership and management. In P. Peterson, E. Baker & B. McGraw (Eds.), International encyclopedia of education (3rd edn.,) pp. 724-730). Oxford: Elsevier.
5. Bell, L. (2002). Strategic planning and school management: Full of sound and fury, signifying nothing? Journal of Educational Administration, 40(5), 407-424.

E – RESOURCES

1. https://www.pearsonhighered.com/assets/samplechapter/0/2/7/3/0273757342.pdf
2. https://www.opentextbooks.org.hk/system/files/export/7/7301/pdf/21st_Century_Theorie_of_Education_Administration_7301.pdf
3. https://dlib.bc.edu/islandora/object/bc-ir:100864/datastream/PDF/view
4. https://files.eric.ed.gov/fulltext/EJ1071015.pdf
5. http://202.164.34.138/moodle/pluginfile.php/4303/mod_resource/content/1/School%20Headermaster%20Functions.

COURSE OUTCOMES

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

CO1 :explain the characteristics of various forms of school management.

CO2 : describe the different management approaches in school management and administration.

CO3 : demonstrate the salient aspects of various theories of educational administration.

CO4 : spell out the role of a Headmaster and Headmistress in school management.

CO5 : appreciate the role of different agencies that provide financial support for 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											*													

பருவம் - 2

பாடக்குறியீடு: BD2TA	**அலகீடு:5**

தமிழ் கற்பிக்கும் முறைகள் - பகுதி-2

பாடத்தின் நோக்கங்கள்

CO1: தாய்மொழிக் கல்வியின் சிறப்பினைஅறிதல்.

CO2: மொழித்திறன்களையும் வளங்களையும் புரிந்துகொள்ளல்.

CO3: கலைத்திட்டத்தைப் பகுப்பாய்வுசெய்துபாடநூல் தயாரித்தல்.

CO4: கற்றலுக்கானஅடிப்படைவளங்களைக் கையாளும் திறன் பெறல்.

CO5: சோதனைகளைக் கட்டமைத்துபுள்ளியியல் அளவைகளைக் கொண்டுமதிப்பீடுசெய்தல்.

அலகு– 1 தாய்மொழிக் கல்வியின் சிறப்பு

தாய்மொழிக் கற்பித்தலின் இன்றியமையாமை: சிந்தனை,எண்ணம்,படைப்பாற்றல் ,கற்பனையாற்றலைவளர்த்தல் - கருத்துக்களைப் பகிர்ந்துகொள்ளுதல் - இலக்கியநயமுணர்ந்து இன்புறல் - சமூகப் பண்பாட்டுமரபினைஅறிதல் - ஒழுக்கப் பண்புகளைவலியுறுத்தல் - மொழிப்பற்று,நாட்டுப்பற்றைவளர்த்தல் - வாழ்வியல் திறன்களைப் பெறுதல் - பண்பாட்டிற்கும் மொழிக்குமுள்ளதொடர்பு - மொழிக் கற்பித்தலின் பொதுக் கோட்பாடுகள் - உளவியல் கோட்பாடுகள்.

அலகு– 2 மொழித் திறன்களும் வளங்களும்

திறன்கள்: அடிப்படைத் திறன்கள்: கேட்டல்,பேசுதல்,படித்தல்,எழுதுதல் - அவற்றின் வகைப்பாடுகள் - பயிற்சிமுறைகள். உயர்நிலைத் திறன்கள்: வகைப்பாடு,எழுத்துநிலை,பேச்சுநிலை - நோக்கங்கள் - கற்பித்தல்,தேர்ந்தறிமுறைகள்

வளங்கள்: செய்யுள்,உரைநடை- இலக்கணம்,ஒவ்வொன்றின் வகைப்பாடுகள் - கற்பித்தல் நோக்கங்கள்- பயன்கள்- கற்பித்தல் முறைகள்,பழகுசெயல்கள்.

அலகு- 3 கலைத்திட்டமும் பாடநூலும்

கலைத்திட்டம் - வரையறை–கலைத்திட்டம் உருவாக்குதலில் உள்ளசிலஅடிப்படைக் கோட்பாடுகள் - தேசியகல்விக் கொள்கையில் தாய்மொழிபெறும் இடம் - தனிநபர் வேறுபாடு–மாறிவரும் சமுதாயம் - பாடநூலின் பண்புகள்,சிறந்தபாட நூல்களைதயாரிக்கும் பொழுதுமனதிற் கொள்ளத்தக்கசெய்திகள் - தற்போதுநடைமுறையில் உள்ளபாடநூல் பற்றியபார்வை– நூலகப்படிப்பு.

அலகு - 4: கற்றலுக்கானஅடிப்படைவளங்கள்

பாடநூல் தொடர்பானபார்வை நூல்கள்- அகராதி- அபிதானசிந்தாமணி- பல்கலைக் கழகப் பேரகராதி (Lexicon)- இலக்கியவரலாறு: காலஅடிப்படையிலானபார்வை - இலக்கிய வகைகள்- இலக்கியக்

கலைக் கூறுகள்- இலக்கியத் திறனாய்வு: வரலாற்றுஅடிப்படை,விழுமியப் பதிவு,கலைக்கூறுகள் - மனித வளம்: பொதுஊடகங்கள்- தமிழாசிரியரின் சிறப்புப் பண்புகள்.

அலகு -5 சோதனையும் மதிப்பிடலும்

சோதித்தலின் நோக்கம் - முக்கியத்துவம் - மொழியறிவுச் சோதனையின் வகைகள் - குறையறிதல் - தொகுநிலை– அடைவு–சோதனைஉருக்கள்: (Test items)-அகவயம் - புறவயம் - பயன்பாடு- தயாரிப்புமுறைகள் – வினாத்தான் திட்டவரைவு(Blue Print)உருக்களின் அட்டவணைதயாரிப்பு- மதிப்பெண் வழங்கும் முறையும் மதிப்படுதலுக்கானவிடைக் குறிப்புகளும் - தேர்வுருப் பகுப்பாய்வு- புள்ளியியல் அளவைப் பயன்பாடு.

பரிந்துரைக்கப்பட்டசெயல்பாடுகள்

1. தாய்மொழிக் கல்வியின் சிறப்புகுறித்துஆசிரியர்/மொழிவல்லுநர் கருத்துரைநிகழ்த்துதல்.
2. மொழிதிறன்கள் மற்றும் வளங்களைஉணர்த்தும் வகையிலானபயிற்சிபட்டறைநடத்துதல்.
3. பாடநூல் தயாரித்தலில் கலைத்திட்டத்தின் முக்கியத்துவம் குறித்துகலந்துரையாடல்.
4. கற்றலுக்கானஅடிப்படைவளங்கள் குறித்துபயிலரங்கம் நிகழ்த்துதல்.
5. தேர்விற்கானவினாத்தாள் திட்டவரைவுஒன்றினைதயாரிக்கவும்.

பாடநூல்கள்

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3. பழனிவேலு,ஞா. (2011). செந்தமிழ் கற்பித்தல் பொதுத் தமிழ். தஞ்சாவூர்: நதிபப்ளிக்கேஷன்ஸ்.
4. பரமசிவம்,சொ. (2010). நற்றமிழ் இலக்கணம்,சென்னை: பட்டுபதிப்பகம்.
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6. பெரியண்ணன்.கோ. (2016),தமிழ் மொழிகற்பித்தலில் புதியஅணுகுமுறைகள்,சென்னை: வனிதாபதிப்பகம்.
7. சுப்புரெட்டியார் ந. (2010). தமிழ் பயிற்றும் முறை,சேலம்: அறிவுச்சுடர் பதிப்பகம்.
8. வஜ்ரவேலு,சு(2019). தமிழ் கற்பிக்கும் முறைகள்,ராம் பப்ளிகேஷன்ஸ்,ஓரத்தி,காஞ்சிபுரம் மாவட்டம்.

துணை நூல்கள்

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2. துரை.மணிகண்டன்,&வானதி.த (2016),தமிழ்க் கணினி இணையப் பயன்பாடுகள்,தஞ்சாவூர் மாவட்டம்,கமலினிபதிப்பகம்.
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5. Principles of preparing textbooks in mother tongue, NCERT Publication (1970)

மின் வளங்கள்

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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
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பாடவிளைவுகள்

பாடம் முடிவுறும் தருவாயில்,மாணவர்கள் பெறும் அடைவுகள்

1. தாய்மொழிக் கல்வியின் சிறப்பினைக் கண்டுணர்தல்.
2. மொழிதிறன்கள் மற்றும் வளங்களில் முழுத்திறனறிவுபெறுதல்.
3. பாடநூல் தயாரித்தலில் கலைத்திட்டத்தின் முக்கியத்துவத்தைஉணர்தல்.
4. கற்றலுக்கானஅடிப்படைவளங்களைக் கையாளுதல்.
5. புள்ளியியல் அளவைகளைக் கொண்டுசோதனைகளைக் கட்டமைத்தல் மற்றும் மதிப்பீடுசெய்வதில் மேம்பட்டபயிற்சியினைப் பெறுதல்.

அடைவுவரைபடம் (OUTCOME MAPPING)

COURSE OUTCOMES பாடவிளைவு	PROGRAMME SPECIFIC OUTCOMES நிகழ்வின் சிறப்புவிளைவுகள்																							
	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 – II

Course Code: BD2EN	**Credits: 5**

PEDAGOGY OF ENGLISH - II

COURSE OBJECTIVES

CO1. Understand the concept of pedagogy, andragogy and heutagogy.

CO2. ComprehendtheBruner's concept attainment model and Ausbel's advance organiser model.

CO3. Gain mastery of role play, simulation, gaming and prioritisation exercises.

CO4. Use different types of resources, users and their role in a resource centre.

CO5. Comprehend the construction of achievement test and blue print making.

UNIT –I: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to andragogy to heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synapticmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: RESOURCE-BASED LEARNING

Defining educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical staff.

UNIT – V: ASSESSMENT IN PEDAGOGY OF ENGLISH

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the Construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency based Evaluation.

SUGGESTED ACTIVITIES

1. Teacher talk/invited talk on andragogy, heutagogy-concept and stages.
2. Teacher talk/invited talk on Bloom' Mastery Learning, Skinner's Operant Training and Bruner's Concept attainment model.
3. Students' seminar on Carl Roger's non-directive and William Gordon's Synectics models.
4. Students' seminar on Blue Print and Question Pattern.
5. Teacher talk on defining educational Resources and Resource Centre (Area) and Resource Bank.

TEXT BOOKS

1. Larsen-Freeman, Diane (1986). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.
2. Littlewood, William (1981). Communicative Language Teaching: An Introduction. Cambridge: Cambridge University Press.
3. Richards, Jack, C. (2006). Communicative Language Teaching Today. Cambridge: Cambridge University Press.
4. Rivers, Wilga M (1981). Teaching Foreign Language Skills. Chicago: University of Chicago Press.

SUPPLEMENTARY READINGS

1. Swan, Michael (2000). Practical English Usage. Oxford: Oxford University Press.
2. Ur, Penny (1991). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.
3. Wright, Andrew (1976). Visual Materials for the Language Teacher. London: Longman.

E- 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 this course, the student-teachers will be able to:

CO1: analyse the concept of pedagogy, andragogy and heutagogy.

CO2: practise Carl Roger's Non- directive model in a new learning situation

CO3: practise activity- based Instruction concept like Role play, simulation, gaming and prioritising.

CO4: analyse different types of Educational Resources in Classroom learning.

CO5: set achievement test and evaluate English based 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 – II

Course Code: BD2UR	**Credits: 5**

PADAGOGY OF URDU -II

Course Code : Credits :

کورس کے مقاصد:

CO1۔تدریسی، اینڈرگوجی اور ہیوٹاگوجی کے تصور کو سمجھیں۔

CO2۔برونر کے تصور کے حصول کے ماڈل اور اوسبیل کے ایڈوانس آرگنائزر ماڈل کو سمجھیں۔

CO3۔رول پلے، نقلی، گیمنگ اور ترجیحی مشقوں میں مہارت حاصل کریں۔

CO4۔وسائل کے مرکز میں مختلف قسم کے وسائل، صارفین اور ان کے کردار کا استعمال کریں۔

CO5۔کامیابی ٹیسٹ اور بلیو پرنٹ بنانے کی تعمیر کو سمجھیں۔

UNIT-I (یونٹ I–): تعلیمی تجزیہ۔

درس و تدریس سے اینڈراگوجی کی طرف ہیوٹگوگی کی مثال تقریبات، تعامل اور تعبیر میٹرکس کی تشریح۔

UNIT -II (یونٹ II) : تعلیم دینے کے ماڈل بلوم کی مہارت سیکھنا، سکنر کی آپریٹنگ ٹریننگ، برونر کا تصور حاصل کرنا، اوسوبیل کا ایڈوانس آرگنائزر، گلیزر کی بنیادی تعلیم (کلاس روم میٹنگ)، بائرن ماسینلز اور بینجمن کاکس کی سماجی انکوائری، کارل راجر کی غیر ہدایت اور ولیم گورڈن کے Synaptic ماڈل۔

UNIT -III (یونٹ III:) سرگرمی پر مبنی اور گروپ کنٹرول ہدایات سرگرمی پر مبنی ہدایات: تصور، درجہ بندی– رول پلے، نقلی، واقعہ کا طریقہ، کیس اسٹڈی کا طریقہ، گیمنگ اور ترجیحی مشقیں۔گروپ کنٹرولڈ انسٹرکشن: گروپ کنٹرولڈ انسٹرکشن کا تصور، تعریف اور اہمیت –گروپ کنٹرولڈ انسٹرکشن کی اقسام: گروپ انٹرایکٹوسیشنز، کوآپریٹو لرننگ کے طریقے، گروپ انویسٹی گیشن، گروپ پروجیکٹس۔ IV '

UNIT:IV (یونٹ IV-) وسائل پر مبنی تعلیم تعلیمی ذریعہ اینڈ ریسورس سینٹر (ایریا)، ریسورس بینک، ریسورس آئلینڈ، ریسورس جزیرہ نما کی وضاحت کرنا– ریسورس سینٹر میں وسائل کی اقسام، صارفین اور ان کا کردار: اساتذہ، سیکھنے والے اور تکنیکی عملہ۔

UNIT -V (یونٹ–V): انگریزی کی تعلیم میں تشخیص۔اساتذہ کی تشخیص کا معیار–ٹیسٹ، پیمائش اور تشخیص کا تصور–تشخیص اور تشخیص کے درمیان فرق–ٹیسٹ کا معیار، اصول اور حصول ٹیسٹ کی تعمیر میں شامل اقدامات– بلیو پرنٹ اور سوال کا نمونہ–تاثرات کے آلات: معنی، اقسام، معیار، رہنمائی بطور فیڈ بیک ڈیوائسز: محکموں کا جائزہ

تجویز کردہ سرگرمیاں

1. ٹیچر ٹاک/ مدعو شدہ ٹاک اینڈ راگوجی، ہیوٹاگوجی تصور اور مراحل پر۔

2. بلوم کی مہارت سیکھنے، سکنر کی آپریٹنگ ٹریننگ اور برونر کے تصور کے حصول کے ماڈل پر ٹیچر ٹاک/ مدعو ٹاک۔ 3.

3- کارل راجر کے غیر ہدایتی اور ولیم گورڈن کے Synectics ماڈلز پر طلباء کا سیمینار۔

4-بلیو پرنٹ اور سوال کے پیٹرن پر طلباء کا سیمینار۔.5

5- تعلیمی وسائل اور ریسورس سینٹر (ایریا) اور ریسورس بینک کی تعریف پر استاد کی گفتگو۔

متن کی کتابیں

اردو ریڈر (URDU READER)

نثر اور نظم کی کتابیں

سرسری مطالعہ (نویں اور دسویں جماعت)

:COURSE OUTCOMS

اس کورس کی تکمیل کے بعد طالبِ علم اور اساتذہ کا کام

CO1: تدریس، اندرا گوجی اور ہیوٹگو جی کے تصور کا تجزیہ کریں

CO2: سیکھنے کی نئی صورتِ حال میں کارل راجر کے غیر ہدایتی ماڈل پر عمل کریں

CO3 :سرگرمی پر مبنی ہدایات کے تصور کی مشق کریں جیسے رول پلے، سمولیشن ، گیمنگ اور ترجیح دینا

CO4 : کمرہ جماعت میں مختلف قسم کے تعلیمی وسائل کا تجزیہ کریں

CO5: امتحان مقرر کریں اور اردو کی مبنی ہدایات کا اندازہ کریں

SEMESTER – II

Course Code: BD2MA	Credits: 5

PEDAGOGY OF MATHEMATICS – II

COURSE OBJECTIVES

CO1: Understand the concept of critical Pedagogy.

CO2: Learn the various teaching Models.

CO3: Comprehend the Activity Based Instruction and Group Controlled Instruction.

CO4: Recognise the various Educational Resources for teaching and learning Mathematics.

CO5: Understand the differences between Assessment and Evaluation

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV RESOURCE BASED LEARNING

Defining Educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical Staff.

UNIT – V: ASSESSMENT IN PEDAGOGY OF MATHEMATICS

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Teacher talk/ Invited lecture on Paradigm shift from pedagogy to Andragogy to Heutagogy.
2. Students' seminar on types of Group- Controlled Instruction.
3. Preparation and presentation of a report on various Teaching Models.
4. Explain the role of Educational Resource centre in teaching Mathematics.
5. Construct an achievement test with blue print and question pattern.

TEXTBOOKS

1. Edwards, Brian (2009) Libraries and Learning Resource Centres. Oxford, UK: Architectural Press.
2. Shirley R.Steinberrg&Barry down.(2020). Handbook of Critical Pedagogies.Sage Publication Ltd.
3. Marshal Weil et al. (1972). Models of teaching. APH Publishing Corporation. New Delhi.
4. Cecil R.Reynolds.(2009). Measurement and Assesment in Education.Pearson Publication.
5. ArloKempf.(2016).The Pedagogy of StandardisedTests.PalgraveMacmilan.New york.
6. Barbara Bassot.(2013). The Reflective Journal.Palgravemacmilan.Newyork.
7. Bloom, B. S., et al. (1956). Taxonomy of educational objectives. Handbook I: cognitive domain. New York: McKay.

SUPPLEMENTARY READINGS

1 NCERT (2012). Pedagogy of Mathematics, Textbook for Two Year B.Ed Course, New Delhi: NCERT.

2 Alomran, Hamad Ibrahim; (2007) Learning Resource Centres in Saudi Arabia: A study to the Reality with A plan for an Ideal center. Riyadh: Riyadh Girls University

3 Joyce, B. R. (1975). The models of teaching community: What have we learned? Texas Tech Journal of Education, 22, 95—106.

4 Bloom, B. S. (1984). The search for methods of group instruction as effective as one-to-one tutoring. Educational Leadership, 41, 4—17.

E – RESOURCES

1. http://assets.cengage.com/pdf/prs_clark-developing-critical-thinking.pdf
2. http://static.pseupdate.mior.ca.s3.amazonaws.com/media/links/Flanders%20Interaction%20Analysis%20Technique.pdf
3. https://www.researchgate.net/publication/331132424_Activity_Based_Instruction_ABI_for_Motivating_the_Children_in_Mathematics_Learning
4. https://www.researchgate.net/publication/333106881_verbal_interaction_in_english_classroom_using_flanders_interaction_analysis_categories_system_fiacs
5. http://egyankosh.ac.in/bitstream/123456789/46863/1/Unit-9.pdf
6. https://niepid.nic.in/models%20of%20teaching.pdf

COURSE OUTCOMES:

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

CO1: explain the concept of critical Pedagogy.

CO2: adopt various teaching Models in teaching Mathematics.

CO3: demonstrate Activity Based Instruction and Group Controlled Instruction.

CO4: develop the various Educational Resources for teaching and learning Mathematics.

CO5: analyse the difference between Assessment and Evaluation.

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 – II

Course Code: BD2PS	Credits: 5

PEDAGOGY OF PHYSICAL SCIENCE – II

COURSE OBJECTIVES

1. Understand the concept of Pedagogical Analysis
2. Explain the different teaching models
3. Discuss the activity - based and group-controlled instruction
4. Use various Resources in Resource - Based Learning
5. Analyse the Assessment in Pedagogy of Physical Science

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Physical Science - Identifying and analyzing the learning resources in teaching-learning process of Physical Science - Physical Science Laboratory as a learning resource - Use of Science and Physical Science experiment kits in teaching - learning of Physical Science - Field visits and excursion as learning resource in Physical Science - ICT based

virtual experiments and simulations as learning resource in Physical Science - Role of the teacher - Limitations and hurdles in the use of various learning resources in Physical Science.

UNIT – V: ASSESSMENT IN PEDAGOGY OF PHYSICAL SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Conduct a seminar in the class on teaching Models
2. Planning and conducting experiments for Science/ Physical Science
3. Designing laboratory experiences for using in teaching-learning process in classroom situation – two innovative activities and two improvised apparatus (artifacts).
4. Presentation (s) used for teaching-learning in the class
5. Critical review of a Textbook of Science/ Physical Science

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 I Cognitive domain. New York: Longmans, Green.
4. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
5. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

SUPPLIMENTRY READINGS

1. VenkatRao N &Ramuluch A (2016). *Pedagogy of Physical Science,*Hyderabad: Neelkamal Publisher
2. Panneerselvam A&Rajendiran K (2009). *Teaching of physical science*, Chennai: Shantha Publishers
3. Pramod Kumar N K. Ramaiah N K&Sreedharachayulu K (2016). *Pedagogy of Physical Sciences,* Hydrabad: Neelkamal Publishers
4. Arul Jothi D. L. Balaji& Vijay Kumar (2019).*Teaching of physical Science –I*New Delhi: Centrum Press Publishers
5. Kulshrestha S PGayaSingh (2019). *Pedagogy of School Subject Physical Science,*Meerut: R.LALL Book Publishers

6. AmalKantiSarkar (2020). *Pedagogy of Science Teaching Physical Science,*Kolkata: Rita Publications
7. Josh S R (1985). *Teaching of Science,*New Delhi: APH Publishing Corporation
8. *Pedagogy of Science PART-I,* National Council of Educational Research and Training
9. Amit Kumar (2002). *Teaching of Physical Sciences,*Bangaluru: Anmol Publications Pvt Ltd
10. Radha Mohan (2012). *Teaching of Physical Science,* Hydrabsd: Neelkamal Publisher

E- 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 importance of Critical Pedagogy.

CO2: appreciate the various models of teaching.

CO3: practise Activity Based Instruction in teaching Physical Science.

CO4: analyse and use the resources for teaching Physical Science.

CO5: handle various types of evaluation in 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 – II

Course Code: BD2BS	Credits: 5

PEDAGOGY OF BIOLOGICAL SCIENCE – II

COURSE OBJECTIVES

CO1. Understand the concept of Pedagogical Analysis.

CO2. Comprehend the different teaching models.

CO3. Demonstrate the activity - based and group Controlled Instruction.

CO4.State various Resources in Teaching Learning Process of Biological Science.

CO5. Analyze the Assessment in Pedagogy of Biological Science.

UNIT -1 PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogyto Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV:LEARNING RESOURCES

Need and significance of learning resources in Biology - Identifying and analyzing the learning resources in teaching-learning process of Biology - Biology Laboratory as a learning resource - Use of Science and Biology experiment kits in teaching-learning of Biology - Field visits and excursion as learning resources in Biology - ICT based virtual experiments and simulations as learning

resource in Biology - Role of the teacher - Limitations and hurdles in the use of various learning resources in Biology.

UNIT – V: ASSESSMENT IN PEDAGOGY OF BIOLOGICAL SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, DiagnosticTest– Standardization of Test, Principles and steps involved in the Construction of Achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Actual experience of Science/Biology laboratory of practicing school (report submission)
2. Planning and conducting experiments for Science/Biology.
3. Designing laboratory experiences for using in teaching-learning process in classroom situation – two innovative activities and two improvised apparatus (artifacts).
4. Presentation (s) used for teaching-learning in the class.
5. Critical review of a Textbook of Science/Biology.

TEXT BOOKS

1. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitivedomain. New York: Longmans, Green.
2. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
3. Miller, David.F.(1938) *Methods and materials for teaching biological sciences.* NewYork: McGraw Hill Book Company.
4. NCERT (1969), Improving Instructions in Biology, New Delhi.
5. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

SUPPLEMENTARY READINGS

1. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications.
2. Bawa, M.S.&Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi: Viva Book House.
3. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.

E- RESOURCES

1. www.sciencesourcebook.com
2. www.csun.edu/science/biology

COURSE OUTCOMES

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

CO1. examine the importance of Critical Pedagogy.

CO2. appreciate the various models of teaching.

CO3. practise Activity Based Instruction in teaching of biological science.

CO4. analyse and use the resources for teaching biological science.

CO5. handle varioustypes of evaluation in teaching biological 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 – II

Course Code: BD2CS	Credits: 5

PEDAGOGY OF COMPUTER SCIENCE – II

COURSE OBJECTIVES

CO1. Understand the concept of Pedagogy, Andragogy and Heutagogy

CO2. Comprehend Skinner's operant training model, Bruner's Concept attainment model and Instructional models in Computer – based learning.

CO3. Apply activity based and Group-controlled Instruction in learning pedagogy of computer science.

CO4. Use educational resources and types of resources in learning Computer Science.

CO5. Gain knowledge and understand the construction of achievement test in preparing blue print.

UNIT -1 PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages – Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).Steps in pedagogical analysis – Five pedagogical approaches – software pedagogy – pedagogical beliefs and attitudes of Computer Science – measuring Computer Science pedagogical content knowledge.

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectic's models – types of teaching models – instructional models in Computer-based learning.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification – Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Groups Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group

Projects - Computer Science activities – active learning computer science –Three methods of instruction – four types of instructional activities – pros and cons of group-controlled instruction – control instructions in Computer Architecture.

UNIT-IV RESOURCE – BASED LEARNING

Defining educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical Staff.Resource-based learning model – coding and Computer Science resources – resource-based learning activities – benefits of resource-based learning.

UNIT – V: ASSESSMENT IN PEDAGOGY OF COMPUTER SCIENCE

Criteria for Teacher Evaluation – Concept of Test, Measurement and Evaluation – Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern – Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation. Assessment in pedagogy – purpose of assessment –Teaching of Computer Science in school – computer assisted learning – evaluation of Computer-based instruction – automatic assessment of programming assignment –integration of ICT in teaching and learning.

SUGGESTED ACTIVITIES

1. Teacher talk / Invited talk on Foster independent thinking through critical pedagogy.
2. Students' seminar on Bloom's Taxonomy of educational objectives
3. Write an essay on Group controlled Instruction.
4. Teacher talk / Expert talk on Assessment and Evaluation
5. Teacher talk on different types of resource-based learning and role of resource centre.

TEXT BOOKS

1. Edmund J., Amidon; John B Hough; Ned A Flanders (1967)*Interaction analysis: theory, research, and application Reading, Mass.,* Addison-Wesley Pub. Co.
2. Goel,H.K (2005) *Teaching of Computer Science* , New Delhi, R.LallBook.Depot.
3. J.C. Aggarwal (2010) *Principles, Methods and Techniques of Teaching,*Vikas Publication House Pvt Ltd.
4. Jesse Stommel ., Chris Friend ., Sean Michael Morris (2020) *Critical Digital Pedagogy: A Collection.,* Hybrid Pedagogy Books.

5. Knowles, M.(1975). *Self-directed learning: A guide for learners and teachers*. USA: Cambridge Adult Education.
6. Mangal S.K (2009) *Essentials of Educational Technology*.PHI Publication.
7. S. K. Kochhar (2018) *Methods and Techniques of Teaching*, Sterling Publishers Pvt. Ltd

SUPPLEMENTARY READINGS

1. ChrystallaMouza , AmanYadav , Anne Ottenbreit-Leftwich (2021) *Preparing Pre-Service Teachers to Teach Computer Science: Models, Practices, and Policies*, Information Age Publishing.
2. Mohanty,L (2006).*ICT Strategies for Schools*. New Delhi.sage Publication.
3. N R SwaroopSaxena , Dr. Navneet Kumar Singh (2016) *Principles and Methods of Teaching*,R.LallBook.Depot.
4. Norton,P(1998*). Introduction to Computers*. New Delhi: Tata McGraw Hill Publishing Co.Ltd.
5. Orit Hazzan, Tami Lapidot, NoaRagonis (2014) *Guide to Teaching Computer Science: An Activity-Based Approach* 2nd Edition, Springer.
6. VinayBharti (Latest Edition) *Pedagogy of Computer Science*, Laxmi Book Depot.

E-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. analyse the concept of Pedagogy, Andragogy and Heutagogy.

CO2. demonstrate Carl Roger's Non- directive model in a new learning situation.

CO3. practise activity-based Instruction concept like Role play, simulation, gaming and prioritising.

CO4. analyse different types of Educational Resources in Classroom learning.

CO5.construct an achievement test and evaluate computer-based 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 – II

Course Code: BD2HI	Credits: 5

PEDAGOGY OF HISTORY– II

COURSE OBJECTIVES

CO1: Understand the Paradigm shift.

CO2: Know various teaching models.

CO3: Define activity based and group-controlled instruction.

CO4:. Utilize various resources in teaching History.

CO5. Differentiate multiple assessment tools in teaching and learning.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser's Basic Teaching Model(Classroom Meeting), Ausubel's Advance Organizer Model, Schuman's Inquiry Training Model, Bloom's Mastery Learning Model, Bruner's Concept attainment Model, Jean Piaget's Cognitive Development Model, Byron Massials and Benjamin Cox's Social Inquiry, Carl Roger's Non-directive and William Gordon's Synectics models, Skinner's Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV: RESOURCE – BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Importance and Utilization in Teaching History – History Learning Resources: History Club and its activities, Museum, Library, Historical Fictions, Newspapers and Magazines - Co-curricular Activities Based Learning History - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF HISTORY

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation -Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

TEXT BOOKS

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

E-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 OUTCOMES

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

CO1: explain the Paradigm shift.

CO2: demonstrate the various teaching models.

CO3. identify activity based and group-controlled instruction.

CO4. establish various resource centres in teaching History.

CO5. generalise multiple assessment tools in teaching and learning.

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 – II

Course Code: BD2GE	Credits: 5

PEDAGOGY OF GEOGRAPHY - II

COURSE OBJECTIVES

CO1:Understand the Paradigm shift from Pedagogy to Andragogy to Heutagogy.

CO2:Know various teaching models.

CO3:Define activity based and group-controlled instruction.

CO4:Utilize various resources in teaching Geography.

CO5:Comprehend multiple assessment tools in teaching and learning.

UNIT –I: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser's Basic Teaching Model(Classroom Meeting),Ausubel's Advance Organizer Model, Schuman's Inquiry Training Model, Bloom's Mastery Learning Model, Bruner's Concept attainment Model, Jean Piaget's Cognitive Development Model, Byron Massials and Benjamin Cox's Social Inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels, Skinner's Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group- Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV: RESOURCE BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Importance and Utilization in Teaching Geography – Geography Learning Resources: Geography Club and its activities, Museum, Library, Historical Fictions, Newspapers and Magazines- Co-curricular Activities Based Learning Geography - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF GEOGRAPHY

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Geography.
2. Write an essay on Geography resource center.
3. Teacher talk on activity based and group-controlled instruction.
4. Critically review a Textbook of Geography.
5. Preparation and presentation of a report on different resources of teaching Geography.

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. Bloom, S. Benjamin. (1984). Taxonomy of educational objectives: Book1: Cognitive domain. Boston: Addison Wesley Publication.
4. Bruce R. Joyce & Marsha Weil. (1972). Models of teaching. Scotts Valley: ETR Association.

SUPPLEMENTARY READINGS

1. Basha, Salim S.A. (2004). Methods of teaching geography. New Delhi: Discovery Publishing House.
2. Rao, M.S. (2004). Teaching of geography. New Delhi: Anmol Publications.
3. Siddiqui, M. H. (2004). Teaching of geography. New Delhi: APH Publication.

E-RESOURCES

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

COURSE OUTCOMES

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

CO1: explain the Paradigm shift from Pedagogy to Andragogy to Heutagogy.

CO2: demonstrate the various teaching models.

CO3: identify activity based and group-controlled instruction.

CO4: analyzevarious resource centers in teaching Geography.

CO5: demonstrate multiple assessment tools in teaching and learning.

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 – II

Course Code: BD2EC	Credits: 5

PEDAGOGY OF ECONOMICS – II

COURSE OBJECTIVES

CO1. Understand the Paradigm shift from pedagogyto Andragogy to Heutagogy.

CO2. Know the different teaching models.

CO3. Discuss the activity - based and group Controlled Instructions.

CO4. Comprehend various Resources in Resource - Based Learning.

CO5. Learn the Assessment in Pedagogy of Economics.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogyto Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Economics - Identifying and analyzing the learning resources in teaching-learning process of Economics - Exhibitions/fairs - Economics club - Economics Resource Centre - Field visits and excursion as learning resource in Economics.

UNIT – V: ASSESSMENT IN PEDAGOGY OF ECONOMICS

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test , Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Economics.
2. Write an essay on Economics resource centre.
3. Teacher talk on activity based and group-controlled instruction.
4. Critically review a Textbook of Economics.
5. Preparation and presentation of a report on different resources of teaching Economics.

TEXT BOOKS

1. Agarwal, J,C. (2005). *Teaching of economics*. Agra: VinodPustakMandir.
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive doman.* Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). *Models of Teaching*. ETR Association.
4. SiddiqueMujibulHasan. (2004). *Teaching of economics*. New Delhi: AshishPublishing House.

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

E-RESOURCES

1. http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics_in_India.pdf
2. https://en.wikipedia.org/wiki/Economics
3. http://en.wikipedia.org/wiki/Education.

COURSE OUTCOMES

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

CO1. examine the importance of Critical Pedagogy.

CO2.appreciate the various models of teaching.

CO3.practise Activity Based Instruction in teaching of Economics

CO4.analyse and use the resources for teaching Economics.

CO5.demonstrate various types of evaluation in 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 – II

Course Code: BD2CA	Credits: 5

PEDAGOGY OF COMMERCE AND ACCOUNTANCY – II

COURSE OBJECTIVES

CO1. Understand the Paradigm shift from pedagogyto Andragogy to Heutagogy.

CO2. Know the different teaching models.

CO3. Discuss the activity - based and group Controlled Instruction.

CO4. Comprehend various Resources in Resource - Based Learning.

CO5. Understand the Assessment in Pedagogy of Commerce and Accountancy.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogyto Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Commerce and Accountancy - Identifying and analyzing the learning resources in the teaching-learning process of Commerce and Accountancy - Exhibitions/fairs - Commerce and Accountancy club - Commerce and Accountancy Resource Centre - Field visits/Industrial visits and excursion as learning resource in Commerce and Accountancy.

UNIT – V: ASSESSMENT IN PEDAGOGY OF COMMERCE AND ACCOUNTANCY

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test, Principles and steps involved in the construction of achievement test of Commerce and Accountancy – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Commerce and Accountancy.
2. Write an essay on Commerce and Accountancy resource centre.
3. Teacher talk on activity based and group-controlled instructions.
4. Critically review a Textbook of Commerce and Accountancy.
5. Preparation and presentation of a report on different resources of teaching Commerce and Accountancy.

TEXT BOOKS

1. Agarwal, J, C. (1996). *Teaching of Commerce: A Practical Approach*. Vikash Publishing
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive doman.* Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). *Models of Teaching*. ETR Association.
4. VinothMonga, Neeraj Kumar, (2014). Teaching of Commerce, BOOKMAN Publishers.

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.

E-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 this course, the student-teachers will be able to:

CO1:examine the importance of Critical Pedagogy.

CO2:appreciate the various models of teaching.

CO3:practise Activity Based Instruction in teaching of Commerce and Accountancy.

CO4:analyse and use the resources for teaching Commerce and Accountancy.

CO5:demonstrate various types of evaluation in teaching Commerce and Accountancy.

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 – II

Course Code: BD2HS	Credits: 5

PEDAGOGY OF HOME SCIENCE – II

COURSE OBJECTIVES

CO1. Understand the concept of Pedagogical Analysis.

CO2. Comprehend the different teaching models.

CO3. Demonstrate the activity - based and group Controlled Instruction.

CO4.State various Resources in Teaching Learning Process of Home Science.

CO5. Analyze the Assessment in Pedagogy of Home Science.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogyto Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Home Science - Identifying and analyzing the learning resources in teaching-learning process of Home Science - Field visits and excursion as learning resources in Home Science - Use of ICT as learning resource in Home Science - Role of the teacher - Limitations and hurdles in the use of various learning resources in Home Science.

UNIT – V: ASSESSMENT IN PEDAGOGY OF HOME SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, DiagnosticTest– Standardization of Test, Principles and steps involved in the Construction of Achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Critical review of a Textbook of Home Science.
2. Have a group discussion on Role Play, Simulation and incident method.
3. Prepare and submit a report on different types of learning resources.
4. Teacher talk on pedagogical analysis.
5. Write an essay on teaching models.

TEXT BOOKS

1. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitivedomain. New York: Longmans, Green.
2. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
3. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

SUPPLEMENTARY READINGS

1. Bawa, M.S.&Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi:
2. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: TandonPublications
3. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications. Viva Book House.

E-RESOURCES

1. www.sciencesourcebook.com
2. www.csun.edu/science/biology

COURSE OUTCOMES

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

CO1. examine the importance of Pedagogical analysis.

CO2. analyse the various models of teaching.

CO3.practise Activity Based Instruction in teaching of HomeScience.

CO4. analyse and use the resources for teaching HomeScience.

CO5. demonstratevarious types of evaluation in teaching Home 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 – II

Course Code: BD2SS	**Credits: 5**

PEDAGOGY OF SOCIAL SCIENCE– II

COURSE OBJECTIVES

CO1. Understand the Paradigm shift from Pedagogy to Andragogy to Heutagogy.

CO2.Know various teaching models.

CO3. Define activity based and group-controlled instruction.

CO4. Comprehend resources in teaching Social Science.

CO5. Differentiate multiple assessment tools in teaching and learning.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser's Basic Teaching Model(Classroom Meeting),Ausubel's Advance Organizer Model, Schuman's Inquiry Training Model, Bloom's Mastery Learning Model, Bruner's Concept attainment Model, Jean Piaget's Cognitive Development Model, Byron Massials and Benjamin Cox's Social Inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels, Skinner's Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV RESOURCE – BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Social Science Learning Resources: Importance and Utilization of Resources in Teaching Social Science –Social Science Club and its activities, Museum, Library, Newspapers and Magazines- Co-curricular Activities Based Learning Social Science - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF SOCIAL SCIENCE

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation -Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test of Social Science– Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

TEXT BOOKS

1. Bruce Joyce, Marshawell (2016) Models of Teaching, Prentice-Hall, New Jersey, USA.
2. Calhoun Emily (2008) Models of Teaching, Prentice-Hall, New Jersey, USA.
3. PoonamBatra (2010) Social Science Learning in Schools: Perspective and Challenges, SAGE Publications Pvt Ltd, New Delhi.
4. S.K.Mangal& Uma Mangal (2018) Pedagogy of Social Sciences, PHI Learning Pvt Ltd, New Delhi.
5. Sally Brown & Brenda Smith (1996) Resource Based Learning, SEDA Series 1st Edition, Routledge, London.

SUPPLEMENTARY READINGS

1. DhanijaNeelam (1993). Multimedia approaches in teaching social studies. New Delhi: Harman Publishing House.
2. GerardusBlokdyk (2020) Activity Based Learning : A Complete Guide,5Starbooks.
3. Mangal. S.K & Uma Mangal. (2009) Essentials of Educational Technology, New Delhi:PHI Learning Pvt.
4. MujibulHasanSiddiqui (2008) Models of Teaching, APH Publishing Corporation New Delhi-110 002.

E-RESOURCES

1. www.egyankosh.ac.in
2. www.patnauniversity.ac.in
3. www.stemmates.com
4. www.springer.com
5. www.teachersofindia.org
6. www.cbseacademic.nic.in

COURSE OUTCOMES

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

CO1: explain the Paradigm shift.

CO2: demonstrate the various teaching models.

CO3: identify activity based and group-controlled instructions.

CO4: establish various resource centres in teaching Social Science.

CO5:generalise multiple assessment tools in teaching and learning.

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				*																				