SEMESTER – II

Course Code:	**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 academic discipline

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 social justice

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 school subjects.
3. Discussion on the social oriented curriculum for social reconstruction.
4. Group discussion on the redefinition of school subject from socio-cultural perspectives.
5. Select a unit from your major subject in the school syllabus of any standard and analyze the social, political and cultural influences in it.
6. Seminar on recent developments in school subjects.
7. Small group discussion on differences of any three school subjects.
8. Teacher talk on meaning and concepts of three different school subjects.

TEXTBOOKS

1. Besselaar, P.V.D. & Heimeriks, G. (2001). "Disciplinary, Multidisciplinary, Interdisciplinary- Concepts and Indicators, Social Science Informatics program, University of Amsterdam, pp- 1-4.
2. Bookman Pande,R.(2015). Understanding Disciplines and subjects. Lall book depo.
3. 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.

4. Guy, J. & Small, I. (2010). "The Nature of Disciplinary Knowledge", Cambridge University Press, pp-1-3.

5. Maisnam, P, Lanka, S, K. & Gandhi, A.(2016). Understanding Disciplines and subjects.Meerut.

6. NCERT (2000). National Curriculum Framework for School Education, 2000, New Delhi: National Council of Educational Research and Training.

7. NCERT (2005). National Curriculum Framework, 2005, New Delhi: National Council of Educational Research and Training.

8. NCERT (2006). Curriculum, Syllabus and Textbooks – National Focus Group Position Paper, New Delhi: National Council of Educational Research and Training.

9. NCERT (2006). National Focus Group Position Paper on Social Sciences, New Delhi: National Council of Educational Research and Training.

10. NCTE (2009). National Curriculum Framework for Teacher Education – Towards Preparing Professional and Humane Teachers, New Delhi: National Council for Teacher Education.

11. Vinay Rakheja Makol, R & Makol**,L. (2015).** Understanding Disciplines and subjects.

SUPPLEMENTARY READINGS

1. **Artmer, P.A., Newby, T.J. (2013).** Behaviourism, cognitivism, and constructivism: Comparing critical features from an instructional design perspective. Performance Improvement Quarterly, 26(2), pp.43-71.
2. **Deng, Z. (2007).** Knowing the subject matter of a secondary school science subject. Journal of Curriculum Studies, 39(5), 503–535.
3. **Doyle, W. (1992).** Curriculum and pedagogy. In P. W. Jackson (ed.), Handbook of Research on Curriculum (New York: Macmillan), 486–516.
4. **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.
5. **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.
6. **NCERT (2006).** Teaching of Social Sciences – Position Paper National Focus Group. New

Delhi: National Council of Educational Research and Training.

7. **NCERT (2007).** Work Education – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training.
8. **NCTE (2009).** National Curriculum Framework for Teacher Education – Towards Preparing Professional and Humane Teachers. New Delhi: National Council for Teacher Education.
9. **NCTE (2014).** Teacher Education Regulations 2014, Norms and Standards, and New Curriculum Frameworks. New Delhi: National Council for Teacher Education.

E – 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 completing this course, the students 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:	**Credits: 5**

GENDER, SCHOOL AND SOCIETY

COURSE OBJECTIVES

CO1: Understand the concept of gender roles in society.

CO2: Comprehend the gender identity and socialization process.

CO3: Identify gender roles in textbooks and curriculum.

CO4: Discuss safety of girls and women at school, home and workplace.

CO5: Understand the representation of gender in various mass media.

UNIT- I: GENDER ROLES IN SOCIETY

Gender: Meaning and definition - Difference between gender and sex - Gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state (film, advertisements, songs, etc) - Reasons for gender inequalities - Gender-just education outside school settings.

UNIT- II: GENDER IDENTITY AND SOCIALIZATION PROCESS

Gender identity and socialization practices in family, school and organization - Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity - gender roles and responsibilities assigned in schools and classrooms – Measurement of gender identity - discrimination of gender in classroom interactions, rituals and school/ routines - Processes of disciplining techniques for boys and girls - Analysis of sex-roles stereotype.

UNIT- III GENDER AND SCHOOL CURRICULUM

Representation of gender roles in school textbooks and curricula - Role of schools in nurturing young people as masculine and feminine selves - Integration of gender roles in school and curriculum - Gender issues in diverse cultural constraints: Teacher's role - Developing positive attitude towards opposite genders in schools - gender bias in education - Transgender: providing opportunities for education, employment and life skills - Developing school curriculum for gender equality.

Unit- IV SAFETY OF GIRLS AND WOMEN

Safety of girls and women at school, home and workplace - : Role of education in preventing, sexual abuse and violence - Meaning and concept of body objectification - Combating female body objectification: Role of teachers and parents .

UNIT - V MASS MEDIA AND GENDER

Gender roles in mass media – Gender stereotypes in mass media - gender identity roles - Positive notions of body and self - Gender in media: magazines, TV shows, cartoons, movies and advertisements - Gender equality and language use.

SUGGESTED ACTIVITIES

1. Brainstorming session on safety of girls at school, home and workplace.
2. Discussion on the roles of men and women family, caste, class, religion, culture, the media and popular culture, law and the state.
3. Seminar on reasons for gender inequalities.
4. Students' seminar on gender stereotypes in mass media.
5. Teacher talk on role of teachers and parents in combating female body objectification.
6. Srinivastav Gauri,(2012). Gender and Peace in textbooks and schooling process, New Delhi, Concept Publishing Company Pvt.Ltd.,

TEXT BOOKS

1. Byerly, C. M. (2011). *Global report on the status of women in the news media.* Washington DC: International Women's Media Foundation.
2. Carole Brugeiles & Sylvie Cromer. (2009). *Promoting gender equality through text books.* Paris: UNESCO Publications Division.
3. Fredrick Luic Aldama. (2005). *Brown on brown: Chicapola representations of gender, sexuality, and ethnicity*. University of Texas Press.
4. Kosut, Mary. (2012). *Encyclopedia of gender in media.* New Delhi: Sage Publications.
5. NCERT. (2006). *Gender issues in education.* New Delhi: Publications Division.

SUPPLEMENTARY READING:

1. Hurlock, Elizabeth.B.(1974) *Personality development*. New Delhi: McGraw Hill Education.
2. Jayaraman, Chindai (2016). *Understanding the schools*. Chennai: Vinodh Publishers.
3. Kata Rousmaiere, Kari Dehli & Ning De Conink Smith. (2013). *Disciplince, moral regulations and schooling: A social history.* New York: Routledge.
4. Sharma.K.K & Punam Miglani. (2016). *Gender, school and society.* Patiala: Twenty first century publications.
5. Srinivastav Gauri,(2012). Gender and Peace in textbooks and schooling process, New Delhi, Concept Publishing Company Pvt.Ltd.,

E-RESOURCES

1. www. academia. edu.
2.

COURSE OUTCOME

After completing the course, the students will be able to

CO1: discuss the reasons for gender inequalities

CO2: analyze the gender role and responsibilities in schools

CO3: integrate gender roles in School and curriculum.

CO4: debate on preventive measures of Sexual Abuse and Violence

CO5: explain about the Gender equalities and role of mass media

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:	**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 2 - 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 3 - 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 4 - 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. Joshi, P.C., & Namita, J. (2012). *A text book of environmental science.* A.P.H. Publishing Corporation.
4. Kumar, P. T. (2011). *Environmental education*. A.P.H. Publishing Corporation.
5. Maria, C. M. (2020). *Effect of ecological intelligence on developing ecological sensitivity among prospective teachers.* Shashwat Publication.
6. Paachuri, S.C., & Kumar, P. (2013). *Environmental education*. A.P.H. Publishing Corporation.
7. Palmer, J.A. (1998). *Environmental education in the 21st Century: Theory, practice, progress, and promise*. Routledge.

8. Patil. C. S., & Prabhu M. B. (2013). *Environmental education*. A.P.H. Publishing Corporation.
9. Periyar E.V.R. College (Ed). (2004). *Environmental studies*. Periyar E.V.R. College.
10. Trivedi, P.R. (2011). *Environmental education*. A.P.H. Publishing Corporation.

SUPPLEMENTARY READINGS

1. Driver, R. (1989). Student's conceptions and the learning of science. *International Journal of Science Education*, 11, 481–490.
2. Garrison, J.W., & Bentley, M.L. (1990). Science education, conceptual change and breaking with everyday experience. *Studies in Philosophy and Education*, 10, 19–35.
3. Goleman, D. (2012). *Eco literate*. Jossey-Bass.
4. Gruenewald, D.A. (2004). A foucauldian analysis of environmental education: Toward the socioecological challenge of the earth charter. *Curriculum Inquiry*, 34(1), 71-107.
5. Insel, P. M., & Roth, W. T. (2002). *Core concepts in health (9th edition)*. McGraw Hill.
6. Malone, K. (1999). Environmental education researchers as environmental activists. *Environmental Education Research*, 5(2), 163-177.
7. Nath, B. (2003). Education for sustainable development: The Johannesburg summit and beyond. *Environment, Development & Sustainability*, 5, 231- 254.
8. Richard, M. (2003). *Sustainable careers*. *The environmental protection magazine*, 12 – 14.
9. Shrivastava, A.K., & Rajan, R.K. (2005). *A handbook for teachers: Research in teaching of ecology and environment.* A.P.H. Publishing Corporation.
10. Singh, S.R. (2012). *Environmental education and sustainable development*. A.P.H. Publishing Corporation.
11. Stapp, W.B., et al. (1969). The concept of environmental education. *The Journal of Environmental Education*, 1(1), 30-31.

E-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 completing 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:	Credits: 5

YOGA, HEALTH AND PHYSICAL EDUCATION

COURSE OBJECTIVES

CO1: Understand the concepts of Yoga and Asanas

CO2: Gain knowledge about health and safety education.

CO3: Know about the communicable diseases, life style disorders and nutrition

CO4: Understand about physical education, exercise and effect

CO5: Acquire skills to organise and conduct sports in schools

UNIT- I: YOGA AND ASANAS

Meaning and concept of yoga – Aims and objectives - Eight limbs of yoga - Guidelines for practicing yoga - Benefits of yoga – Physiological, psychological, therapeutic and physical- meaning and classification of asana: standing, balancing, sitting, twisting, lying asanas, meditative, relaxation and therapeutic asanas - surya namaskar: meaning, twelve stages of surya namaskar and nenefits.

UNIT - II: HEALTH AND SAFETY EDUCATION

Health Education: Meaning - aims, objectives and scope - Methods of imparting health education in schools – health instruction, services, supervision – First Aid: Meaning, principles, need and importance, scope and qualities of first- aid safety in the school as the part of that school health programme instructional –Safety at home: Building –floorings maintenance of surface etc., electricity, wells, drugs, poisons storage, inflammable- storage, use precautionary methods. Safety in the play field, play area, equipment's safety aids in games and sports.

UNIT – III: COMMUNICABLE DISEASES, LIFE STYLE DISORDER AND NUTRITION

Communicable diseases: Meaning – Types: COVID, malaria, typhoid, tuberculosis, Cholera, diarrhoea and AIDS – Causes, symptoms risk factors and management - life style disorder – Diabetes, Hyper Tension, Heart Attack, Obesity and Ulcer-Causes, symptoms and management. Nutrition: Definition, importance - Food and Nutrition – Base Nutrition – Nutrients –foods- food groups –Food values- Recommended dietary allowances- Balanced Diet- food pyramid, - Energy: proteins, fats, carbohydrate, vitamins, minerals and water- Function, sources.

UNIT – IV: PHYSICAL EDUCATION AND PHYSICAL EXERCISE

Concept and meaning, definition - aims and objectives of physical education - Scope, Need and importance of physical education - physical fitness: meaning, definition, health related components of Physical fitness: Muscular strength, muscular Endurance, flexibility, cardio respiratory endurance and body composition, benefits of physical fitness. Need and Importance of Physical Aerobics and Anaerobic Exercise - Effects of exercise on the various systems – muscular, circulatory, digestive, nervous and respiratory systems.

UNIT – V: ORGANISING COMPETITIONS

Intramural and extramural competitions: Meaning, definition - organising and conducting - sports meet – types: Standard, non-standard, organising and conducting tournaments: Single league and single knock out– Preparation and drawing fixtures, merits and demerits.

SUGGESTED ACTIVITIES

1. Teacher talk on the concept of Yoga.
2. Group discussion on health services in schools.
3. Talk by expert / Doctor on preventive measures of communicable diseases.
4. Demonstration by Physical director on different type of Aerobics and Anaerobic exercise and practice by the student.
5. Prepare a report by visiting a school and interacting with the Physical director about the use of Physical exercise.

TEXT BOOKS

1. Gupta D.K. (2005), Health education for children, New Delhi; KheelSahitya Kendra.
2. Jothi. K. (2021), Nutrition and weight management. International Sushisen publication, Trichy.
3. Jothi. K., (2013), Health, diet and fitness, New Delhi- Sports Publication,
4. Nagendra, H.R. and Nagaratna, R. (2008). Yoga Prcatices. Bangalure: Swami Vivekananda Yoga Prakashana,
5. Pandit Lakshmi Doss. (2002) Yogasana for everybody. Chennai: Balaji Publications.

SUPPLEMENTARY READINGS

1. Gore,M.M., (2007), Anatomy and Physiology of Yogic Practicies. New Delhi Mot*lal Banaras Dass.*
2. Swami Satyananda. (1999). Four Chapters on Freedom. Commentary on Yoga Sutras of Patanjali Saraswathi. Munger:Bihar school of Yoga.

3. Thomas.J. P. (1967). Physical Education Lesson. Chennai: Gnanodaya Press.
4. Venugopal, B and Ranganayaki. (2010). Yoga and Yoga Practice., Hyderabad; Neelkamal Publications.
5. Yoga Education (Bachelor of Education B.Ed). (2015). National Council for Teacher Education, New Delhi: St. Josheph Press.

E-RESOURCES

1. http://www.tutorvista.com/content/biology/biology-i/food-tritionhealth/classification-food.php.
2. http://www.redcross.ca/training-and-certification/first-aid-tips-andresources-/first-aid-tips/Kit-contents.
3. http://www.glopalhealth.gov/global-health-topics/communicable - diseases.

COURES OUTCOMES

After completing this course, the student teachers will be able to :

CO1: Apply the aims and objective of yoga in real life situation.

CO2: Analyse the scope of health education and methods of import health education in schools.

CO3: Infer ideas about the different cause and symptoms of different communicable diseases.

CO4: Analyse the scope, need and importance of physical education.

CO5: Distinguish between intramural and extramural competitions

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; - 2

ghlf;FwpaPL:	myfPL:5

jkpo; fw;gpf;Fk; Kiwfs; - gFjp-2

ghlj;jpd; Nehf;fq;fs;

CO1: jha;nkhopf; fy;tpapd; rpwg;gpid mwpjy;.

CO2: nkhopj;jpwd;fisAk; tsq;fisAk; Ghpe;Jnfhs;sy;.

CO3: fiyj;jpl;lj;ijg; gFg;gha;T nra;J ghlE}y; jahhpj;jy;.

CO4: fw;wYf;fhd mbg;gil tsq;fisf; ifahSk; jpwd; ngwy;.

CO5: Nrhjidfisf; fl;likj;J Gs;spapay; msitfisf; nfhz;L kjpg;gPL nra;jy;.

myF – 1 jha;nkhopf; fy;tpapd; rpwg;G

jha;nkhopf; fw;gpj;jypd; ,d;wpaikahik: - rpe;jid> vz;zk;> gilg;ghw;wy; > fw;gidahw;wiy tsh;j;jy; - fUj;Jf;fisg; gfph;e;J nfhs;Sjy;; - ,yf;fpa eaKzh;e;J ,d;Gwy; - r%fg; gz;ghl;L kugpid mwpjy; - xOf;fg; gz;Gfis typAWj;jy; - nkhopg;gw;W> ehl;Lg;gw;iw tsh;j;jy; - tho;tpay; jpwd;fisg; ngWjy;; - gz;ghl;bw;Fk; nkhopf;FKs;s njhlh;G - nkhopf; fw;gpj;jypd; nghJf; Nfhl;ghLfs; - cstpay; Nfhl;ghLfs;.

myF– 2 nkhopj; jpwd;fSk; tsq;fSk;

jpwd;fs;: mbg;gilj; jpwd;fs;: Nfl;ly;> NgRjy;> gbj;jy;> vOJjy; - mtw;wpd; tifg;ghLfs; - gapw;rp Kiwfs;. caHepiyj; jpwd;fs;: tifg;ghL> vOj;Jepiy> Ngr;Repiy - Nehf;fq;fs; - fw;gpj;jy;> NjHe;jwpKiwfs;

tsq;fs;: nra;As;> ciueil- ,yf;fzk;> xt;nthd;wpd; tifg;ghLfs; - fw;gpj;jy; Nehf;fq;fs;- gad;fs;- fw;gpj;jy; Kiwfs;;> goFnray;fs;;.

myF- 3 fiyj;jpl;lKk; ghlE}Yk;

fiyj;jpl;lk; - tiuaiw – fiyj;jpl;lk; cUthf;Fjypy; cs;s rpy mbg;gilf; Nfhl;ghLfs; - Njrpa fy;tpf; nfhs;ifapy; jha;nkhop ngWk; ,lk; - jdpegh; NtWghL – khwp tUk; rKjhak; - ghlE}ypd; gz;Gfs;> rpwe;j ghl E}y;fis jahhpf;Fk; nghOJ kdjpw; nfhs;sj;jf;f nra;jpfs; - jw;NghJ eilKiwapy; cs;s ghlE}y; gw;wpa ghh;it – E}yfg;gbg;G.

myF - 4: fw;wYf;fhd mbg;gil tsq;fs;

ghlE}y; njhlHghd ghHit E}y;fs;- mfuhjp- mgpjhd rpe;jhkzp- gy;fiyf; fofg; Ngufuhjp (Lexicon)- ,yf;fpa tuyhW: fhy mbg;;gilapyhd ghHit - ,yf;fpa tiffs;- ,yf;fpaf; fiyf; $Wfs;- ,yf;fpaj; jpwdha;T: tuyhw;W mbg;gil> tpOkpag; gjpT> fiyf;$Wfs; - kdpj tsk;: nghJ Clfq;fs;- jkpohrpupaupd; rpwg;Gg; gz;Gfs;.

myF -5 NrhjidAk; kjpg;gplYk;

Nrhjpj;jypd; Nehf;fk; - Kf;fpaj;Jtk; - nkhopawpTr; Nrhjidapd; tiffs; - Fiwawpjy; - njhFepiy – milT – Nrhjid cUf;fs;: (Test items)- mftak; - Gwtak; - gad;ghL- jahupg;GKiwfs; – tpdhj;jhd; jpl;ltiuT (Blue Print) cUf;fspd; ml;ltizjahhpg;G - kjpg;ngz; toq;Fk; KiwAk; kjpg;gLjYf;fhd tpilf; Fwpg;GfSk; - NjHTUg; gFg;gha;T- Gs;spapay; m;sitg; gad;ghL.

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

1. jha;nkhopf; fy;tpapd; rpwg;G Fwpj;J Mrphpah;/ nkhop ty;Yeh; fUj;Jiu epfo;j;Jjy;.
2. nkhop jpwd;fs; kw;Wk; tsq;fis czh;j;Jk; tifapyhd gapw;rp gl;liw elj;Jjy;.
3. ghlE}y; jahhpj;jypy; fiyj;jpl;lj;jpd; Kf;fpaj;Jtk; Fwpj;J fye;Jiuahly;.
4. fw;wYf;fhd mbg;gil tsq;fs; Fwpj;J gapyuq;fk; epfo;;j;Jjy;.
5. Njh;tpw;fhd tpdhj;jhs; jpl;ltiuT xd;wpid jahhpf;fTk;.

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. jha;nkhopf; fy;tpapd; rpwg;gpidf; fz;Lzh;jy;.
2. nkhopjpwd;fs; kw;Wk; tsq;fspy; KOj;jpwdwpT ngWjy;.
3. ghlE}y; jahhpj;jypy; fiyj;jpl;lj;jpd; Kf;fpaj;Jtj;ij czh;jy;.
4. fw;wYf;fhd mbg;gil tsq;fisf; ifahSjy;.
5. Gs;spapay; msitfisf; nfhz;L Nrhjidfisf; fl;likj;jy; kw;Wk; kjpg;gPL nra;tjpy; Nkk;gl;l gapw;rpapidg; 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 – II

Course Code:	**Credits: 5**

PEDAGOGY OF ENGLISH - II

COURSE OBJECTIVES

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

CO2. Comprehend the Bruner'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 Synaptic 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 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.

WEB RESOURCES

1. http://www.britishcouncil.org

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:	**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. Libraries and Learning Resource Centres. Oxford, UK: Architectural Press, 2009.
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. Arlo Kempf.(2016).The Pedagogy of Standardised Tests.Palgrave Macmilan.New york.
6. Barbara Bassot.(2013). The Reflective Journal.Palgrave macmilan.New york.
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 effec-. tive 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:	**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.

SUPPLEMENTARY READINGS

WEB RESOURCES

1. www.sciencesourcebook.com

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:	**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 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 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, 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. 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 Cognitive domain. 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.* New York: 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:
3. Viva Book House.
4. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon
5. Publications.

WEB 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 various types 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:	**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. Alexis,M.L(2001). *Computer for everyone*. Leo; Vikas Publishing House Ltd. New Delhi.
2. Deci, E. L., & Ryan, R. M. (2002). *The handbook of self-determination research*. Rochester, NY: The University of Rochester Press.
3. Edmund J., Amidon; John B Hough; Ned A Flanders (1967) *Interaction analysis: theory, research, and application Reading, Mass.*, Addison-Wesley Pub. Co.
4. Goel,H.K (2005) *Teaching of Computer Science* , New Delhi, R.Lall Book.Depot.
5. J.C. Aggarwal (2010) *Principles, Methods and Techniques of Teaching*, Vikas Publication House Pvt Ltd.
6. Jensen, Eric (1998). *Super Teaching*, SAGE Publications.
7. Jesse Stommel ., Chris Friend ., Sean Michael Morris (2020) *Critical Digital Pedagogy: A Collection.,* Hybrid Pedagogy Books.
8. Knowles, M.(1975). *Self-directed learning: A guide for learners and teachers*. USA: Cambridge Adult Education.
9. Mangal S.K (2009) *Essentials of Educational Technology*.PHI Publication.
10. S. K. Kochhar (2018) *Methods and Techniques of Teaching*, Sterling Publishers Pvt. Ltd

SUPPLEMENTARY READINGS

1. Argyris, C., & Schön, D. (1996). *Organizational learning II: Theory, method, and practice*. USA: Addison-Wesley Publishing Company Inc.
2. Chrystalla Mouza , Aman Yadav , Anne Ottenbreit-Leftwich (2021) *Preparing Pre-Service Teachers to Teach Computer Science: Models, Practices, and Policies*, Information Age Publishing.
3. Kincheloe, J. & Steinberg, S. (2008) I*ndigenous Knowledge's in Education: Complexities, Dangers, and Profound Benefits in Ed Denzin, N. Handbook of Critical and Indigenous Methodologies.*
4. Mohanty,L (2006).*ICT Strategies for Schools*. New Delhi.sage Publication.
5. N R Swaroop Saxena , Dr. Navneet Kumar Singh (2016) *Principles and Methods of Teaching*, R.Lall Book.Depot.
6. Norton,P(1998*). Introduction to Computers*. New Delhi: Tata McGraw Hill Publishing Co.Ltd.
7. Orit Hazzan, Tami Lapidot, Noa Ragonis (2014) *Guide to Teaching Computer Science: An Activity-Based Approach* 2nd Edition, Springer.
8. Shikha Raturi (2021) *A handy book on principal and method of Teaching*, Taneesha Publishers.

9. Vinay Bharti (Latest Edition) *Pedagogy of Computer Science*, Laxmi Book Depot.

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. 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:	**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. 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 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:	**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
2. Publishing House.
3. Rao, M.S. (2004). Teaching of geography. New Delhi: Anmol Publications.
4. 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 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: analyze various 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:	**Credits: 5**

PEDAGOGY OF ECONOMICS – II

COURSE OBJECTIVES

CO1. Understand the Paradigm shift from pedagogy to 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 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 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: Vinod Pustak Mandir.
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive doman.* Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). *Model of Teaching*. ETR Association.
4. Siddique Mujibul Hasan. (2004). *Teaching of economics*. New Delhi: Ashish

   Publishing House.

SUPPLEMENTARY READINGS

1. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet
2. Publications.
3. Sharma, R.A. (2008). *Technological foundation of education*. Meerut: Lall Books Depot.
4. Yadav.A. (2003). *Teaching of economics*. New Delhi: Anmol Publications.

WEB 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:	**Credits: 5**

PEDAGOGY OF COMMERCE AND ACCOUNTANCY – II

COURSE OBJECTIVES

CO1. Understand the Paradigm shift from pedagogy to 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 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 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). *Model of Teaching*. ETR Association.
4. Vinoth Monga, Neeraj Kumar, (2014). Teaching of Commerce, BOOKMAN Publishers.

SUPPLEMENTARY READINGS

1. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet
2. Publications.
3. 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 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:	**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 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 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 BIOLOGICAL 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. 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

6. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitive domain. New York: Longmans, Green.
7. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
8. 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: Tandon Publications
3. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications. Viva Book House.

WEB 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 Home Science.

CO4. analyse and use the resources for teaching Home Science.

CO5. demonstrate various 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:	**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 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, 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. Poonam Batra (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. Dhanija Neelam (1993). Multimedia approaches in teaching social studies. New Delhi: Harman Publishing House.
2. Gerardus Blokdyk (2020) Activity Based Learning, A Complete Guide,5Starcooks.

3. Mangal. S.K and Uma Mangal. (2009) Essentials of Educational Technology, New Delhi: PHI Learning Pvt.

4. Mujibul Hasan Siddiqui (2008) Models of Teaching, APH Publishing Corporation New Delhi-110 002.

WEB 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				*																				