



*SRI SARADA COLLEGE OF EDUCATION
(AUTONOMOUS), SALEM - 16*

Criteria - II : Teaching Learning and Evaluation

*KEY INDICATOR : 2.7 STUDENT PERFORMANCE
AND LEARNING OUTCOMES*

*Metric No : 2.7.1. The Teaching Learning Process of the
Institution is aligned with the stated PLOs and CLOs*

2.7.1 (B) Any other relevant information

Sri Sarada College of Education (Autonomous), Salem – 636 016

Re-Accredited with 'A' Grade by NAAC (III Cycle)
Affiliated to Tamil Nadu Teachers Education University, Chennai



SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM – 16

Programme Learning Outcomes for B.Ed.

At the end of the program, the student teachers will be able to

1. incorporate the psychological, sociological and philosophical principles learnt during the school teaching.
2. apply the relevant teaching methods and techniques satisfying the learning needs of diverse learners and the requirements of inclusive classroom.
3. design for effective learning experiences for school students following learner centred approach.
4. identify and harness improvised and ICT resources to maximize their teaching efficiency.
5. prepare appropriate instructional aids and execute the instructional design effectively.
6. adapt to the recent educational innovations so as to fulfil the requirements of the learner and society.
7. integrate essential teaching skills and device assessment strategies for facilitating learning.
8. locate the classroom problems and apply suitable remedial strategies.
9. strategize the ways and means to enrich themselves professionally competent.
10. formulate personal principles in accordance with the changing societal and environmental demands.
11. inculcate self-governing values to achieve physical and mental fitness along with the spiritual development.
12. assimilate integrated personality reflecting the higher order thinking skills and promoting the employability skills with the objective of women empowerment.
13. enable themselves and educate the young learners as well, for the common citizenship following the principles of democracy viz. equality, fraternity, secularism, unity and diversity, strengthening national integration.
14. imbibe and maintain team spirit and other life skills so as to balance their personal and professional life.

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Affiliated to Tamil Nadu Teachers Education University, Chennai

Programme Learning Outcomes for M.Ed.

After completing the programme, the prospective teacher educators will be able to

1. assimilate the psychological, philosophical and sociological underpinnings in the field of education.
2. incorporate historical, political and economic aspects to the field of education.
3. analyse the interdisciplinary nature of education across the various disciplines.
4. equip effective prospective teachers as a result of their understanding of teacher education system in India.
5. adopt the professional ethics and inculcate the same among the prospective teachers.
6. draft research proposals for further research programs.
7. frame research designs scientifically in the field of education.
8. write thematic and research papers in line with academic writing.
9. integrate interpersonal communication skills effectively in their personal and academic life.
10. identify the applications of educational technology and ICT for facilitating the prospective teachers.
11. critically analyse the curriculum approaches and methods of teaching to enhance the quality of teaching.
12. develop teaching skills, competencies and professional ethics for prospective teachers in line with inclusive education.
13. design institutional planning for a well-structured institution.
14. generate ideas for women empowerment and strive for professional excellence so as to become effective teacher educator.
15. apply general principles and maxims of teaching for educating prospective teachers.

SEMESTER - I

COURSE PLAN FOR FOUNDATIONS OF EDUCATION

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| COURSE CODE AND TITLE | : | BCC1 - FOUNDATIONS OF EDUCATION |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | I |

| S.No | UNIT | Course outcomes | Topics | Learning outcomes | Collaborative tasks | Learning sources | Assessment |
|------|--|--|---|--|--|---|------------------------|
| 1 | Education Nature Purpose And Aims | Discuss the nature and purpose of Education along with the recommendations of various education commission | Education- Meaning, Nature and aims of education during pre-independence: Ancient, Medieval and Modern education. Aims of education during post-independence : University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66), National Policy on Education – 1968 & 1986, Acharya Ramamoorthy committee (1990), National Programme of Action (1992), Policy framework for reforms in education (Ambani- Birla report) (2000), National Curriculum framework for School Education (2000 &2005), International commission on education (1972) and National policy on education (2020) | Students will be able to; 1. Explain Meaning, Nature and aims of education 2. understand the aims of education during pre & post –independence 3. Elaborately describe the various Recommendations of Education Commissions. 4. Explore the policy framework for reforms in education. 5. Compare the National Curriculum framework for School Education (2000 &2005) | Prepare a report on recommendations of various Committee on education for Flipped Teaching | http://hdl.handle.net/123456789/31614 Arulsamy, S. (2014). Philosophical and Sociological Perspectives on Education-Neelkamal Publishing, Hyderabad http://hdl.handle.net/123456789/8526 http://hdl.handle.net/123456789/8276 | Internal assessment |

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| 2 | Knowlodge And Knowing | Identify the different ways of acquiring knowledge | <p>Knowledge – Meaning, Dissimilarities between information, knowledge, belief and truth</p> <p>Knowing- Meaning, Process and ways of knowing- Sense Perception, Language, Reason, Emotion</p> <p>Types of knowledge- Personal, Procedural, Propositional, Explicit, Tactic and Embedded</p> <p>Process of knowledge construction through constructivist approach</p> | <p>Students will be able to;</p> <ol style="list-style-type: none"> 1.know the concept of knowledge 2. Understand the Process and ways of knowing 3. Compare the types of knowledge 4. Analyse the Process of knowledge construction through constructivist approach 5. Describe the different ways of acquiring knowledge | Prepare a video content on constructivist approach of knowledge construction process by using Canva app | <p>https://whatfix.com/blog/types-of-knowledge/</p> <p>https://www.helpforassessment.com/blog/ways-of-knowing/</p> <p>http://hdl.handle.net/123456789/8506</p> | Sessional test |
| 3 | Society And Education | recognize the influential factors of society on Education | <p>Society- characteristics, duties and types</p> <p>Social group- definition, characteristics, structure and types-primary, secondary, tertiary</p> <p>Relationship between Society and education, impact of education on society.</p> <p>Socialization of the child, agencies of Socialization-home, school, peer group and mass media. co-cooperation between the society and the school.</p> <p>Liberalization, Privatization, Globalization and their influence on Education</p> | <p>Students will be able to;</p> <ol style="list-style-type: none"> 1.Describe the characteristics, duties and types of society 2. Analyze the structure and types of social groups 3. Explore the relationship between Society and education 4. Explain the agencies of socialization. 5.Compare Liberalization, Privatization, Globalization and their influence on Education | Scaffolding discussion with Socratic circle on the topic ‘factors affecting the development of socialization of the children’ | <p>http://hdl.handle.net/123456789/17124</p> <p>Arora, K.L. (2004). Education in the Emerging Indian Society, Prakash Publishers, Ludhiana</p> <p>https://youtu.be/PuRsmwY7ScU</p> <p>Nagarajan, K. (2009).Education in the Emerging Indian Society, Ram Publishers, Chennai.</p> <p>https://www.youtube.com/watch?v=PuRsmwY7ScU&t=39s</p> | Assignment s |

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| 4 | Autonomy Of Teachers And Learners | describe the impact of autonomy of teachers and learners on process of education | Teachers' autonomy-Meaning, factors influencing autonomy Professional ethics of teachers Learners' autonomy – meaning and its impact Learners' participation in the learning process | Students will be able to; 1.Understand the Meaning and factors influencing teachers' autonomy 2. Describe the Professional ethics of teachers 3. Illustrate the Learners' autonomy 4. Differentiate of teachers' autonomy and Learners' autonomy 5.Demonstrate the Learners' participation in the learning process | Perform a role play depicting the Professional ethics of teachers | Bhatia, K.K., Narang, C.L. (2018). Philosophical and Sociological Base of Teacher and Education in Emerging Indian Society, Tandon Publications-Ludhiana http://hdl.handle.net/123456789/7376 Dash, B.N. (2004). Theories of Education & Education in the Emerging Indian Society. New Delhi: Dominant Publishers and Distributors. https://www.youtube.com/watch?v=kwBVCz72Jps | Mid Semester |
| 5 | Education And Values | apply different approaches of value inculcation for school students | Values- Definition - Core values Value education: meaning and its need Values in the contemporary realities Approaches to value inculcation- direct and indirect approach Value education in Elementary, Secondary and senior secondary stages | Students will be able to; 1.acquire knowledge of values and core values 2. Understand the significance of Value education, and its need for the day. 3. Explore the Values in the contemporary realities 4. Apply the direct and indirect approach of value inculcation. 5. Develop curriculum on par with the Value education in Elementary, Secondary and senior secondary stages | Discussion about the Values of the great personalities of India | Dash, B.N. (2004). Theories of Education & Education in the Emerging Indian Society. New Delhi: Dominant Publishers and Distributors http://hdl.handle.net/123456789/8918 https://www.youtube.com/watch?v=f37C0_r7jCs https://www.youtube.com/watch?v=f8y_V80vgxQ https://www.youtube.com/watch?v=XqQCI_ZhtxA | Model Exam |

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| Psycho-analytic, Humanistic and Cognitive-Contribution of the schools to Education | | | | | https://egyankosh.ac.in/bitstream/123456789/31505/1/Unit-1.pdf https://www.youtube.com/watch?v=oslurWOxm2g https://content.kopykitab.com/ebooks/2018/04/16773/sample/sample_16773.pdf https://egyankosh.ac.in/handle/123456789/31505 https://egyankosh.ac.in/bitstream/123456789/31505/1/Unit-1.pdf | |
| <p style="text-align: center;">UNIT II GROWTH AND DEVELOPMENT L-6, P- 2, T-2</p> <p>1)Growth and Development – Concept and Principles</p> <p>2)Stages of Development, Factors Influencing Development</p> <p>3)Developmental characteristics – Child and adolescent</p> <p>4)Developmental tasks and their implications in childhood and adolescent stage</p> | apply and demonstrate the principles of growth and development | <p>Lecturing with infographics (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with brainstorming (2 hours)</p> <p>Lecturing with teacher made ppt (2 hours)</p> | <p>Think Pair Share (cooperative learning strategy) (1 hour)</p> <p>Fishbowl technique cooperative learning strategy) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | https://www.cukashmir.ac.in/departmentdocs_16/Growth%20&%20Development%20-%20Dr.%20Ismail%20Thamarasseripdf https://egyankosh.ac.in/bitstream/123456789/67220/1/Block-1.pdf http://www.wbnsou.ac.in/online_services/SLM/BED/SEM-01_A1.pdf https://www.slideshare.net/rdhaker2011/growth-and-developmentppt https://www.slideshare.net/facebookcom29/chapter-ii-who-are-the-child-and-adolescent-learner-child-adolescent-development-educ-1-a | <p>Reflective writing on Developmental characteristics of Adolescence and child,</p> <p>PODCAST Preparation</p> <p>Mid semester Examination (CIE)</p> |

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| <p>UNIT III: LEARNING AND LEARNING PROCESS (L-8, P- 2, T-1)</p> <p>1) Learning – Concept, Principles And Factors 2) Learning Process – Characteristics, Purpose And Stages. Learning Curve 3) Theories Of Learning - Thorndike’s Connectionism 4) Pavlov’s Classical Conditioning 5) Skinner’s Operant Conditioning, Learning By Insight, Lewin’s Field Theory Of Learning, 6) Gagne’s Hierarchy Of Learning 7) Types Of Learning- Learning Through Association – Classical Conditioning, Learning Through Consequences – Operant Conditioning, Learning Through Observation- Modeling /Observational Learning 8) Transfer Of Learning- Types, Theories Of Transfer Of Learning, Facilitating Transfer Of Learning,</p> | <p>employ the learning principles and theories while teaching</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1hour)</p> | <p>Jigsaw method – Cooperative learning strategy (2 hours)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.egyankosh.ac.in/bitstream/123456789/46577/1/Unit-1.pdf https://egyankosh.ac.in/bitstream/123456789/8505/1/Unit-9.pdf https://www.slideshare.net/mumthazmaharoor/presentation-on-learning-curve https://www.slideshare.net/SureshbabuG11/learning-curve-and-learning-plateaus https://egyankosh.ac.in/bitstream/123456789/62915/1/Unit-3.pdf https://egyankosh.ac.in/bitstream/123456789/7978/1/Unit-1.pdf https://theacademy.sdsu.edu/wp-content/uploads/2015/01/transfer-of-learning-guide-dec-2016.pdf</p> | <p>Preparation of Padlet (CIE)</p> |
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| <p>UNIT IV: COGNITIVE DEVELOPMENT (L-7, P- 1, T-1)</p> <p>1)Cognition - Meaning And Its Role In Learning.</p> <p>2)Attention- Factors of attention, Span of attention, Inattention and Distraction</p> <p>3)Cognitive process - Sensation and Perception- laws of perception, Imagery- Concept, Nature and Types</p> <p>4)Concept formation, -Stages of Concept formation Theories – Bruner’s theory</p> <p>5)Piaget’s stages of cognitive development</p> <p>6)Meta- cognition- Meaning and Definition, Elements of Meta-cognition</p> <p>7)Skills of Meta-cognition –Its Instructional strategies</p> | <p>create effective teaching strategies based on the concept of Cognitive development</p> | <p>Lecturing with teacher made ppt (30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (30 minutes)</p> | <p>Four corners (Cooperative learning Strategy) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.egyankosh.ac.in/bitstream/123456789/79125/1/Unit-7.pdf</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/61459/1/Unit-3.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/62914/1/Unit-2.pdf</p> <p>https://www.slideshare.net/coach_sanders/fw279-imagery</p> <p>https://egyankosh.ac.in/bitstream/123456789/80666/3/Unit-3.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/8489/1/Unit-8.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/49801/1/Block-4.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/44755/1/Block-1.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/49801/1/Block-4.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/44755/1/Block-1.pdf</p> | <p>Field Visit(CIE)</p> <p>Mid Semester Examination II (CIE)</p> |
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| <p>UNIT V: MOTIVATION AND SELF- REGULATION (L-6, P-2, T-1)</p> <p>1)Motivation - Meaning, Types And Techniques Of Enhancing Learner Motivation And Its Implication</p> <p>2)Theories Of Motivation, Hull's Drive Reduction, Maslow's Hierarchy Of Needs</p> <p>3)McClelland's Theory Its Educational Implication Achievement Motivation- Components</p> <p>4)Characteristics Of Achievement Oriented Person Motivation In The Class Room Context- Rewards And Punishments, Levels Of Aspiration.</p> <p>5)Self-Regulation – Definition, Importance, Components And Types</p> | | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Rally coach (cooperative learning) (1 hour)</p> <p>Activity by using Concept map(Collaborative ICT Tool)</p> | <p>Peer tutoring</p> | <p>https://www.egyankosh.ac.in/bitstream/123456789/65129/3/Unit-9.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/23772/1/Unit-3.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/62919/1/Unit-5.pdf</p> <p>https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000012ED/P001887/M032107/ET/1541499104Note_McClellandstheoryofMotivation.pdf</p> <p>https://www.slideshare.net/saaliniivel/educational-psychology-achievement-motivation</p> <p>https://www.slideshare.net/Vijirayar/motivation-level-of-aspiration-group-dynamics-transaction-analysis</p> <p>https://egyankosh.ac.in/bitstream/123456789/49801/1/Block-4.pdf</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/65129/3/Unit-9.pdf</p> | <p>Motivate the school students at Student's surroundings and prepare a report on it through Google Docs (CIE)</p> <p>Model Examination(CIE)</p> <p>End Semester Examination</p> |
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| | | | | | n/352569560 Innovation in Education https://www.slideshare.net/HayalKoksal/the-role-of-teachers-innovations-and-technology-for-the-quality-of-education | |
| UNIT II: INNOVATIONS AND EXPERIMENTATIONS IN EDUCATION (L-8, P-2, T-2) 1. Operation Black Board (OBB), Minimum Level of Learning (MLL), Joyful learning (JL), Activity Based Learning (ABL), Active Learning Methods (ALM). 2. De- schooling, Community School, Neighbourhood School, Alternative School, Non- Graded school, School complex, Defence Academy, Sainik School, Navodaya School, Mobile School, Open School, Model School, Floating University. | Acquire the knowledge of innovative Schools. | Lecturing with teacher made power point (3 hours 30 minutes) Lecturing with teacher made power point (4 hours 30 minutes) | Outline the merits and demerits of various innovative schools by using Google slides (collaborative ICT tools) (2 hours) | Peer tutoring (1 hour) Peer tutoring (1 hour) | https://onlinenotebank.wordpress.com/2022/01/15/operation-blackboard/ https://www.slideshare.net/VinothiniSylvia/minimum-levels-of-learning https://egyankosh.ac.in/bitstream/123456789/7160/1/Unit-4.pdf https://www.youtube.com/channel/UCgM7Z3EC0Tt6xbmLnPWNSow https://www.slideshare.net/VinothiniSylvia/activity-based-learning-active-learning-methodology https://www.slideshare.net/mehfilhathi/deschooling-concept-factors-and-suggestions https://www.youtube.com/watch?v=5dT XujuJRc0 https://educationnorthwest.org/sites/default/files/NongradedPrimaryEducation.pdf https://www.ascd.org/el/articles/the-benefits-of-nongraded-schools | Reflective writing on various innovative Schools. Preparation of Padlet |

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| | | | | | http://singhsainikschool.com/defence-academy/ https://www.youtube.com/watch?v=nQ-u44ys5YA https://www.openschools.eu/open-school-model/ https://www.linkedin.com/pulse/mobile-school-innovative-approach-learning-from-streets-degeling | |
| <p align="center">UNIT III: LEARNER AND LEARNING STYLES (L-8, P-1, T-1)</p> <p>1. Learners – Converger, Diverger, Assimilator, Acciomodator</p> <p>2. Learning styles- VAK, VARK, (Visual, Auditory, Read and Write, Kinesthetic)</p> <p>3. Verbal, Physical, Logical, Social, Solitary, Sensing, Intuitive, Visual, Verbal, Inductive, Deductive, Active, Reflective, Sequential, Global.</p> | Internalize various learner and learning styles. | <p>Lecturing with teacher made power point (2 hours)</p> <p>Lecturing with teacher made power point (2 hours 30 minutes)</p> <p>Lecturing with teacher made power point (3 hours 30 minutes)</p> | Fish bowl technique (cooperative learning method) (1 hour) | Peer tutoring (1 hour) | https://tracyharringtonatkinson.com/kolb-learning-styles-2/ https://tracyharringtonatkinson.com/barbes-vak-learning-style/ https://www.melioeducation.com/blog/vark-different-learning-styles/ https://tracyharringtonatkinson.com/fleming-vark-theory/ https://www.avadolearning.com/blog/the-7-different-learning-styles-and-what-they-mean/ | Student's can assess their own learning styles by using questionnaires or surveys. |

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| <p style="text-align: center;">UNIT IV: INNOVATIVE LEARNING PRACTICES (L-5, P-1, T-1)</p> <ol style="list-style-type: none"> Inquiry based learning, Virtual learning, Contextual learning, Cooperative learning. Simulation, Peer mediated instructions, Project Based Learning, Collaborative learning, Experiential learning, Mnemonics, word approach, Concept Map, Mind Map, Flipped Learning, Outcome Based Learning (OBL). | <p style="text-align: center;">Acquire knowledge on various innovative practice in Education.</p> | <p style="text-align: center;">Brain storming (30 minutes)</p> <p style="text-align: center;">Lecturing with teacher made power point (1 hour 30)</p> <p style="text-align: center;">Lecturing with teacher made power point (3 hours)</p> | <p style="text-align: center;">Jig saw method (1 hour)</p> | <p style="text-align: center;">Peer tutoring (1 hour)</p> | <p>https://www.splashlearn.com/blog/what-is-inquiry-based-learning-a-complete-overview/</p> <p>https://www.teachmint.com/glossary/v/virtual-learning/</p> <p>https://www.igi-global.com/dictionary/contextual-learning/5675#:~:text=1.,applied%20in%20the%20real%20world.</p> <p>https://www.toppr.com/bytes/cooperative-learning/</p> <p>https://www.sciencedirect.com/science/article/pii/S1877042814054299</p> <p>https://opentextbc.ca/teachinginadigitalage/chapter/4-4-models-for-teaching-by-doing/</p> <p>https://www.nature.com/articles/s41599-020-00663-z</p> <p>https://study.com/learn/lesson/keyword-method-mnemonics-examples.html</p> <p>https://www.readingrockets.org/strategies/concept_maps</p> <p>https://flippedlearning.org/wp-content/uploads/2016/07/FLIP_handout_FNL_Web.pdf</p> | <p style="text-align: center;">Rubrics can be used to assess student performance and provide clear expectations for innovative learning practices.</p> |
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| | | | | | https://cga.ct.gov/PS94/rpt%5Colr%5Chtm/94-R-0290.htm#:~:text=Outcome%2Dbased%20education%20(OBE),they%20leave%20the%20school%20system. | |
| <p>UNIT V: ICT FOR PEDAGOGICAL INNOVATIONS (L-5, P-2, T-2)</p> <p>1. Emerging Trends in ICT and its Educational applications: Innovative teaching methodology with Moodle – Based E-Learning Environment.</p> <p>2. Web quest, e- content : Meaning, needs, framework for developing e- content, advantages, interactive radio, EDUSET, virtual reality, open educational resources.</p> | <p>Appreciate the use of ICT for pedagogical innovations.</p> | <p>Lecturing with infographics (1 hour)</p> <p>Lecturing with teacher made power point (1 hour 30 minutes)</p> <p>Lecturing with teacher made power point (2 hours 30 minutes)</p> | <p>Rally coach (cooperative learning strategy) (1 hour)</p> <p>Four corners (cooperative learning strategy) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.ijer.net/archive/v9i6/SR20226203748.pdf</p> <p>https://www.redalyc.org/journal/3033/303357581005/html/</p> <p>https://onlinecourses.swayam2.ac.in/arp19_ap72/preview</p> | <p>PODCAST preparation</p> <p>End Semester Examination.</p> |

தமிழ் கற்பிக்கும் முறைகள் பகுதி -I

BPC1- தமிழ் கற்பிக்கும் முறைகள்

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|-----------------------|---|----------|
| COURSE CODE AND TITLE | : | பகுதி -I |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | I |

| அலகு | கற்றல் விளைவுகள் | கற்றல் கற்பித்தல் செயல்முறைகள் | | | கற்பித்தல் வளங்கள் | மதிப்பீடு |
|---|--|--------------------------------|--|---|---|---|
| | | முறைகள் | செயல்பாடுகள் | பயிற்சி | | |
| <p>தமிழ் மொழியின் தோற்றம் வளர்ச்சி, தனித்தன்மைகள்(L-4, P -2, T-2)</p> <p>மொழியின் இன்றியமையாப் பண்புகள்- மொழித்தோற்றக்</p> | <p>தமிழ் மொழியின் தோற்றம், வளர்ச்சி மற்றும் தனித்தன்மை</p> | <p>விரிவுரை கலந்துரையாடல்</p> | <p>தமிழ் மொழியின் சிறப்பினைக் கட்டுரை எழுதுதல் திறனாய்வு செய்தல்</p> | <p>Survey heart - மூலம் புறவய வினாக்களுக்கு விடை தருதல்</p> | <p>https://www.ulakaththamizh.in/ (உலகத் தமிழாராய்ச்சி நிறுவனம்)</p> <p>https://tamilvalarchithurai.tn.gov.in/ (தமிழ் வளர்ச்சித் துறை)</p> <p>http://sarada-tamil.github.io/kaniththamizh https://www.youtube.com/@ACLChennai https://www.tamilvu.org/</p> | <p>புறவய வினாக்கள்</p> <p>இடைப்பருவத்தேர்வு</p> |

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| <p>கொள்கைகள்- மாறுபாடுகள்- தமிழ் மொழியின் வரலாறும் வளர்ச்சியும்- மொழிவளம்- வரி வடிவ வரலாறு- தமிழ் மொழியின் தனித்தன்மை - அறிஞர் கருத்துக்கள்</p> | <p>களைப் போற்றியுரை த்தல்</p> | | | | <p>(தமிழ் இணையக் கல்விக்கழகம்) http// www.maduraiproject.com</p> | |
| <p>மொழியியல்: (L- 6, P- 2, T-3) ஒலி மொழியியலாதல் - தமிழ் ஒலிகளின் பிறப்பு- ஒலியனியல் – உருபன் வகைகள்- தொடரியல்</p> | <p>ஒலியன், உருபன் மற்றும் தொடரியல் போன்ற மொழியியல் கோட்பாடுக ளை விளக்குதல்</p> | <p>விதிவருமு றை வினா விடைமுறை</p> | <p>மன வரைபடம் வரைதல் விவாதம் வரைப்பட தாள்</p> | <p>கூகுள் வகுப்பறை மூலம் ஓப்படைப் பினை சமர்ப்பித்த ல்</p> | <p>https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்) http://sarada- tamil.github.io/kaniththamizh</p> | <p>இடைப்பருவ த்தேர்வு</p> |

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| <p>சமூகவியலும் மொழியும் (L-5, P-3, T-2)</p> <p>மொழிக்கல்வியின் இன்றியமையாமை – சமூக பின்னணியில் மொழி – மொழியும் சமூக சூழ்நிலையும் – மதிப்புக்கல்வியும் மொழியும்- மொழியும் பொருளாதாரமும்</p> | <p>சமூகவியல் நோக்கில் மொழியின் தேவைகளைச் சுட்டிக்காட்டுதல்</p> | <p>நடிப்பு முறை குழு கற்பித்தல் முறை</p> | <p>விவாதம் நடத்துதல் காணொளியைக் கண்டு கட்டுரை எழுதுதல்</p> | <p>வேளாண்மை, மீன்பிடித்தல் போன்ற இடங்களில் பேசப்படும் குழுச் சொற்களை சேகரித்தல்.</p> | <p>www.tamilvalrchithurai.com</p> <p>https://shodhganga.inflibnet.ac.in/</p> <p>http://sarada-tamil.github.io/kaniththamizh</p> <p>https://www.youtube.com/@ACLChennai</p> <p>https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்)</p> <p>http://www.maduraiproject.com</p> | <p>வகுப்புத்தேர்வு</p> <p>புறவயத்தேர்வு</p> |
| <p>உளவியல் மற்றும் உடற்கூற்று அடிப்படையில் மொழிகற்றல் (L-6, P-2, T-2)</p> <p>மொழியியல் அறிதிறன்</p> | <p>உளவியல் மற்றும் உடற்கூற்று அடிப்படையில் மொழியினை விரிவாக ஆராய்ந்தறிதல்.</p> | <p>ஒப்படைப்பு முறை சொற்பொழிவு முறை குழு கற்பித்தல் முறை</p> | <p>திறனாய்வு செய்தல் பேச்சுறுப்பு மற்றும் உணர் உறுப்புகள் குறித்த</p> | <p>வினா விடை எழுதுதல்</p> | <p>Skill India -Central Government Scheme</p> <p>Naan Muthalvan – State Government Scheme</p> <p>http://sarada-tamil.github.io/kaniththamizh</p> | <p>வகுப்புத்தேர்வு</p> <p>Survey heart – செயலிவழி</p> |

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| <p>கூறுகள் - குழந்தை வளர்ச்சியும் மொழி கற்றலும் - மொழிக்கற்றலின் பல்வேறு கூறுகள் -உடற்கூறு அடிப்படையில் மொழி - பேச்சு உணர் உறுப்புகள் பற்றி விரிவாக ஆராய்தல்.</p> | | | <p>வரைபடம் வரைதல்</p> | | | |
| <p>மொழி ஆசிரியரின் தகுதிகள் (L-4, P- 2, T-3) மொழியாசிரியரி ன் சிறப்புகள் - மொழிப்பற்று - உளநூல் அறிவு -</p> | <p>மொழி ஆசிரியரின் தகுதிகளை மேம்படுத்திக் கொள்ளும் திறன் பெறுதல்</p> | <p>விரிவுரை முறை</p> | <p>நடிப்பு முறையில் ஆசிரியரி ன் செயல்பா டுகளை செய்து காட்டல்</p> | | <p>https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்) www.tamilvalrchithurai.com https://shodhganga.inflibnet.ac.in L</p> | <p>வகுப்புத்தே ர்வு செயலிவழி த்தேர்வு மாதிரித்தேர் வு மற்றும்</p> |

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| முன்னிலைப்படுத ல் - சிறந்த குடிமகனை உருவாக்குதல். | | | | | | பருவத்தேர்வு |
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COURSE PLAN FOR PEDAGOGY OF ENGLISH

COURSE CODE AND TITLE : **BPC1 PEDAGOGY OF ENGLISH**
NO. OF CREDIT : **3**
NO OF HOURS : **48**
SEMESTER : **I**

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|---|--|--|---|---|--|---|
| | | Lecture | Practical | Tutoring | | |
| 1 ROLE OF LANGUAGE IN SOCIETY 1. Properties of language – displacement, other properties 2. Language and Power 3. Language and Class (society) 4. Language and Gender 5. Language and Identity. | recognise the role of language in human life | (5 hrs) Lecture with appropriate resources from journals and video | (5 hrs) Identify unique features of human language compared to animal communication (apes, birds, ants, etc) find a real life example of each property of language | (3 hrs) Revision of the content and facts through Blooket | 1. https://www.academia.edu/36212255/Language_properties 2. https://www.studysmarter.co.uk/explanations/english/key-concepts-in-language-and-linguistics/language-and-power/ 3. https://www.studysmarter.us/explanations/english/language-and-social-groups/language-and-class/ 4. https://www.youtube.com/watch?v=dsIgQW0Jqtc 5. https://www.youtube.com/watch?v=MAceGZiM-P8 6. https://www.youtube.com/watch?v=h8G26UmbvqQ | e-quiz (Kahoot) Panel discussion Mid-Semester |

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| <p>2 LANGUAGE TEACHING – AN OVERVIEW</p> <p>1. Linguists overview of language learning (Vygotsky, Palmer, Krashen & Noam Chomsky). 2. Understanding different forms of literature - Fiction and Non-Fiction 3. Literature in school curriculum-Needs, Objectives & relevance. 4. Translation: Importance and need, as a creative activity. 5. Teaching language as a skill subject.</p> | <p>analyse the position of English in Indian constitution and educational policies</p> | <p>(6 hrs)</p> <p>Lecture with demonstration</p> | <p>(2 hrs)</p> <p>Translate a passage in English to your mother tongue</p> <p>Analyse the importance given to literature in school textbooks</p> <p>Read a chapter from a fiction and non-fiction</p> | <p>(2 hrs)</p> <p>Revision of the content taught</p> | <p>1.https://nlist.inflibnet.ac.in/search/Record/9780203878033</p> <p>2.https://www.youtube.com/watch?v=AJNfQGF2WJw</p> <p>3.https://www.twinkl.co.in/teaching-wiki/role-of-literature</p> <p>4.https://nlist.inflibnet.ac.in/search/Record/9780203878033</p> <p>5.https://elttguide.com/basic-ideas-and-techniques-for-teaching-the-four-language-skills/</p> <p>Swayam Prabha Archived videos https://www.youtube.com/embed/GwxgwUJN4js</p> | <p>Group Discussion in the different forms of literature and the work which influences you the most</p> <p>Mid-Semester</p> |
| <p>3 NATURE OF LANGUAGE – MORPHOLOGY</p> <p>1. Morphemes - Free and Bound morphemes 2. Morphological description, Problems in morphological description, Morphs and allomorphs 3. Lexeme- Roots and Affixes. Types of affixes – Inflexional and Derivational affixes</p> | <p>discover the potential of literature in language teaching</p> | <p>(4 hrs)</p> <p>Lecture with demonstration</p> | <p>(4 hrs)</p> <p>Analyse the patterns of spelling for the words in the given text.</p> | <p>(1 hrs)</p> <p>Revision of the content taught</p> | <p>1.https://www.rit.edu/ntid/sea/processes/wordknowledge/grammatical/whatare#:~:text=There%20are%20two%20types%20of,%20and%20(b)%20affixes.</p> <p>2.https://www.youtube.com/watch?v=EOkq-8QZVQ</p> <p>3.https://web.mnstate.edu/houtsli/tesl551/Morphology/page4.htm</p> | <p>Sessional Test</p> <p>Online quizzes</p> |

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| <p>4. Word formation – Process of word formation – Affixation, Conversion, Compounding, Blends, Reduplicatives, Acronyms, Clipping,</p> <p>5. Patterns of spelling. Vocabulary – Active and Passive vocabulary, Ways to enrich the vocabulary power of students</p> | | | | | <p>4.https://old.amu.ac.in/emp/studym/99999199.pdf</p> <p>5.https://www.readingrockets.org/article/four-practical-principles-enhancing-vocabulary-instruction</p> | <p>Organising language games for vocabulary enrichment through club activities.</p> |
| <p>4 NATURE OF LANGUAGE – SYNTAX</p> <p>1. Meaning – Traditional approach and its inadequacies</p> <p>2. Word classes – Phrase, Clause and Sentence.</p> <p>3. Generative grammar, Properties of grammar, Deep and surface structure, Structural ambiguity</p> <p>4. Symbols used in syntactic description, Labelled tree diagram, Phrase structure rules.</p> <p>5. Transformational rules</p> | <p>employ skill-oriented techniques to organise an effective classroom</p> | <p>(3 hrs)</p> <p>Lecture with demonstration</p> | <p>(3 hrs)</p> <p>Draw labelled tree diagrams for the syntactical description</p> | <p>(2 hrs)</p> <p>Revision of the content taught</p> | <p>1.https://www.grammarwiz.com/phrases-and-clauses.html</p> <p>2.https://sites.google.com/site/lang502structuresofenglish/generative-grammar</p> <p>3.https://elearning.cpp.edu/learning-objects/syntactic-tree-structures/</p> <p>4.https://www.youtube.com/watch?v=JMY30Ho5SI0</p> <p>5.http://puneresearch.com/media/data/issues/5a65786730dc5.pdf</p> <p>Swayam Prabha Archived videos https://www.youtube.com/embed/EuCBx9rfzJs</p> | <p>Class Test</p> <p>Online quizzes</p> <p>Transformation of sentences</p> |

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| <p style="text-align: center;">5 ACHIEVEMENT OF COMMUNICATION EFFICACY</p> <p>1. Communication skills - Importance in Digital Age</p> <p>2. Public Speaking skills: Preparation, Vocal Control, Time Management, and Handling questions</p> <p>3. Presentation skills - Content curation, organizing skill, preparing resume and e-mail writing</p> <p>4. Communication and Social media - Responsibilities and netiquettes</p> <p>5. Barriers affecting communication efficacy in work places.</p> | <p>identify the morphological and syntactic structure of English language</p> | <p style="text-align: center;">(4 hrs)</p> <p style="text-align: center;">Lecture with demonstration</p> | <p style="text-align: center;">(4 hrs)</p> <p style="text-align: center;">Debate on 'The Efficiency of communication is more in Face-to-Face mode Vs. Digital mode'</p> <p style="text-align: center;">Discuss the role and responsibilities of netizens</p> | <p style="text-align: center;">(1 hrs)</p> <p style="text-align: center;">Revision of the content taught</p> | <p>1. https://communicationguru.co.za/digital-communication-skills-you-need-in-the-21st-century/</p> <p>2. https://in.indeed.com/career-advice/career-development/public-speaking-skills</p> <p>3. https://www.youtube.com/watch?v=mX1aOfb6C1M&t=3s</p> <p>4. https://www.indeed.com/career-advice/resumes-cover-letters/skills-based-resume-template</p> <p>5. https://bowvalleycollege.libguides.com/c.php?g=10214&p=52001</p> <p>7. https://sproutsocial.com/glossary/social-media-etiquette/</p> <p style="text-align: center;">Swayam Prabha Archived videos</p> <p>8. https://www.youtube.com/embed/3P3qPg5u-fc</p> <p>9. https://www.youtube.com/embed/OrQVYsQJTnI</p> | <p>Class Test</p> <p>Online quizzes</p> <p>Perform a drama on 'Barriers of Effective Communication at Workplace'</p> <p>Model Examination</p> <p>Semester Examination</p> |
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COURSE PLAN FOR PEDAGOGY OF MATHEMATICS I

COURSE CODE AND TITLE : **BPC1 – PEDAGOGY OF MATHEMATICS I**
NO. OF CREDIT : **3**
NO OF HOURS : **48**
SEMESTER : **I**

| Unit | Course Outcome to be achieved | Teaching Learning Activities (with hours) | | | Resources | Assessment |
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| | | Lecture | Practical | Tutoring | | |
| UNIT I: NATURE AND SCOPE OF MATHEMATICS (L-5, P-2, T-2) 1. Mathematics meaning, definitions nature– Logical sequence, Structure, Precision and Accuracy, Abstractness, Symbolism, Characteristics of mathematics, Mathematics as a science of measurement , scope of mathematics 2. Dimensions of mathematics- historical, scientific, language, artistic, recreational, activity and tool 3. History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians | Understand the nature and scope of Mathematics Analyze the historical aspects of mathematics | Lecturing with teacher made power point (1 hour 30 min) Lecturing with Brain Storming (1 hour 30 min) | Think-Pair-Share (Cooperative learning strategy) (1 hour) | Peer tutoring (1 hour) | https://egyankosh.ac.in/bitstream/123456789/46786/1/Unit-1.pdf https://youtu.be/w8YipJuhkfl https://www.slideshare.net/AngelSophia2/nature-scopemeaning-and-definition-of-mathematics-pdf-4 https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/UG_B.Ed_Education_70123%20C-%20TEACHING%20OF%20MATHEMATICS_9236.pdf https://www.youtube.com/watch?v=O0fbtECBkxA https://www.britannica.com/science/mathematics https://scindeks-clanci.ceon.rs/data/pdf/0352- | Reflective writing on nature of Mathematics |

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| | | Lecturing with teacher made power point (2 hours) | Poster presentation on contributions of Indian Mathematicians (1 hour) | Peer tutoring (1 hour) | 2334/2014/0352-23341403015d.pdf https://www.youtube.com/watch?v=HpggCSrs92A https://www.youtube.com/watch?v=NZRs3M6XEqA https://prepp.in/news/e-492-indian-mathematicians-and-their-contributions-ancient-india-history-notes | Preparation of Padlet (CIE) |
| UNIT II: AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS (L-5, P-2, T-2) 1. Need and significance of teaching mathematics in the present scenario 2. Aims: Practical, social, disciplinary and cultural. Mathematics as a tool of disciplining the mind. 3. Objectives – GIO’s and behavioural or specific learning outcomes – SLO’s relating to the cognitive, affective and psychomotor domain. 4. Writing specific objectives in Mathematics | Understand the aims and objectives of mathematics education | Lecturing with teacher made power point (30 min) Lecturing with teacher made power point (1 hour) Lecturing with teacher made power point (2 hour 30 Min) Lecturing with teacher made power point (1 hour) | Fish bowl technique (Cooperative learning strategy) (1 hour) Jig Saw method (Cooperative learning strategy) (1 hour) | Peer tutoring (1 hour) Peer tutoring (1 hour) | https://www.slideshare.net/vsk84/aim-objective-of-teaching-mathematics https://www.slideshare.net/drangelrathnabai/1-need-and-significance-of-teaching-mathematics https://www.studocu.com/in/document/mahatma-gandhi-university/advanced-methodology-and-pedagogical-practices-of-mathematics-education/aims-of-teaching-mathematics/25949983 https://www.creative-wisdom.com/teaching/assessment/objectives.html https://www.differencebetween.com/what-is-the-difference-between-instructional-objectives-and-learning-objectives/ | Mid Semester Examination (CIE) |

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| <p>UNIT III: PLANNING FOR TEACHING MATHEMATICS (L-7, P-2, T-1)</p> <ol style="list-style-type: none"> 1. Micro-teaching – definition, skills, need and importance, cycle, skill of explaining, stimulus variation, ,probing questions, reinforcement, blackboard usage, set induction, closure, advantages of micro teaching, link lesson. 2. Macro teaching – Year plan, Unit plan, lesson plan – Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids, ICT applications; Evaluation tools and learners participation in developing instructional materials. 3. Methods of teaching Mathematics –Lecture method, Analytic and Synthetic methods; Poly’s Problem solving method, ABL and ALM. | <p>Prepare micro and macro lesson plan and use appropriate skills to teach Mathematics</p> | <p>Lecturing with teacher made power point (3 hours 30 min)</p> <p>Lecturing with teacher made power point (2 hours)</p> <p>Lecturing with teacher made power point (1 hour 30 min)</p> | <p>Rally Robin (Cooperative learning strategy) (1 hour)</p> <p>Outline the merits and demerits of various methods by using Google slides (collaborative ICT tools) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.slideshare.net/deivammuniyandi/micro-teaching-39134208 https://www.teachmint.com/glossary/m/micro-teaching/ https://educerecentre.com/micro-teaching-skills/ https://blog.teachmint.com/the-macro-teaching-technique/</p> <p>https://www.slideshare.net/valarpink/year-plan-57212757 https://www.slideshare.net/meenakshibotany/unit-planning-232030697 https://www.teachmint.com/glossary/u/unit-plan/ https://www.youtube.com/watch?v=epZ7C1OpqSQ</p> <p>https://www.education.com/lesson-plans/ https://www.egyankosh.ac.in/bitstream/123456789/7814/1/Unit-3.pdf https://www.slideshare.net/vsk84/methods-of-teaching-mathematics-56555590</p> <p>https://www.slideshare.net/sultanakhan1/analytico-synthetic-method-of-teaching-mathematics</p> <p>https://www.youtube.com/watch?v=V9qYvnfvZC8 https://study.com/academy/lesson/polyas-four-step-problem-solving-process.html https://www.slideshare.net/VinothiniSylvia/activity-based-learning-active-learning-methodology</p> | <p>Class Participation in class discussions and activities</p> |
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| <p>UNIT IV: SCHOOL MATHEMATICS CURRICULUM (L-6, P-2, T-2)</p> <ol style="list-style-type: none"> Objectives of curriculum, principles for designing curriculum, highlights of curriculum – vision of school Mathematics. Main goal of Mathematics education, core areas of concern in school Mathematics. Content – Principles of selection, individual, social and national needs and modern trends. Organization- Logical and psychological, topical and spiral, integrated approaches – correlating with life, nature, other disciplines and different branches in Mathematics. Uniqueness of disciplines vis- a- vis interdisciplinary. Interactive and critical pedagogies. | <p>Acquire knowledge of principles for designing Mathematics curriculum and correlation of Mathematics in various disciplines</p> | <p>Lecturing with teacher made power point (1 hour 30 min)</p> <p>Lecturing with teacher made power point (1 hour)</p> <p>Lecturing with Brain Storming and teacher made power point (2 hours 30 min)</p> <p>Lecturing with teacher made power point (1 hour)</p> | <p>Four corners (Cooperative learning Strategy (1 hour)</p> <p>Rally coach (cooperative learning(1 hour)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/46783/1/Unit-4.pdf</p> <p>https://www.slideshare.net/JAGANMOHANARAO5/objectives-of-mathematics-curriculum-curricular-choices-at-different-stages-of-school-mathematics</p> <p>https://testbook.com/question-answer/the-main-goal-of-mathematics-education-is--61c47c8073af4fd758494dd6</p> <p>https://www.doubtnut.com/question-answer/the-main-goal-of-mathematics-education-is-645921129</p> <p>https://study.com/academy/lesson/the-three-major-principles-of-common-core.html</p> <p>https://www.youtube.com/watch?v=wLM8cG7ToJ4</p> <p>https://www.slideshare.net/manojkmg/correlation-of-mathematics-with-other-subject</p> <p>https://www.youtube.com/watch?v=wfbHVIwh2Pw</p> <p>https://unesdoc.unesco.org/ark:/48223/pf0000067165</p> <p>https://www.youtube.com/watch?v=cJGAU9MAMSA</p> <p>https://www.slideshare.net/PoojaWalia6/interdisciplinary-approach-250530228</p> | <p>Mid Semester Examination II (CIE)</p> |
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| <p>UNIT V: APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS (L-6, P-2, T-2)</p> <p>1. Nature of concepts, concept formation and concept assimilation.</p> <p>2. Comparing and contrasting; giving counter examples; non- examples; planning and implementation of strategies in teaching a concept.</p> <p>3. Problem posing and solving, discovering or exploring various options for solving the problems, formulation of conjecture and generalisations through several illustrations.</p> | <p>Adopt appropriate approaches and strategies in teaching of Mathematical concepts</p> | <p>Lecturing with teacher made power point (2 hours)</p> <p>Lecturing with info graphics (2 hours)</p> <p>Lecturing with teacher made power point (2 hours)</p> | <p>Rally coach (cooperative learning) (1 hour)</p> <p>Four corners (Cooperative learning strategy) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>http://pedagogybyvasu.blogspot.com/2019/06/approaches-and-strategies-in-teaching.html</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/6689/1/Unit-2.pdf</p> <p>https://www.slideshare.net/janvylabarosa/approaches-in-teaching-mathematics</p> <p>https://study.com/academy/lesson/approaches-to-learning-in-mathematics.html</p> <p>https://unesdoc.unesco.org/ark:/48223/pf0000097819</p> <p>https://www2.edc.org/makingmath/handbook/teacher/problemposing/problemposin g.asp</p> <p>https://sites.google.com/site/mathmindhabits/on-th-teaching-of-mathematics/k-on-problem-posing-and-making-conjectures</p> | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |
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COURSE PLAN FOR PEDAGOGY OF PHYSICAL SCIENCE I

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|------------------------------|---|---|
| COURSE CODE AND TITLE | : | BPC1 –PEDAGOGY OF PHYSICAL SCIENCE I |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | I |

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
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| | | Lecture | Practical | Tutoring | | |
| UNIT I: NATURE AND SCOPE OF PHYSICAL SCIENCE (L-5, P-2, T-2) 1) Definition of science – nature, concept, content and scope of Physical science- objective, verifiable facts , separating fact from fiction process 2) Science for the knowledge: Knowledge of science with other subject matters, pedagogical content knowledge, curriculum in teaching Physical science | understand the nature and scope of physical science | Lecturing With teacher made powerpoint (1 hour) Lecturing With teacher made powerpoint (1 hour) | Prepare a video regarding augmented reality on science concepts | Peer tutoring (1 hour) Peer tutoring (2hours) | https://kanchiuniv.ac.in/coursematerials/B.Ed_Course_Material/Pedagogy_of_Physical_Science.pdf https://mis.alagappauniversity.ac.in/siteAdmin/ddeadmin/uploads/2/_UG_B.Ed_Education_70123%20D%20%20Teaching%20of%20Science%20_9061.pdf https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf https://mangaloreuniversity.ac.in/sites/default/files/7%28d%29%20Physical%20Science%20%28Part-2%29.pdf | Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring) (CIE) |

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| <p>UNIT II: AIMS AND OBJECTIVES OF PHYSICAL SCIENCE (L-6, P-2, T-2)</p> <p>1) Aims and objectives of teaching Physical science at different levels – Primary, Secondary, Higher secondary</p> <p>2) General and specific objectives of teaching Physical science</p> <p>3) Blooms taxonomy of Educational objectives (cognitive, affective and psychomotor)</p> | <p>know the aims and objectives of teaching physical science</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with brainstorming (2 hours)</p> | <p>Prepare a video regarding covid awareness</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/46664/1/Unit-2.pdf</p> <p>https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf</p> <p>https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf</p> <p>https://www.astate.edu/dotAsset/7a3b152c-b73a-45d6-b8a3-7ecf7f786f6a.pdf</p> | <p>Mid semester Examination (CIE)</p> |
| <p>UNIT III: PLANNING FOR TEACHING PHYSICAL SCIENCE (L-5, P-2, T-4)</p> <p>1) Micro-teaching-definition, skills, need and importance, cycle, skill of explaining, stimulus variation, probing questions, reinforcement, blackboard usage, set induction, closure, advantages of micro teaching ,link lesson, Mini teaching- steps</p> | | <p>Lecturing with teacher made ppt (1 hour)</p> | | <p>Peer tutoring (1 hour)</p> | <p>https://youtu.be/0EfezRQT2FI</p> <p>http://www.youtube.com/watch?v=D922yJWgGKs</p> <p>https://www.academia.edu/7953471/UNIT_1_INTRODUCTION_TO_MICRO_TEACHING_AND_ITS_NEED</p> <p>https://gyanshalatips.in/micro-teaching-detailed-notes-for-b-ed/</p> <p>https://www.slideshare.net/education4227/micro-teaching-74259871</p> | |

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| <p>2) Macro Teaching-Year Plan, Unit Plan, Lesson Plan – Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids, ICT applications; Evaluation tools and learners participation in developing instructional materials</p> <p>3) Methods of teaching Physical Science- Lecture method, Inductive and Deductive methods, Analytic and Synthetic methods; Problem Solving method, Project method, Laboratory method, ABL and ALM</p> | <p>acquire skills relating to planning lessons and presenting them effectively</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Write module for any of the science school content based on pre test, post test and embedded test</p> | <p>Peer tutoring (1 hour)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/8512/1/Unit-8.pdf</p> <p>https://ddceutkal.ac.in/Syllabus/MA_Education/Paper-4.pdf</p> <p>https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%201st%20Semester/EDCN-704C-Educational%20Technology.pdf</p> <p>https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/4/_UG_B.Ed_Education_70141%20-%20Educational%20Technology_4262.pdf</p> <p>https://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf</p> <p>https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf</p> <p>https://youtu.be/rCcw6BIptKE</p> <p>https://egyankosh.ac.in/bitstream/123456789/46571/1/Unit-2.pdf</p> <p>https://www.academia.edu/22782383/BEd_I_IIyr_CFWS</p> | |
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| <p>UNIT IV: SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE) (L-5, P- 2, T-2)</p> <p>1. Trends in science curriculum: different types of curriculum, need, importance and characteristic of curriculum development, NCERT and SCERT curriculum and their impact on curriculum development in India</p> <p>2. Content – Principles of Selection, Individual, Social and National needs and Modern trends.</p> <p>3. Organization – Logical and Psychological, Topical and Spiral, Integrated approaches- Correlating with life, Nature, other disciplines and Different branches of Physics and Chemistry</p> <p>4. Rationale, objectives, principles, designs and materials produced in the recent curricular reforms at the National and State levels and their critical appraisal</p> | <p>appreciate various trends in physical science school curriculum</p> | <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (30 minutes)</p> | <p>Conduct a club activity on the national science day</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://ncert.nic.in/pdf/focus-group/cst_final.pdf</p> <p>https://ncert.nic.in/pdf/focus-group/executive_summary.pdf</p> <p>https://youtu.be/JqW4tnRvmaY</p> <p>http://www.youtube.com/watch?v=6UBWpyIUmBQ</p> <p>https://egyankosh.ac.in/bitstream/123456789/42023/1/Unit-2.pdf</p> <p>https://mangaloreuniversity.ac.in/sites/default/files/2019/Course-5%20English%20Version.pdf</p> <p>https://mis.alagappauniversity.ac.in/siteAdmin/ddeadmin/uploads/2/UG_B.Ed_Education_70123%20D%20-%20Teaching%20of%20Science%20_9061.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/46662/1/Unit-4.pdf</p> <p>https://www.slideshare.net/GautamKumarEdu/recent-curricular-reforms-at-the-national-and-state-level-ncf-2005</p> | <p>Field Visit(CIE)</p> <p>Mid Semester Examination II (CIE)</p> |
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| <p>UNIT V: PEDAGOGICAL SHIFT IN PHYSICAL SCIENCE (L-5, P- 2, T-2)</p> <ol style="list-style-type: none"> Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge Pedagogical shift in Planning Teaching – learning experiences Democratizing learning: critical pedagogy, constructivist approach and inclusive curriculum | <p>understand the pedagogical shift from teaching-learning experiences</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Write a report regarding important science centers and their contributions</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=rUyagd0t8-Q</p> <p>https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/31623/1/Unit-3.pdf</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/46718/1/Unit-4.pdf</p> <p>https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%209%20Knowledge%20&%20Curriculum%20(English%20Version).pdf</p> | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |
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COURSE PLAN FOR BPC1 PEDAGOGY OF BIOLOGICAL SCIENCE

COURSE CODE AND TITLE : **BPC1 PEDAGOGY OF BIOLOGICAL SCIENCE**

NO. OF CREDIT : **3**

NO OF HOURS : **48**

SEMESTER : **I**

| UNIT | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|---|---|--|-----------|------------------------|--|---------------------|
| | | Lecture | Practical | Tutoring | | |
| <p align="center">UNIT : 1 L-4, P-3, T-2 NATURE AND SCOPE OF BIOLOGICAL SCIENCE</p> <p>1)Definition of science</p> <p>2)Types of knowledge of teaching science- empirical, theoretical, pedagogical content knowledge, curriculum for teaching of science</p> <p>3) Biological and society – agriculture, human, health leisure, culture and aesthetic values, organization of social events</p> | analyse the nature and scope of science | Lecture with appropriate resources from videos | | Peer tutoring (1 hour) | <p>https://youtu.be/fqUdSEjkJA</p> <p>https://youtu.be/x8yXnFbMHAI</p> <p>https://youtu.be/OUUK0bjDtY</p> <p align="center">A</p> | Internal assessment |

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| <p style="text-align: center;">UNIT –II L-4, P-2, T-2</p> <p>1)Aims and objectives of teaching biological science at different levels- primary, secondary, higher secondary</p> <p>2)General and specific objectives of teaching biological science</p> <p>3)Blooms taxonomy of Educational objectives (Cognitive, Affective, and Psychomotor Domains)</p> | <p>Apply and demonstrate of blooms taxonomy in the class room</p> | <p>Lecturing with help of PowerPoint</p> | | <p>Group discussion (1 hour)</p> | <p>https://youtu.be/765EtkVwmzw</p> <p>https://www.youtube.com/live/LKZz8z0bu6E?feature=share</p> | <p>Sessional test</p> |
| <p style="text-align: center;">UNIT –III L-4, P-2, T-2</p> <p>1)Micro teaching –definition skills need and importance ,skill of explaining, stimulus variation, probing questioning, reinforcement set induction</p> <p>2)Macro teaching – year plan, unit plan, lesson plan stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids evaluation tolls and learners participation</p> <p>3)Methods of teaching biological science, lecture method, inductive method, deductive method, analytic and synthetic method , problems solving method, project methods ALM, ABL</p> | <p>Analyzes the significance of methods of micro teaching</p> | <p>Lecture with demonstration</p> | | <p>Cooperative learning (1 hour)</p> | <p>https://youtu.be/PRuFrrB2wGk</p> <p>https://youtu.be/HXubRkBqKJg</p> <p>https://youtu.be/13aGAQ9zSWw</p> | <p>Assignments</p> |

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| <p>UNIT –IV L-4, P-5, T-3 SCHOOL SCIENCE AND CURRICULUM</p> <p>1) Trends in science curriculum: different types of curriculum</p> <p>2) NCERT and SCERT curriculum and their impact on curriculum development in India</p> <p>3) Analysis of Text Books : biological science text books characteristic of good science text books</p> <p>4) Position of science text book</p> <p>5) Principles of writing text books selection in India</p> <p>6) Procedure of text Books</p> | <p>Understands the value of science text books</p> | <p>Lecture with demonstrate</p> | | <p>Group Discussion</p> | <p>https://youtu.be/nvyWIwUAF34</p> <p>https://youtu.be/vC5VD-rao7U</p> | <p>Mid Semester</p> |
| <p>UNIT –V L-5, P-2, T-4 PEDAGOGICAL SHIFT IN BIOLOGICAL SCIENCE</p> <p>1) Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge.</p> <p>2) Pedagogical shift in planning teaching – learning experiences.</p> <p>3) Democratizing learning: critical pedagogy, constructivist approach and inclusive curriculum.</p> | <p>Adequate skills in using proper and suitable method of biological science</p> | <p>Lecturing with the help of videos</p> | | <p>Interactive learning</p> | <p>https://youtu.be/NnB6PRIE8yY</p> <p>https://youtu.be/zN9DenS4RuU</p> | <p>Model Exam</p> |

COURSE PLAN FOR PEDAGOGY OF HISTORY I

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| COURSE CODE AND TITLE | : | BPC1 PEDAGOGY OF HISTORY I |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | I |

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
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| | | Lecture | Practical | Tutoring | | |
| UNIT I: HISTORY ITS FEATURES AND DIMENSIONS (L-5, P-2, T-2) | | | | | | |
| 1) History - Definition Concept | acquire knowledge of History and its features | Lecturing (45 minutes) | Prepare timeline for a history topic in secondary level curriculum. | Peer tutoring (1 hour) | https://www.youtube.com/watch?v=gdGkyEwXjRM | Based on the report prepared by the student on timeline |
| 2) Scope and structure of history | | Lecturing (40 minutes) | | | https://www.youtube.com/watch?v=3I2IHQdp_U8 | |
| 3) Values of teaching history – practical, intellectual social, moral, disciplinary and cultural | | Lecturing (1 hours) | | https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_history.pdf | | |
| 4) Dimensions of history-time, place, continuity, and development | | Lecturing (1 hours) | | https://www.youtube.com/watch?v=8Wr7lz-HGzI | | |
| 5) Classification of history: World, National and Local and Classification of history based on time. | | Lecturing (1 hours) | | Group discussion on values of teaching history | | |

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| <p align="center">UNIT II: AIMS AND OBJECTIVES OF TEACHING HISTORY (L-5, P-2, T-2)</p> <ol style="list-style-type: none"> General aims and objectives of teaching history specific aims of teaching history at elementary, high and higher secondary stage Blooms taxonomy of educational objectives (Cognitive, affective and psychomotor) Nature and Importance of teaching history Factors in History and Geographical foundation of history, History –a science or an Art | <p align="center">understand the aims and objectives of teaching history</p> | <p>Lecturing (1 hour)</p> <p>Lecturing (1 hour)</p> <p>Lecturing (1 hours)</p> <p>Lecturing (2 hours)</p> <p>Lecturing (2 hours)</p> | <p>Practice to write general and specific objectives.</p> <p>Brainstorming (1 hour)</p> <p>Think Pair Share</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=C92zSAxZfzI</p> <p>https://www.youtube.com/watch?v=-ivSxbWwGpA</p> <p>https://www.youtube.com/watch?v=ayefSTAnCR8</p> <p>https://www.youtube.com/watch?v=RKWkG-leQ7</p> <p>https://www.youtube.com/watch?v=poWd4XJRdTg</p> | <p>Required feedback is given based on their list of general and specific objectives for a given topic</p> <p>Mid semester Examination (CIE)</p> |
| <p align="center">UNIT III: PLANNING FOR TEACHING HISTORY (L-5, P-4, T-2)</p> <ol style="list-style-type: none"> Micro-teaching - concept, objectives, principles and phases of micro teaching – micro teaching cycle skills of introducing a lesson, Explaining, Probing questioning, Stimulus variation | | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Practice of writing unit plan and lesson plan</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=e9DQW8RgGc0</p> | |

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| <p>3) Reinforcement, Using black board- Need for Link lesson in Micro teaching, Mini teaching skills</p> <p>4) Macro teaching- Unit plan steps, characteristics of a good unit plan</p> <p>5) Lesson plan – steps, writing instructional objectives. Herbartian steps – planning for specific behavioural changes – selection and organization of concepts, teaching aids, learning experiences, evaluation, recapitulation and assignment</p> | <p>enable to develop knowledge in Planning for teaching history</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing (1 hour)</p> | <p>Conducting Quiz</p> <p>Group Discussion</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=wcZH66rw6AY</p> <p>https://www.youtube.com/watch?v=e9oWw3Ezzf8</p> | <p>Organised quiz to assess students knowledge</p> |
| <p>UNIT IV: METHODS AND APPROACHES OF TEACHING HISTORY (L-6, P-2, T-2)</p> <p>1. Teaching methods: Lecture, Storytelling</p> <p>2. Dramatization, Supervised study, Dalton Plan, Inductive, Deductive, Unit Method, Team Teaching</p> <p>3. Activity based learning, Problem solving and Role-play method –</p> <p>4. Heuristics/discovery method, project method</p> | <p>Know the methods and approaches in pedagogy of teaching history</p> | <p>Lecturing with teacher made ppt (50 minutes)</p> <p>Lecturing with teacher made ppt (50 minutes)</p> <p>Lecturing (1 hour)</p> <p>Lecturing (1 hour)</p> | <p>Prepare a report on the ways to adopt storytelling method in history teaching</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=U4sQ0_ko5i0&list=PL2jmaKxjSoyirCMgrwlv5eB-TXRfVfIPf</p> <p>https://www.youtube.com/watch?v=cgSheJLRFC0</p> | <p>Assessment for the report on the ways to adopt storytelling method in history teaching.</p> |

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| <p>5. Approaches to teaching history – behaviourist approach, constructivist approach; interdisciplinary approach,</p> <p>6. Integrated approach; child-centred approach; environmental approach</p> | | <p>Lecturing (1 hour)</p> <p>Lecturing (1 hour)</p> | <p>Panel Discussion</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=tX1bzMDeF_4</p> | <p>Mid Semester Examination II (CIE)</p> |
| <p>UNIT V: RESOURCE FOR TEACHING HISTORY (L-5, P-2, T-2)</p> <p>1. Need and significance of resources for teaching history.</p> <p>2. Print Resources- Newspaper, Journal, Magazines, Reference book map and different</p> <p>3. Types of charts, Encyclopaedia, Textbooks, Novel and Fictions biographies.</p> <p>4. Community Resource: Field trip, Museum, Library</p> <p>5. Role of History teacher in the society</p> | <p>understand the media, materials and learning resources for teaching history</p> | <p>Lecturing (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Discussion on importance of biographies in history teaching</p> <p>Write an assignment on role of community resources in teaching history</p> | <p>Peer tutoring</p> | <p>https://www.youtube.com/watch?v=PBy02BKA1zE</p> <p>https://www.youtube.com/watch?v=JbXug4er2es</p> <p>https://www.youtube.com/watch?v=8cVqAXUW3zI</p> | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |

BPC2- தமிழ் கற்பிக்கும் முறைகள் பகுதி -II

BPC2- தமிழ் கற்பிக்கும் முறைகள்

| | | |
|------------------------------|---|------------------|
| COURSE CODE AND TITLE | : | பகுதி -II |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | I |

| அலகு | கற்றல் விளைவுகள் | கற்றல் கற்பித்தல் செயல்முறைகள் | | | கற்பித்தல் வளங்கள் | மதிப்பீடு |
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| | | முறைகள் | செயல் பாடுகள் | பயிற்சி | | |
| மொழியின் பங்கும் இன்றியமையாமையும் (L-5, P-2, T-1) மொழி கற்பித்தலின் இன்றியமையாமை> இலக்கிய நயம் கண்டு இன்புறுதல்> படைப்பாற்றல் கற்பனையாற்றல், அழகுணர் | மொழியின் பங்கினையு ம் முக்கியத்து வத்தினையு ம் போற்றியு ரைத்தல் | விரிவுரை கலந்துரை யாடல் | கட்டுரை எழுதுதல் திறனாய்வு செய்தல் | குழு கற்றல் | https://www.ulakaththamizh.in / (உலகத் தமிழாராய்ச்சி நிறுவனம்) https://tamilvalarchithurai.tn.gov.in/ (தமிழ் வளர்ச்சித் துறை) http://sarada-tamil.github.io/kaniththamizh http// | புறவய வினாக்கள் இடைப்பரு வத்தேர்வு |

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| <p>ஆற்றலை வளர்த்தல், சமூகப்பண்பாட்டினை வளர்த்தல், நீதிகளை புகட்டல், வாழ்க்கை நடத்தத் தேவையான திரங்களைப் பெறுதல் பயிற்று மொழியாக துலங்குதல், கற்றலில் மொழியை மையப்படுத்துதல், பல்வேறு கலாசார விழிப்புணர்வை ஏற்படுத்துவதில் மொழி கற்பித்தலின் பங்கு, பன்மொழி வகுப்பறை</p> | | | | | <p>www.maduraiproject.com https://eegarai.darkbb.com</p> | |
| <p>தமிழ் மொழி கற்பித்தலின் நோக்கங்கள் மற்றும் குறிக்கோள்கள்(L-4, P-3, T-2) பல்வேறு நிலைகளில் தமிழ் மொழி கற்பித்தல் – புனாமின் கற்பித்தல் வகைபாடு</p> | <p>புனாமின் கற்பித்தல் நோக்கங்க ள் மற்றும் குறிக்கோள் களை, வகுப்பறை யில்</p> | <p>விதிவருமு றை வினா விடைமு றை</p> | <p>மன வரைபட ம் வரைதல் விவாதம் வரைப்ப டதாள்</p> | <p>கூகுள் வகுப்ப றை மூலம் ஓப்படைப் பினை சமர்ப்பித் தல்</p> | <p>https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்)</p> | <p>இடைப்பரு வத்தேர்வு</p> |

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| | பயன்படுத்தி கற்பிக்கும் திறன் பெறுதல் | | | | | |
| <p>நுண்ணிலை கற்பித்தல் பயிற்சி(L-5, P-3, T-2)</p> <p>நுண்ணிலை மற்றும் வகுப்பறை கற்பித்தல் திறன்கள் – வருட பாடத்திட்டம்- அலகு பாடத்திட்டம்</p> | <p>நுண்ணிலை கற்பித்தல் திறன்களில் பயிற்சி பெறுதல்</p> | <p>குழு கற்பித்தல் முறை, தனி பயிற்சி முறை</p> | <p>ஒப்பார்கு மு பயிற்சி செய்தல்</p> | <p>காட்சி கேள்வி ஒளிப்பதிவு செய்தல்</p> | <p>www.tamilvalrchithurai.com</p> <p>https://shodhganga.inflibnet.ac.in/</p> | <p>வகுப்புத்தேர்வு</p> <p>புறவயத்தேர்வு</p> |
| <p>மொழி கற்பித்தல் முறைகள் (L-5 P- 5, T-1)</p> <p>பண்டையோர் பயிற்று முறைகள்:</p> <p>சொற்பொழிவு -உரையாடல்- வினா -தடை விடைமுறை -பன்முகப் பயிற்சி- விடை காரண - விதிவிளக்கம் : புதிய முறைகள் -காரியம் கதை - விரிவுரை முறை</p> | <p>பல்வேறு கற்பித்தல் முறைகளை வேறுபடுத்தி கற்பிக்கும் திறன் பெறுதல்</p> | <p>ஒப்படைப்பு முறை சொற்பொழிவு முறை குழு கற்பித்தல் முறை</p> | <p>Slido.com</p> | <p>வினா விடை எழுதுதல்</p> | <p>Skill India -Central Government Scheme</p> <p>Naan Muthalvan – State Government Scheme</p> <p>http://sarada-tamil.github.io/kaniththamizh</p> <p>http://www.maduraiproject.com</p> <p>https://eegarai.darkbb.com</p> | <p>வகுப்புத்தேர்வு</p> <p>Survey heart – செயலிவழி</p> |

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| <p>- சொல்லும் முறை நடிப்பு -விளையாட்டு முறை குழு - தனிப்பயிற்சி- முறை மேற்பார்வை - சுற்பித்தல் செயல்திட்ட - படிப்பு முறை ஒப்படைப - முறைப்பு முறை</p> | | | | | | |
| <p>கலைத்திட்டத்தில் தாய் மொழி பெறுமிடம் (L-6, P- 2, T-1)</p> <p>கலைத்திட்டம்- இயல்பு, முக்கியத்துவம், நோக்கங்கள்,தேவைகள்,அடிப் படை கொள்கைகள் , கலைத்திட்ட மாற்றம், பள்ளி கலைத்திட்டத்தில் தாய் மொழி பெறுமிடம்- தேசியக் கல்விகொள்கையின் நோக்கம், பள்ளிக்கலைத்திட்டம், தேசியக் கல்விக்</p> | <p>கலைத்திட்ட த்தில் மொழி பெறும் இடத்தினை ப் பகுத்தாராய் தல்</p> | <p>விரிவுரை முறை</p> | <p>கலைத்தி ட்டம் பற்றி ஆராய்த ல்</p> | <p>வினா விடை எழுதுதல்</p> | <p>https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்) www.tamilvalrchithurai.com https://shodhganga.inflibnet.ac .in/ http://sarada- tamil.github.io/kaniththamizh</p> | <p>வகுப்புத்தே ர்வு செயலிவழி த்தேர்வு மாதிரித்தே ர்வு மற்றும் பருவத்தேர் வு</p> |

குறிக்கோளுக்கும் பள்ளி
கலைத்திட்டத்திற்கும் உள்ள
தொடர்பு, தாய் மொழி
ஆணைக்குழு

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COURSE PLAN FOR PEDAGOGY OF ENGLISH

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| COURSE CODE AND TITLE | : | BPC2 PEDAGOGY OF ENGLISH |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | I |

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|--|--|--|---|---|--|--|
| | | Lecture | Practical | Tutoring | | |
| 1 NATURE AND ROLE OF LANGUAGE 1. Home language and School language 2. Centrality of language in curriculum 3. Language as a school subject and as the medium of instruction 4. Functions of language- Expressive, Informative and Directive 5. Multilingual and Multicultural classroom. | recognise the role and functions of language in various contexts | (6 hrs) Lecture with demonstration | (4 hrs) Distinguish the difference between home language and school language with real life situations. Explore each function of language in different scenario. Discuss the challenges of multilingual and multicultural classroom | (3 hrs) Revision of the content and facts through Blooket | 1. https://egyankosh.ac.in/bitstream/123456789/46602/1/Unit-2.pdf 2. http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M017301/ET/1470805670LanguageandEducationText.pdf 3. https://www.britishcouncil.org/voices-magazine/reasons-for-teachers-to-prioritise-home-languages-in-education | e-quiz (Kahoot) (quiziz) Panel discussion on the centrality of language in curriculum Mid-Semester |

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| <p>2 ENGLISH LANGUAGE TEACHING IN INDIA</p> <p>1. Position of English as a second language in India</p> <p>2. Objectives of Teaching English-Cultural, Literary, Utilitarian, Linguistic and Integrative</p> <p>3. Factors affecting the language of English –Linguistic, Psychological and social.</p> <p>4. English as a link language in global context.</p> <p>5. Interference of mother tongue in learning English</p> | <p>Identify the position and purpose of English language in India</p> | <p>(3 hrs) Lecture with dramatization and content from e resources</p> | <p>(3 hrs) Draw a mind map on objectives of teaching English.</p> <p>Collect relevant information on English as a global language</p> | <p>(2 hrs) Revision of the content taught</p> | <p>1. https://egyankosh.ac.in/bitstream/123456789/20999/1/Unit-15.pdf</p> <p>2. https://egyankosh.ac.in/bitstream/123456789/46833/1/Unit-1.pdf</p> | <p>Debate on the factors affecting the English language.</p> <p>Group Discussion on the factors affecting learning of English</p> <p>Mid-Semester</p> |
| <p>3.OBJECTIVES, SKILLS AND METHODS OF TEACHING ENGLISH</p> <p>1. Bloom’s Taxonomy of Educational Objectives with respect to language teaching.</p> <p>2. Micro teaching – definition, principles, cycle, advantages and limitations.</p> <p>3. Micro skills – Set Induction, Explaining, Questioning, Probing Questions,</p> | | <p>(5 hrs) Lecture with demonstration</p> | <p>(5 hrs) Teach a piece of content using micro teaching skills.</p> | <p>(3 hrs) Revision of the content taught with demonstration</p> | <p>1. https://www.thoughtco.com/blooms-taxonomy-questions-7598</p> <p>2. https://gyanshalatips.in/micro-teaching-detailed-notes-for-b-ed/</p> <p>3. https://classroom.synonym.com/differences-micro-macro-teaching-8479909.html</p> <p>4. https://projectkings.com.ng/2020/01/23/differences-between-micro-teaching-and-macro-teaching/</p> | <p>Peer teaching</p> <p>Lesson plan</p> |

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| <p>Reinforcement and Stimulus Variation, Closure.</p> <p>4. Need for Link lesson in Micro teaching.</p> <p>5. Macro teaching – Year plan, Unit plan, lesson plan for teaching prose, poetry, grammar, and composition – Difference between teaching prose and poetry</p> | <p>Learn the skills and methods of teaching English language</p> | | <p>Prepare a concept map on Bloom’s Taxonomy with reference to teaching English.</p> | | <p>5. https://www.edusys.co/blog/micro-lesson-plan-vs-macro-lesson-plan</p> <p>6. https://www.swayamprabha.gov.in/index.php/program/archive/he/1</p> <p>Swayam Prabha Archived videos https://www.youtube.com/embed/6NZONZ44t8M</p> | <p>preparation on the basis of three domains of Bloom’s Taxonomy</p> <p>Sessional test</p> |
| <p>4. PHONETICS OF ENGLISH</p> <p>1. Different speech organs and their role in the production of speech sounds</p> <p>2. The individual sounds-vowels & consonants phonetic transcription.</p> <p>3. Classification of consonant</p> <p>4. Classification of vowels</p> <p>5. The sound patterns of English language -phone & allophones, Minimal pairs, Assimilation, Elision, Strong and Weak forms and Word Accent.</p> | <p>Recognise the role of speech organs in production of sounds (Phonetics)</p> | <p>(6 hrs) Lecture with demonstration and content from audio visual resources</p> | <p>(2 hrs) Articulate the sounds and recognise the source of production of the sounds.</p> <p>Design a picture of speech organs using improvised aids and label the parts</p> | <p>(2 hrs) Revision of the content with demonstration and video clips</p> | <p>1. https://archive.nptel.ac.in/content/storage2/courses/109106085/downloads/03-%20Phonetics%20and%20Phonology-%20week%203.pdf</p> <p>2. https://egyankosh.ac.in/handle/123456789/22489</p> <p>3. http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/linguistics/02.introduction_to_phonetics_and_phonology/04_functional_anatomy_of_speech_organs/et/7654_et_et_04.pdf</p> <p>Swayam Prabha Archived videos https://www.youtube.com/embed/VpHo7sKkPBE https://www.youtube.com/embed/cpS0WjMjycY</p> | <p>Transcription of a paragraph from a textbook</p> <p>Preparation of audio recording with proper accent</p> <p>E quiz (kahoot)</p> |

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| <p>5.A CRITICAL ANALYSIS OF LANGUAGE TEACHING METHODOLOGIES</p> <p>Concept, Principles, Syllabus, Activities and Techniques, Evaluation, Merits and Limitations of</p> <ol style="list-style-type: none"> 1. Grammar translation method 2. Direct method 3. Audio-lingual method 4. Structural - Oral – situational Approach 5. Communicative approach | <p>Understand the different methods of teaching English language</p> | <p>(4 hrs) Lecture with dramatization and demonstration</p> | <p>(4 hrs) Prepare poster presentation for each method and approach.</p> <p>Discuss the nature of each method and approach with merits and demerits in real life situations</p> | <p>(1 hrs) Revision of content taught</p> | <p>1. https://youtu.be/u1RA-Kf0rs8</p> <p>2. https://www.slideshare.net/MarioDavidMondragon/audio-lingual-method-111</p> <p>3. https://youtu.be/vARjOMYva60</p> <p>Swayam Prabha Archived videos</p> <p>https://www.youtube.com/embed/MKMQygoGj1s</p> | <p>Class test</p> <p>Group activity on the nature and function of the methodologies</p> <p>Model Examination</p> <p>Semester Examination</p> |
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COURSE PLAN FOR EXPLORING LIBRARY AND OTHER LEARNING RESOURCES

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| COURSE CODE AND TITLE | : | ETE1 - EXPLORING LIBRARY AND OTHER LEARNING RESOURCES |
| NO. OF CREDIT | : | 2 |
| NO OF HOURS | : | 32 |
| SEMESTER | : | I |

| Unit | Course outcomes to be achieved | Teaching Learning Activities (With hours) | | | Resources | Assessment |
|--|--|--|------------------------|---|---|------------|
| | | Lecture | Practical | Tutoring | | |
| UNIT I: LIBRARY (L-5, P-1, T-1) 1.S.R.Ranganathan – Father of Library Science, 2.Laws of library science 3.3.Types of Libraries – National, Public, Academic and Special Libraries 4.Knowing your library-Layout of the library 5.Library Committee: Constitution and its functions. 6.Dimensions of setting up of a school library | recognize the different kinds of libraries | Lectures with PPT (2 Hours) Lectures with PPT (2 Hours) Instruction (1Hour) | Demonstration (1 Hour) | Revision of the content taught (1 hour) | Gokhale,S.B (2019), Standards in Library and Information Science, APH Publishing Corporation. https://www.isibang.ac.in/~library/portal/Pages/SRRBIO.pdf https://egyankosh.ac.in/bitstream/123456789/35226/5/Unit-4.pdf https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000021LI/P000203/M004441/ET/145311003118-ET.pdf https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004050627538676PratibhaShukla_lib_sc_Library_authority.pdf | Assignment |

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|--|--|---|---|--|---|---|
| <p>UNIT II: LIBRARY AS AN INFORMATION RESOURCE (L-4, P-1, T-1)</p> <p>1. Definition of Information sources – Types of sources- Documentary, Non documentary, Primary, Secondary and tertiary</p> <p>2. Library as a resource of learning, pleasure and concentration</p> <p>3. School library as an intellectual space for students and teacher.</p> <p>4. Locating information and using it for one's own career development - Resources helpful in providing information for career development: newspaper, magazines, websites, learning guides members of local community, resource persons</p> | <p>list the requirements needed to set up an academic library in school.</p> | <p>Lectures with PPT (2 Hours)</p> <p>Lectures with PPT (2 Hours)</p> | <p>Current Event Analysis to develop Students Critical Thinking (2 hours)</p> | <p>Discussion Session on the Topic “Book Talk” (2 hours)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/59867/1/Categories%20of%20Information%20Sources.pdf</p> <p>https://www.studocu.com/in/document/jamia-millia-islamia/library-science/documentary-and-non-documentary-sources-of-information/22972087</p> | <p>Seminar- Reading a Resources from the Library</p> |
| <p>UNIT III: LIBRARY SERVICES (L-5, P-2, T-1)</p> <p>1. Acquisition, Circulation Work</p> <p>2. Reference and Information Services, Documentation Services</p> <p>3. Types of books and other material used by different readers</p> <p>4. Techniques of keeping these books and materials.</p> <p>5. User education in academic libraries, Role of teachers in library usage</p> | <p>describe information and documentation services of library</p> | <p>Lectures with PPT (2 Hours)</p> | <p>Hands on experience (2 Hours)</p> | <p>project work: Library Service</p> | <p>https://egyankosh.ac.in/bitstream/123456789/59869/1/Circulation%20Services.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/35336/5/Unit-9.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/33052/1/Unit-12.pdf</p> | <p>Report about your Co-operation in our Library Services</p> |

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| <p style="text-align: center;">UNIT IV: LIBRARY MANAGEMENT SYSTEM (L-4, P-1, T-1)</p> <ol style="list-style-type: none"> 1. Principles of Library Management, Structure of library 2. Functions of library. Different sections of library. 3. Classification, Cataloguing, 4. Preservation and Conservation of information materials. | <p>review the importance of preserving and conserving information materials in the library.</p> | <p>Lectures with PPT (2 Hours)</p> <p>Instruction (1Hour)</p> | <p>Online Catalogue visits (1 Hour)</p> | <p>field visits Library visit (3 hours)</p> | <p>Mahapatra, P. K. (2002). Human resource management in libraries. New Delhi: Ess Ess Publishers.</p> <p>https://nios.ac.in/media/documents/SrSecLibrary/LCh-015A.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/33060/1/Unit-1.pdf</p> <p>https://nios.ac.in/media/documents/SrSecLibrary/LCh-011.pdf</p> | <p>Speech on Preservation of Books</p> |
| <p style="text-align: center;">UNIT V: Library Automation and Information Networks (L – 3, P – 1, T-1)</p> <ol style="list-style-type: none"> 1. Library Automation: Definition – Digital Library 2. OPAC (Online Public Access Catalogue) Library Software. 3. Role of Library and Information Professionals in Digital Era | <p>equip professionally with library automation and information networks</p> | <p>online demonstration (2 Hours)</p> | <p>Online searching of databases (2 Hours)</p> | <p>Open Access Initiatives (2 Hours)</p> | <p>https://www.lisworld.in/p/role-of-opac-and-digital-library.html#.Y3x_2loyplc.whatsapp</p> <p>Rhyno, Art. (2005). Using open source systems for digital libraries. Westport: Libraries Unlimited</p> | <p>Web Resource Evaluation</p> |

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| <p>VIOLENCE AND NONVIOLENCE (L-6, P-2, T-1)</p> <p>1.Types of violence (structural and cultural)</p> <p>2.Types of violence at school level (verbal, psychological, physical, criminal and structural)</p> <p>3.Causes for violence and ways to reduce violence in schools</p> <p>4.Peaceable Classroom</p> <p>5.Non-violence and non-violence resistance- definition</p> <p>6. Key figures in non-violent resistant Movement-</p> <ul style="list-style-type: none"> • Gandhi, • Martin Luther King. • Jr., Nelson Mandela | <p>analyse the forms of violence in learning environment</p> | <p>Lecturing with teacher made power point (2 hours)</p> <p>Lecturing with teacher made power point (2 hours)</p> <p>Lecturing with teacher made power point (2 hours)</p> | <p>Four corners (Cooperative learning strategy) (2 hour)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=LW_rTeawAi0&pp=ygUsVHlwZXMgb2YgdmlvbGVuY2UgKHN0cnVjdHVyYWwgYW5kIGN1bHR1cmFsKSA%3D</p> <p>https://www.youtube.com/watch?v=hDjZdNAzois</p> <p>https://www.youtube.com/watch?v=WeDOpafc7UY</p> <p>https://www.youtube.com/watch?v=EQWbT0WZbZQ</p> <p>https://www.youtube.com/watch?v=sCQRbHBDDWk</p> <p>https://www.youtube.com/watch?v=9zg7DKgs6EY</p> <p>https://www.youtube.com/watch?v=eP-mv5IjFzY</p> <p>https://www.youtube.com/watch?v=mrVwO_6biY4</p> <p>https://www.youtube.com/watch?v=ZTNm2Feg-C0</p> | <p>Reflective writing on types of violence.</p> <p>Preparation of Padlet</p> |
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|---|--|--|---|--------------------------------|---|---|
| <p>UNIT III: PEACE EDUCATION AS TRANSFORMATIVE PRACTICE (L-5, P-1, T-1)</p> <p>1.Transformative model of peace education- elements (diversity, participatory learning, globalized perspectives, indigenous knowing and spiritual underpinning)</p> <p>2. Implementing the transformative model of peace education</p> | <p>describe the transformative model of peace education</p> | <p>Lecturing with teacher made power point (3 hours 30 minutes)</p> <p>Lecturing with teacher made power point (1 hours 30 minutes)</p> | <p>Fish bowl technique (cooperative learning method) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=4xs7wDspZjE</p> <p>https://www.youtube.com/watch?v=2d1W4pHeCkg</p> <p>https://www.youtube.com/watch?v=nl1mgb5fHIY</p> <p>https://www.youtube.com/watch?v=iE-fXrcia4s</p> | <p>Skit Activity</p> <p>Mid Sem</p> <p>Group Discussion</p> |
| <p>UNIT IV: GLOBAL CITIZENSHIP AND MULTICULTURAL EDUCATION (L-4, P-1, T-1)</p> <p>1.Global citizenship-Meaning</p> <p>2. Multiculturalism- meaning, principles, goals and key concepts (bias, prejudice, discrimination, stereotype, ethnocentrism, relativism and racism)</p> <p>3. Multiculturalism in peace education</p> | <p>review the importance of the concept of multiculturalism in Peace Education</p> | <p>Brain storming (30 minutes)</p> <p>Lecturing with teacher made power point (2 hour)</p> <p>Lecturing with teacher made power point (1hour 30 minutes)</p> | <p>Jig saw method (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=nhb6sL_mhs</p> <p>https://www.youtube.com/watch?v=uLeREqPKR08</p> <p>https://www.youtube.com/watch?v=fod6K-RhSaw</p> <p>https://www.youtube.com/watch?v=cPq5Azvf6dA</p> <p>https://www.youtube.com/watch?v=dBWmb7iyLYY</p> <p>https://www.youtube.com/watch?v=AKfdzMoyf8Q</p> | <p>Panel Discussion</p> |

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| <p style="text-align: center;">UNIT V: PEACE AND CONFLICT RESOLUTION (L-5, P-1, T-1)</p> <p>1. Bases of Conflicts – Positive and Negative aspects of Conflicts</p> <p>2. Types of Conflicts</p> <p>3. Learning of Conflict Management and Conflict Resolution</p> <p>4. Role of Peace Education in Resolving Conflict, Reducing Conflicts among the Students</p> | <p>identify the ways to Resolving the Conflicts</p> | <p>Lecturing with teacher made power point (1 hour)</p> <p>Lecturing with teacher made power point (2 hours)</p> <p>Lecturing with teacher made power point (1 hours)</p> | <p>Four corners (cooperative learning strategy) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=-WeDOpafc7UY</p> <p>https://www.youtube.com/watch?v=-3fmFA6k_muk</p> <p>https://www.youtube.com/watch?v=-4FBpis8Maj8</p> <p>https://www.youtube.com/watch?v=-IRdPewUWDrE</p> <p>https://www.youtube.com/watch?v=-G-7I7iFVa1Q</p> <p>https://www.youtube.com/watch?v=-QyXFirOUeUk</p> <p>https://www.youtube.com/watch?v=-bOMJao3T110</p> <p>https://www.youtube.com/watch?v=-dUYUdoiTQgo</p> | <p>Skit Activity</p> <p>Model Examination</p> <p>End Semester Examination.</p> |
|---|---|---|---|--------------------------------|---|--|

Template for Detailed Course Planning in Blended Learning Mode

| | |
|---|---|
| Faculty/Instructor: (Your Name) | - Dr. K. P. Shanmuga Vadivu |
| Institute (Dept/College/Institute): | - Sri Sarada College of Education (Autonomous) |
| Programme: | - B.Ed |
| Course Topic: | - Perspectives in Education |
| Intended participants' size per batch: | - 48 |
| Duration: | (48 hours for learning from resources, live sessions, active participation in individual and group activities, assignments, etc. in both in-class and out-of-class settings) |

Learning Outcomes (LO):

After completing this course, participants will be able to:

- Recognize the concept of Educational Philosophy
- Identify the relationship between Education and Philosophy
- Analyze the scope of Educational Philosophy
- Distinguish the different types of schools of Education
- Recognize the educational philosophy of eastern philosophers
- Realize the educational philosophy of western philosophers
- Design the curricular activities for developing International Understanding and National Integration

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- Categorize the role of National agencies on Education
- Examine the dimensions of quality education

Course Structure

(PI keep rows as per your need... not mandatory to have 3 Modules ... may add or delete modules and sub-modules as per requirement)

| | | Units and sub-topics | Hours | Weightage (%) |
|---|-----|--|--------------|----------------------|
| | | Unit 1: | | |
| 1 | 1.1 | Meaning and Definitions of Philosophy | 1 | 7% |
| 2 | 1.2 | Relationship between Philosophy and Education | 1 | 7% |
| 3 | 1.3 | Scope of philosophy of Education | 1 | 7% |
| 4 | 1.4 | Philosophies of Education- Idealism, Realism, Naturalism, Pragmatism and Existentialism | 4 | 27% |
| | | Unit 2 : | | |
| 5 | 2.1 | Eastern Philosophical Thoughts of Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda and Sri Aurobindo | 3.5 | 23 |
| 6 | 2.2 | Western Philosophical Thoughts of Rousseau, Froebel, John Dewey, Montessori | 3.5 | 23 |
| | | Unit 3: | | |

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| | | | | |
|----|-----|--|---|--|
| 7 | 3.1 | International Understanding and National Integration : Meaning & Concept | 2 | |
| 8 | 3.2 | Obstacles | 4 | |
| 9 | 3.3 | Curricular for developing International Understanding and National Integration | 3 | |
| 10 | 3.4 | Co-Curricular activities for developing International Understanding and National Integration | 4 | |
| | | Unit 4: | | |
| 11 | 4.1 | Central and State Government Organizations (MHRD,UGC,NUEPA,NCERT,SCERT,NCTE,NAAC,RCI) | 8 | |
| 12 | 4.2 | Government Schemes | 4 | |
| | | Unit 5: | | |
| 13 | 5.1 | Meaning and Characteristics of Quality Education | 1 | |
| 14 | 5.2 | Dimension of Quality Education | 2 | |
| 15 | 5.3 | Indicators of Quality | 2 | |
| 16 | 5.3 | Role of IQAC in Education | 1 | |

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| Sr. No. of Module | Number of related LO | Week/Dates | Out-of-class Mode | | ICT Tool/ Platform/ LMS | In-class Mode | | Duration in Min. |
|-------------------|----------------------|--------------------------|--|---|-------------------------|---|---|------------------|
| | | | Resources (Digital/Non-digital) Books/ articles/ pdf/ URL/ OER*/ CP*/ IM*) | *Activity (Field work/ project/ collaboration on DF* etc./ Creative products, etc.) | | Resources (digital /non-digital resources to be provided in the class for group-work) | *Activity (CLS group-work/ instructor-led methods such as lectures, demo/ Concept - mapping/ Quiz/ Games, etc.) | |
| 1.1 | 1 | Sep 1 st week | - | - | - | Jam board activity will be for Brain storming about the | | 30 |

| | | | | | | | | |
|--|--|--|--|--|--|---|---|-----------|
| | | | | | | concept of educational Philosophy (30 minutes) | | |
| | | | | | | | Following the jam board activity Lecture will be given by the instructor on the fundamentals of Educational Philosophy and followed by small quiz (30 minutes) | 30 |

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| | | | | | | | | |
|-----|---|--------------------------------|--|---|--|--|--|-----------|
| 1.2 | 1 | Sep 2 nd week | http://studylecturenates.com/meaning-relationship-between-philosophy-and-education/ Relationship between Philosophy & Education | - | https://miro.com/app/board/o9J_lx7QqBs=/ IM The above Mind Map will be shared to students before the class as out of class activity Which has the relationship between education and Philosophy (15 minutes) | | | 15 |
| | | | | | | | Small Group Discussion will be given on Relationship between Philosophy and Education (30 minutes) | 30 |
| | | | | | | | Lecture will be | 15 |

| | | | | | | | | |
|-----|---|--------------------------|---|---|---|---|--|----|
| | | | | | | | given to sum up the group discussion given by the students (15 minutes) | |
| 1.3 | 1 | Sep 2 nd week | https://www.slideshare.net/TasneemKhokhar/naturescopemeaningfunction-of-philosophy-in-education The above slide share link will be shared to give an overview of scope of educational philosophy, based on that student will be asked to present the slides during in the class room (10 minutes) | - | - | | | 10 |
| | | | | | | Students will be divided in to seven groups and the representative of the group | | 35 |

| | | | | | | | | |
|-----|---|--------------------------|--|--|---|--|---|----|
| | | | | | | will present the concept on scope of educational Philosophy. (35 Minutes) | | |
| | | | | | | | Summarization will be given through Lecture (15 minutes) | 15 |
| 1.4 | 6 | Sep 3 rd week | https://www.newfoundations.com/GALLERY/ISMS.html The above comparison chart link will be sent through Edmodo (20 minutes) This Comparison chart is on Western Schools of Philosophy | | - | | | 20 |
| | | | | | | Four corners strategy will be | | 25 |

| | | | | | | | | |
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| | | | | | | <p>adopted</p> <p>.</p> <p>Four groups will be divided, and topics on western schools of philosophy will also be written in the board. Students will choose them according to their wish.</p> <p>(25 minutes)</p> | | |
| | | | | | | | Instructions about the activity | 15 |

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| | | | | | | | | |
|--|--|--------------------------------|--|--|---|--|--|-----------|
| | | | | | | | will be given to the students (15 minutes) | |
| | | Sep 3rd week | | | - | Group Discussion will be carried out. The representative of the group will note the discussion points. (50 minutes) | | 50 |
| | | | | | | | The rest of the activity will be described by the | 10 |

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| | | | | | | | Instruct or. (10 Minutes | |
|--|--|------------------------------------|--|---|--|--|---|-----------|
| | | Sep 3rd week | | Google docs will be created. Represe ntative of the group will be instruct ed to mention their discussi on done in the class room. (30 minutes) | | Group discussi on will be continu ed (30 Minutes) | | 30 |
| | | | | | | Group discussi on will be continu ed (30 Minutes) | | 30 |

| | | | | | | | | |
|------------|----------|--|---|--|--|---|--|-----------|
| | | | | | | Present ation of each group will be given (50 minutes) | | 50 |
| | | | | | | | Summar ization will be given by the instruct or (10 minutes) | 35 |
| | | | UNIT 2 | | | | | |
| 2.1 | 5 | | https://egyankosh.ac.in/bitstream/123456789/27371/1/Unit-3.pdf The Pdf will be sent to the students before the commencement of the class This contains the educational thoughts of Eastern Philosophers (30 minutes) | | | | | 30 |
| | | | | | | Team Pair Solo Strateg y will | | 20 |

| | | | | | | | | |
|--|--|--|--|--|--|---|--|----|
| | | | | | | <p>be adopted .</p> <p>four groups will be formed. And the topics on Educational thoughts of Eastern philosophers will be chosen by the students (20 minutes)</p> | | |
| | | | | | | | <p>Instructions about the activity will be given to the students</p> | 10 |

| | | | | | | | | |
|--|--|--|--|---|--|--|---|----|
| | | | | | | | (10 minutes) | |
| | | | | | | Students will discuss in the group (50 minutes) | | 50 |
| | | | | | | | Instructions about the activity will be given to the students (10 minutes) | 10 |
| | | | | Google slides will be created to make a note on group activity. (15 minutes) | | | | 15 |

| | | | | | | | | |
|--|--|--|--|--|--|--|--|----|
| | | | | | | Students will be divided into pair and the discussion continued (30 minutes) | | 30 |
| | | | | | | | The rest of the activity will be described by the Instructor. (5 Minutes) | 5 |
| | | | | | | Students are asked to give their solo performance Using Flipgrid | | 30 |

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| | | | | | | | | |
|-----|---|--|--|--|--|---|---|----|
| | | | | | | aplications (30 minutes) | | |
| | | | | Flipgrid Videos will be prepared by the students | | | Summarization will be given and followed by Small quiz in Edmodo (10 minutes) | 10 |
| 2.2 | 6 | | <p>Western Philosophers</p> <p>https://create.piktochart.com/output/55730404-western-philosophers</p> <p>IM</p> <p>The above Piktochart was designed by the instructor and will be shared with the students before the class. It has the educational thoughts of Western Philosophers.</p> <p>(30 minutes)</p> | | | Introduction will be given | | 30 |
| | | | | | | One stray Strategy will be followed for | | 40 |

| | | | | | | | | |
|--|--|--|--|--|--|---|--|-----------|
| | | | | | | <p>understanding the concept western philosophers and their educational thoughts</p> <p>Instructor will ask questions related to western philosophers and make them to think (20 minutes)</p> | | |
| | | | | | | | Instructions about the activity will be | 15 |

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| | | | | | | | | |
|--|--|--|--|--|--|--|---|-----------|
| | | | | | | | given to the students (5 minutes) | |
| | | | | | | Students will discuss about the educational thoughts of western philosophers in pair (50 minutes) | | 50 |
| | | | | | | | Doubts will be clarified for 5 minutes | 15 |
| | | | | | | After the discussion in pair, present | | 30 |

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|------------|----------|--|--|---|--|--|---|-----------|
| | | | | | | ation of the discussion will be held (30 minutes) | | |
| | | | | The summarization of report will be recorded in Google docs by the students | | | Summarization will be given by the instructor and followed by small quiz (10 minutes) | 30 |
| | | | | | | | | |
| | | | Unit 3: | | | | | |
| 3.1 | 7 | | National Integration & International Understanding https://wikieducator.org/FYBA_CH3 Meaning and concept of National Integration | | | Introduction will be given and groups will be categorized | | 40 |

| | | | | | | | | |
|------------|----------|--|---|--|--|--|--|-----------|
| | | | https://www.yourarticlelibrary.com/education/educational-programmes-and-national-integration/76851 | | | Discussion through pair | | 60 |
| | | | | | | | Summarization through oral presentation | 20 |
| 3.2 | 7 | | Obstacles http://anildcsicollege.blogspot.com/2014/08/national-integration-and-international.html | | | Introduction and categorization of groups Fish bowl strategy will be selected | | 60 |
| | | | | | | Students will discuss the concepts through tutorial groups | | 60 |
| | | | | | | Debate | | 60 |

| | | | | | | | | |
|------------|----------|--|--|--|--|---|----------------------------|-----------|
| | | | | The debate will be recorded and uploaded in youtube | | Debate 40 min | Summarization 20min | 60 |
| 3.3 | 7 | | Curricular for developing International Understanding and National Integration https://www.slideshare.net/npedro/lmsintegrationinschools-national-studt | | | Introduction and group allotment | | 60 |
| | | | | | | Students will discuss the concepts through tutorial groups | | 60 |
| | | | | | | | Oral Presentation | 60 |
| 3.4 | | | Co Curricular activities for developing International Understanding and National Integration | | | Introduction and categorization of groups | | 60 |
| | | | | | | Rally Coach strateg | | 60 |

| | | | | | | | | |
|--|--|--|--|---|--|--|--|-----------|
| | | | | | | y will be adopted for group discussion | | |
| | | | | | | Tamil & English major students will be performed fashion parade and Maths major will be showed virtual tour | | 60 |
| | | | | All the events will be recorded and uoloaded in the you tube | | Physical Science major will be performed augmented reality and biologic | | 60 |

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| | | | | | | | | |
|------------|----------|--|--|--|--|--|--|------------|
| | | | | | | al major will be staged mime and History major will be exhibited exhibition | | |
| | | | UNIT 4 | | | | | |
| 4.1 | 8 | | Agencies of Central and State Government Organizations. https://www.slideshare.net/spraghul06/agencies-of-teacher-education-57699519 | | | Introduction and group formation | | 60 |
| | | | | | | Jigsaw strategy will be adopted Discussion will be on the given topic | | 120 |
| | | | | | | Group Member | | 120 |

| | | | | | | | | |
|-----|---|--|---|--|----------------------------|---|------------------------------|-----|
| | | | | | | s will be exchanged and discussion will be continued | | |
| | | | | | | Group members will be returned to home group and the discussion will be continued | | 120 |
| | | | | | Google docs will be shared | | Summarization | 60 |
| 4.2 | 8 | | Government Schemes https://eduvisors.com/dwnld_assets/PDF/Eduvisors_Monograph - Rashtriya Uchchatar Shiksha Abhiyan.pdf | | | Introduction and group formation | | 60 |
| | | | | | | Think Pair Share | Topic will be given to think | 60 |

| | | | | | | | | |
|------------|----------|--|---|-------------------------------------|-------------------------------------|-----------------------------------|---------------|------------|
| | | | | | | will be adopted | | |
| | | | | | | Discussion will be through Pair | | 60 |
| | | | | Mind map work will be given in pair | | Sharing through oral presentation | Summarization | 60 |
| | | | UNIT 5 | | | | | |
| 5.1 | 9 | | Meaning and characteristics of Quality Education | | Lecture Cum Group Discussion | | | 60 |
| 5.2 | 9 | | Dimensions of Quality Education | | Lecture | | | 120 |
| 5.3 | 9 | | Indicators of Quality | | Lecture | | | 120 |
| 5.4 | 9 | | Role of IQAC | | Lecture | | | 60 |

Course Plan

(1/2 credit: 15 hours including reading, viewing hours, activities)

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- All activities should be described appropriately
- Write every single activity in separate rows and mention required minutes, e.g. If resource URL given, approx. reading/listening/watching time in one row. Describe activity such as DF or Quiz based on it in the next row.
- Pl mention nature of **OER** such as video/audio/infographic, etc.

* Copyrighted with permission (CP), * Instructor Made: (IM) * Discussion Forum: (DF)

COURSE PLAN FOR BCC5- UNDRSTANDING THE LEARNER

COURSE CODE AND TITLE : **BCC5- UNDRSTANDING THE LEARNER**

NO. OF CREDIT : **3**

NO OF HOURS : **48**

SEMESTER : **II**

| S. No | Unit | Course outcomes | Topics | Learning outcomes | Collaborative tasks | Learning sources | Assessment |
|-------|--|--|--|--|---|--|---------------------|
| 1. | Emotional, Social And Moral Development | Recognize the emotional, social and moral development of children. | <p>Emotional Development –Meaning and Types of Emotions, Emotional Maturity, Emotional Intelligence, Emotional Quotient</p> <p>Social Development – Social Maturity, Social Skill, Social Intelligence, Factors of Social Development, and Erickson’s eight stages of Psycho-Social Development</p> <p>Moral development – Meaning, Kohlberg’s theory of moral development, Issues of morality in school, Moral development and classroom Influences of Media on Moral development</p> | <p>Students will be able to;</p> <p>1.Acquire the knowledge o Emotional Development and, Emotional Maturity</p> <p>2. Classify the types of Emotions</p> <p>3. Describe the Social Development , Social Maturity, Social Skill, Social Intelligence</p> <p>4. illustrate the Erickson’s eight stages of Psycho-Social Development</p> <p>5. Demonstrate the Kohlberg’s theory of moral development</p> | Brainstorming activity on Kohlberg’s theory of Moral development of the person. | <p>http://hdl.handle.net/123456789/7906</p> <p>Mangal, S.K. (2009). Essentials of Educational Psychology PHI Learning Pvt. Ltd., New Delhi.</p> <p>http://hdl.handle.net/123456789/23513</p> <p>http://hdl.handle.net/123456789/20752</p> | Internal assessment |

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| 2. | Intelligence | Identify students with different levels of intelligence and creativity. | Intelligence- Meaning, Definitions, Nature and Types Theories of intelligence - Spearman, Thurston, Thorndike, Guilford, Gardner and Sternberg Assessment of Intelligence - Verbal, non-verbal, performance, Individual and group Intelligence tests Constancy of IQ Creativity - Concept, Factors and Process – Identification of Creative Potential, Strategies for fostering creativity | Students will be able to; 1. Understand the concept of Intelligence and its types 2. Describe the Theories of intelligence 3. explain the concept of Constancy of IQ 4. Identify the Creative Potentials of school students 5. Comprehend the relationship between the concept of intelligence and creativity | Practice on assessing the intelligence of students through performance test | https://youtu.be/hLNuSPfdNFO http://hdl.handle.net/123456789/20702 Santrock John, W. (2001). Educational Psychology, McGraw Hill (International Edition) Boston. | Sessional test |
| 3. | Personality | Explain the knowledge of personality and techniques of assessing personality in order to plan class room experiences. | Personality - Meaning, Components and Determinants Theories of personality - Type approach, Trait approach, Type-cum-trait approach, Psychoanalytic theory Assessment of personality - Tools and techniques Integrated personality | Students will be able to; 1. Know the Meaning, Components and Determinants of Personality. 2. Differentiate the Type approach and Trait approach. 3. Explain the Psychoanalytic theory 4. Understand and apply the Tools and techniques of personality assessment 5. Develop Integrated personality among students | Organize the Mock interview with any one great personality about their achievement. | http://hdl.handle.net/123456789/20818 http://hdl.handle.net/123456789/31482 http://hdl.handle.net/123456789/23503 Sharma, R.N.K.; Sharma, R.K. (2007). Advanced Educational Psychology, Atlantic Publishes and Distribution | Assignments |

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|----|--|---|---|--|---|---|--------------|
| 4. | Adjustment And Mental Health | Describe the adjustment and mental health problems of students. | <p>Adjustment - Meaning and process Adjustment mechanisms, adjustment problems - children, adolescents and adults</p> <p>Maladjustment –Meaning and causes Juvenile delinquency, causes, Preventive and curative measures</p> <p>Frustration, conflict, types of conflict and Conflict resolution and mediation</p> <p>Stress – Meaning, types and Stress Management Techniques</p> <p>Mental health- Mental Hygiene and Mental illness: Meaning Importance, Indicators and measures of mental health</p> | <p>Students will be able to;</p> <ol style="list-style-type: none"> 1.Understand the overview of Adjustment 2. recognize the process of adjustment 3. Compare and contrast between Adjustment and Maladjustment 4. Learn the Stress Management Techniques 5. Differentiate the Mental health, Mental Hygiene and Mental illness | Role play on mental illness and its impact on achievement of students | <p>http://hdl.handle.net/123456789/8519</p> <p>Sukumar Gowda,N.(2010).Learning and the Learner, PHI Learning Pvt. Ltd., New Delhi.</p> | Mid Semester |
| 5. | Thinking, Reasoning And Problem-Solving | classify the types of thinking, reasoning and problem-solving | <p>Meaning, Nature, Types and Tools of Thinking</p> <p>Meaning, Definitions, Types of Reasoning</p> <p>Meaning, definition, Nature of Problem-Solving</p> <p>Factors affecting Problem-Solving</p> <p>Strategies of Problem-Solving</p> | <p>Students will be able to;</p> <ol style="list-style-type: none"> 1.Gain knowledge about Meaning, Nature, Types and Tools of Thinking 2. Describe the Types of Reasoning 3. Demonstrate the Nature of Problem-Solving 4. Identify the Factors affecting Problem-Solving 5. Observe the concept of thinking, reasoning and problem-solving | Panel discussion about Values in the contemporary reality | <p>http://hdl.handle.net/123456789/20728</p> <p>Yogesh Kumar Singh and Ruchika Nath, (2016).Psychology in Education , A.P.H Publishing corporation New Delhi.</p> <p>http://hdl.handle.net/123456789/20726</p> <p>http://hdl.handle.net/123456789/37955</p> | Model Exam |

COURSE PLAN FOR ASSESSMENT FOR LEARNING

COURSE CODE AND TITLE : **BCC6 ASSESSMENT FOR LEARNING**

NO. OF CREDIT : **3**

NO OF HOURS : **48**

SEMESTER : **II**

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|--|--|---|---|---|--|--|
| | | Lecture | Practical | Tutoring | | |
| <p>UNIT I: OVERVIEW OF ASSESSMENT AND EVALUATION : L-6, P-2, T-2</p> <p>1) Distinction between 'Assessment of Learning' and 'Assessment for Learning'</p> <p>2) Assessment, evaluation, test, examination, measurement</p> <p>3) Dimensions and levels of learning</p> <p>4) Retention/recall of facts and concepts; Application of specific skills</p> <p>5) Originality and initiative, Collaborative participation, Creativity, Flexibility</p> <p>6) Contexts of assessment- Subject-related and Person-related</p> | describe the overview of assessment and evaluation | <p>Lecturing with Brain Storming (30 minutes)</p> <p>Lecturing With teacher made powerpoint (30 minutes)</p> <p>Lecturing With teacher made powerpoint (2 hours)</p> | Review the current examination system in the light of NEP-2020 (1 hour) | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (2hours)</p> | <p>https://www.bdu.ac.in/cde/docs/ebooks/Bed/I/ASSESSMENT%20FOR%20LEARNING.pdf</p> <p>https://www.tnteu.ac.in/pdf/assesment.pdf</p> <p>https://mis.alagappauniversity.ac.in/siteAdmin/ddeadmin/uploads/1/_UG_B.Ed_Education_70121%20Educational%20Evaluation_5300.pdf</p> <p>https://www.nios.ac.in/media/documents/dled/Block4_502.pdf</p> <p>https://elttguide.com/assessment-of-for-as-learning-the-main-differences-principles/</p> <p>https://youtu.be/xpyOYWvtcwQ</p> <p>https://www.slideshare.net/ShainiVarghese/context-of-assessment</p> | Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring) (CIE) |

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| <p style="text-align: center;">UNIT II PERSPECTIVES OF PSYCHO - SOCIOLOGICAL ASSESSMENT (L-5, P-2, T-1)</p> <p>Behavioristic Perspective of Assessment, Cognitive Perspective of Assessment and Constructivist Perspective of Assessment in the following dimensions; (a) Framing Learning Outcomes, (b) Assumptions of learning, (c) Conduct of assessment activities and (d) The Scope of assessment.</p> | <p>analyse the examination system from sociological and psychological perspectives</p> | <p>Lecturing with infographics (1 hour) Lecturing with teacher made ppt (1 hour) Lecturing with brainstorming (2 hours)</p> | <p>Assume that you are the examination in- charge for a multi-cultural international school. How do you assess their performance? (1 hour)</p> | <p>Peer tutoring (1 hour) Peer tutoring (1 hour)</p> | <p>https://mangaloreuniversity.ac.in/sites/default/files/2020/Course10%20Assessment%20for%20Learning%20(English%20Version).pdf</p> | <p>Mid semester Examination (CIE)</p> |
| <p style="text-align: center;">UNIT III: ASSESSMENT OF SUBJECT-BASED LEARNING (L-5, P-3, T-2)</p> <p>1) Assessment for learning 2) Kinds of tasks: projects, assignments, performances 3) Kinds of tests and their constructions 4) Observation of learning processes by self, by peers, by teacher</p> | <p>list different kinds and forms of assessment</p> | <p>Lecturing with teacher made ppt (1 hour) Lecturing with teacher made ppt (1 hour)</p> | <p>Using Survey Monkey, construct quizzes for the Google Classroom teaching. How do you integrate them with MS-Excel? (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://docs.google.com/presentation/d/1E_lhpL87bXNCCaGnmfOKyF-CIvBCL6qKjtVtL-M3d9CI/edit?usp=sharing https://docs.google.com/presentation/d/1vnu5YUtDH14A3eAdrnC1o3y4MBP6qPAFDrTfYV18vY/edit?usp=sharing https://www.nios.ac.in/media/documents/dled/Block4_502.pdf https://www.tnteu.ac.in/pdf/assesment.pdf https://www.tnteu.ac.in/pdf/assesment.pdf</p> | |

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| <p>5) Self-assessment and peer – assessment</p> <p>6) Quantitative and qualitative aspects of assessment: Appropriate tools for each</p> | | <p>Lecturing with teacher made ppt (1 hour)</p> | | | <p>http://cid.buu.ac.th/information/Eric_Soul_sby_Assessment_Notes.pdf</p> <p>https://www.nios.ac.in/media/documents/dled/Block4_502.pdf</p> <p>https://www.nios.ac.in/media/documents/dled/Block4_502.pdf</p> | |
| <p>UNIT IV : TRENDS AND ISSUES IN ASSESSMENT (L-7, P-1, T-1)</p> <p>1) Existing practices: unit tests, half-yearly and annual examinations, semester system, use of question banks</p> <p>2) Issues and problems: Marking Vs. Grading, Objective Vs. Subjectivity of test items, Close ended Vs. Open ended test items, non- detention policy, the menace of coaching</p> <p>3) Emerging practices in assessment: Standard based assessment, online examination, computer-based examination and open book examination</p> | <p>identify the recent trends and issues in assessment for Learning</p> | <p>Lecturing with teacher made ppt (30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> | <p>Construct a CCE plan preparing your students to compete in national level professional examinations. (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://egyankosh.ac.in/handle/123456789/46035</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/80506/1/Unit-16.pdf</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/80506/1/Unit-16.pdf</p> | <p>Mid Semester Examination II (CIE)</p> |

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| <p>UNIT V: DATA ANALYSIS, FEEDBACK AND REPORTING (L-7,P-1, T-3)</p> <p>1) Statistical tools—Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation</p> <p>2) Feedback as an essential component of formative assessment</p> <p>3) Place of marks, grades and qualitative descriptions</p> <p>4) Developing, maintaining and a comprehensive learner profile</p> | <p>evaluate the importance of data analysis, feedback and reporting in assessment</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> | <p>Rally coach (cooperative learning) (1 hour)</p> <p>How will you create blogs for all your students in a class and convert it as a student portfolio? (1 hour)</p> | <p>Peer tutoring</p> | <p>https://egyankosh.ac.in/bitstream/123456789/8388/1/Unit-14.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/83274/1/Unit-16.pdf</p> <p>https://www.queensu.ca/teachingandlearning/modules/assessments/11_s2_03_feedback_and_formative.html#:~:text=Formative%20assessment%20can%20involve%20providing,help%20them%20correct%20their%20errors.</p> <p>https://www.tandfonline.com/doi/full/10.11120/plan.2010.00230040</p> <p>https://egyankosh.ac.in/bitstream/123456789/7317/1/Unit-15.pdf</p> <p>https://mangaloreuniversity.ac.in/sites/default/files/2020/Course-10-AFL(Part-2)(English-Version).pdf</p> | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |
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BPC3- தமிழ் கற்பிக்கும் முறைகள் பகுதி -I

BPC3- தமிழ் கற்பிக்கும் முறைகள்

| | | |
|-----------------------|---|----------|
| COURSE CODE AND TITLE | : | பகுதி -I |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | II |

| அலகு | கற்றல் விளைவுகள் | கற்றல் கற்பித்தல் செயல்முறைகள் | | | கற்பித்தல் வளங்கள் | மதிப்பீடு |
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| | | முறைகள் | செயல்பாடுகள் | பயிற்சி | | |
| மொழிக் கொள்கைகள் மற்றும் பயன்பாடுகள் (L-5, P-5, T-3) மொழிக் கல்விக்கான அரசியலமைப்பு விதிகள் பல்வேறு நாடுகளில் தமிழை இரண்டாம் | மொழி குறித்த அரசியலமைப்பு விதிகளை அடையாளம் காணுதல் | விரிவுரை கலந்துரையாடல் | ஒப்படைப்புகள் | ஒப்பார்குழு | http://sarada-tamil.github.io/kaniththamizh https://www.ulakaththamizh.in/ (உலகத் தமிழாராய்ச்சி நிறுவனம்) https://tamilvalarchithurai.tn.gov.in/ | புறவய வினாக்கள் இடைப்பருவத்தேர்வு |

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| <p>மொழியாக கற்பித்தல் பன்மொழிக்கொள்கை பிற பாடங்களுக்கும் தமிழுக்கும் இடையே உள்ள தொடர்புகள் வாழ்க்கை அமைப்பின் மொழியின் பயன்பாடு புதிய கல்விக் கொள்கையில் மொழிக்கல்வி - ஓர் பார்வை (2020)</p> | | | | | <p>(தமிழ் வளர்ச்சித் துறை)</p> | |
| <p>மொழியின் பன்முகத்தன்மை (L-5, P-1, T-2)</p> <p>அறிவியல் மற்றும் தொழில் நுட்பக் கலைச் சொற்களைப் பயன்படுத்துதல் தமிழில் பிற மொழிக் கலப்பும் தாக்கமும் தமிழ் ஆட்சி மொழியாக செயல்படுதல் தமிழை நீதிமன்ற மொழியாக செயல்படுதல் வீட்டு மொழிகளில்</p> | <p>தற்காலத்தில் மொழியில் ஏற்படும் பல்வேறு மாற்றங்கள் குறித்து விவரித்தல்</p> | <p>விதிவருமுறை வினா விடைமுறை</p> | <p>Slido.com சொற்களஞ்சியம்</p> | <p>Playposit.com ஊடாட்டம்</p> | <p>http://sarada-tamil.github.io/kaniththamizh</p> <p>https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்)</p> <p>http://www.maduraiproject.com</p> <p>https://eegarai.darkbb.com</p> | <p>இடைப்பருவத்தேர்வு</p> |

| குறுக்கீடு | | | | | | |
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| <p style="text-align: center;">திறனாய்வு கொள்கைகள் (L-5, P-2, T-2)</p> <p>திறனாய்வின் தோற்றம் திறனாய்வின் பண்புகள் திறனாய்வின் வகைகள் படைப்பு வழி - மரபு வழி - செயல் விளக்க முறை - மதிப்பீட்டு முறை - வரலாற்று முறை - ஒப்பிடும் முறை. தமிழ் பாடநூல் வழி திறனாய்வு முறைகளை பகுத்து ஆராய்தல்</p> | <p>திறனாய்வின் தோற்றம், பண்புகள் மற்றும் வகைகள் குறித்து ஆராய்ந்தறிதல்</p> | <p>நடிப்பு முறை குழு கற்பித்தல் முறை</p> | <p>Word wall செயல்பாடு</p> | <p>Survey heart வினாக்கள் கேட்டல்</p> | <p>www.tamilvalrchithurai.com https://shodhganga.inflibnet.ac.in/ http://sarada-tamil.github.io/kaniththamizh</p> | <p>வகுப்புத்தேர்வு புறவயத்தேர்வு</p> |
| <p>மொழியின் பணிகளும் மொழியாக்கமும் (L-5, P-2, T-2)</p> <p>மொழியின் பணிகள்: சுட்டல், கிளர்த்தல், தூண்டல்,</p> | <p>மொழியாக்க சுந்தனைகளை ஒப்பிட்டு அறிதல்</p> | <p>ஒப்படைப்பு முறை சொற்பொழிவு முறை குழு</p> | <p>Slido.com இடைவினை</p> | <p>Playposit.com</p> | <p>Skill India -Central Government Scheme Naan Muthalvan – State Government Scheme</p> | <p>வகுப்புத்தேர்வு Survey heart –</p> |

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| <p>செறிலுட்டல்,எதிராடல் மொழியியல் , மொழியாக்க வழிமுறைகள், மொழிபெயர்ப்பும்மொழி யாக்கமும்: ஒலிபெயர்ப்பு, மொழிபெயர்ப்பு, கருத்து பெயர்ப்பு, புதுச்சொற்படைப்பு மொழியாக்கப் பண்புகள்: அளவு, இனிமை, சீர்மை, மொழியாக்க முனைப்புகள் கருதத் தக்கன.</p> | | <p>கற்பித்தல் முறை</p> | | | <p>http://sarada-tamil.github.io/kaniththamizh</p> | <p>செயலிவழி</p> |
| <p>நாட்டுப்புறக் கலைகளும் பண்பாடும் (L-5, P-2, T-2)</p> <p>கலை- பண்பாடு விளக்கம் – வகைகள் : தாலாட்டு ,ஒப்பாரி, தொழில் பாடல்கள், கதைப் பாடல்கள், கதைகள், பழமொழிகள், விடுகதைகள், நம்பிக்கைகள், கற்பனை, வாழ்வியல்,</p> | <p>நாட்டுப்புற கலைகள் மற்றும் பண்பாடுகள் குறித்த விழிப்புணர் வினைப் பெறுதல்</p> | <p>விரிவுரை முறை கலந்துரையாடல்</p> | <p>Pear deck.com குறிப்பு தகடுகள்</p> | <p>Google form வினாக்க ளுக்கு விடை எழுதுதல்</p> | <p>https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்) www.tamilvalrchithurai.com https://shodhganga.inflibnet.ac.in/ http://sarada-tamil.github.io/kaniththamizh</p> | <p>வகுப்புத்தேர்வு செயலி வழித்தேர்வு மாதிரித்தேர்வு மற்றும்</p> |

பழக்கவழக்கங்கள்.

பருவத்தேர்வு

COURSE PLAN FOR PEDAGOGY OF ENGLISH

COURSE CODE AND TITLE : **BPC3 PEDAGOGY OF ENGLISH**

NO. OF CREDIT : **3**

NO OF HOURS : **48**

SEMESTER : **II**

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|---|---|---|---|---|---|--|
| | | Lecture | Practical | Tutoring | | |
| <p>1. NATURE OF LANGUAGE - SEMANTICS AND PRAGMATICS</p> <p>1. Types of Meaning: Descriptive, emotive and phatic, sense and reference, connotation and denotation, sense relations (homonymy, hyponymy, antonymy, synonymy, etc.)</p> <p>2. Language Use in context</p> <p>3. Message model and inferential model of communication, sentence meaning and utterance meaning.</p> <p>4. Speech acts – Request, Command, Invitation, Suggestion, Prohibition, Permission, Probability and Likelihood, Obligation, Possibility, Necessity, Purpose and Result, Cause and Reason, Comparison and Contrast, Condition and Supposition.</p> <p>5. Deixis: Presupposition and implicative</p> | Understand the different types of meaning (Semantics) | (6 hrs) Lecture with demonstration and dramatization | (5 hrs) Give relevant examples for different types of Meaning Enact a drama using different speech acts | (3 hrs) Revision of the content taught | <p>1. https://www.slideshare.net/ErickMwacha/sense-relations-linguistics</p> <p>2. https://www.slideshare.net/MiftadiLaulaAmm/seven-types-of-meaning</p> <p>3. https://study.com/academy/lesson/implicature-vs-presupposition.html</p> <p>4. http://hdl.handle.net/123456789/113141</p> | <p>Panel discussion on Deixis</p> <p>Reading the dialogues from the text with proper pronunciation</p> <p>Mid semester</p> |

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| <p>2.NATURE OF LANGUAGE - DISCOURSE ANALYSIS.</p> <p>1. Discourse analysis – an introduction</p> <p>2. Interpreting discourse - turn-taking, the co-operative principle, hedges, implicatures, background knowledge and schemas and scripts.</p> <p>3. Coherence – Strategies: socio-cultural knowledge and inferences</p> <p>4. Cohesion – Cohesive devices: connecting devices, co-reference and ellipsis</p> <p>5. Factors affecting the discourse – Discourse medium, Differences between speech and writing: complexity, marking of boundaries, explicitness, repetitiveness, and interactivensess</p> | <p>Recognise the importance of discourse analysis</p> | <p>(6 hrs) Lecture with demonstration and resources of the textbooks</p> | <p>(2 hrs) Analyse the content from the text</p> <p>Interpret the content from the text with coherence and cohesion</p> <p>Give examples to interpreting discourse from real life situation</p> | <p>(2 hrs) Revision of the content taught</p> | <p>1. https://egyankosh.ac.in/bitstream/123456789/69573/1/Unit-3.pdf</p> <p>2. http://hdl.handle.net/123456789/20932</p> | <p>E quiz (Kahoot)</p> <p>Group discussion on factors affecting the discourse</p> <p>Mid semester</p> |
| <p>3 EMPOWERING AT-RISK LANGUAGE LEARNERS</p> <p>1. Defining disadvantaged - the deficient, the deprived, and the vulnerable.</p> | | | <p>(4 hrs) Write a report on the causes that cripple the learning of English and its</p> | <p>(1 hrs) Revision of the content taught</p> | <p>1. https://www.thoughtco.com/what-is-context-language-</p> <p>2. https://www.epi.org/publication/five-social-disadvantages-that-depress-student-performance-why-schools-alone-cant-close-achievement-gaps/</p> | <p>E quiz (Mentimeter)</p> |

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| <p>2. Causes which cripple the learning of English.</p> <p>3. Teaching English to the disadvantaged socially economically educationally environmentally psychologically linguistically Aesthetically, backward</p> <p>4. Persuading the disadvantaged students - ethos pathos logos.</p> <p>5. Classroom methodology integrating affective, cognitive and the social features.</p> | <p>Identify the methodologies to empower the disadvantaged learners</p> | <p>(6 hrs) Lecture with demonstration and videos</p> | <p>remedies</p> <p>Write dialogue on persuading the disadvantaged students</p> | | <p>3. https://www.jstor.org/stable/4406962</p> <p>4. https://www.blackboardradio.com/post/6-difficulties-in-teaching-english-to-indian-students</p> <p>5. https://youtu.be/aUpiy67_nt4</p> <p>Swayam Prabha Archived videos</p> <p>https://www.youtube.com/embed/x3ESpor_ejc</p> <p>https://www.youtube.com/embed/GwxgwUJN4js</p> | <p>Sessional Test</p> <p>Peer teaching with methodologies integrating affective, cognitive and social features</p> |
| <p>4. THEORY OF SECOND LANGUAGE LEARNING</p> <p>1. Learning expression, content and association.</p> <p>2. Facilitation and interference of mother tongue.</p> <p>3. Total Language Experience</p> <p>4. Laws of language learning</p> <p>5. Language learning with authentic assessment techniques - writing own autobiographical memoirs, drafting an article to the newspaper and writing a poem.</p> | <p>Understand the theory of second language learning</p> | <p>(3 hrs) Lecture with resources from journals and videos</p> | <p>(3 hrs) Prepare a memoir on their own life experiences. Compose a poem on their own</p> | <p>(2 hrs) Revision of the content taught</p> | <p>1. https://youtu.be/taH4pzbNt6k</p> <p>2. https://projectplux.com/sample.php?link=eng8&folder=english#:~:text=Problems%20of%20mother%2Dtongue%20interference,Problem%20of%20pronunciation.</p> <p>3. https://youtu.be/Xg3fJQrG2cA</p> <p>Swayam Prabha Archived videos</p> <p>https://www.youtube.com/embed/N4laWv-G8Eg</p> | <p>Debate on facilitation and interference of mother tongue in learning English language</p> <p>Draft an article to the local newspaper on a topic of your interest</p> |

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| <p>5 EMERGING TRENDS OF ELT</p> <ol style="list-style-type: none"> 1. Principles of language learning 2. Globalization of English language 3. Challenges of Teaching and learning of English in India 4. Immersion language Teaching 5. The Task-Based Approach | <p>Learn various emerging trends of English language teaching</p> | <p>(4 hrs) Lecture with demonstration and audio visual aids</p> | <p>(4 hrs) Demonstration of Task-based approach</p> <p>Prepare a mind map on the challenges of teaching and learning English in India and its remedial measures</p> | <p>(1 hrs) Revision of the content taught</p> | <ol style="list-style-type: none"> 1. https://www.phorms.de/en/about-phorms/immersion-method/#:~:text=Learning%20by%20immersion%20means%20that,any%20pressure%20or%20vocabulary%20stresshttps://www.bedguide.in/2020/11/principle-of-language-teaching.html?m=1 2. https://www.bedguide.in/2020/11/principle-of-language-teaching.html?m=1 3. https://www.whatiselt.com/single-post/2018/01/19/what-is-task-based-learning | <p>E quiz (Kahoot)</p> <p>Reflect on how English language has been globalised.</p> <p>Discussion on the effectiveness of Immersion language Teaching</p> <p>Model Examination</p> <p>Semester Examination</p> |
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| <p>UNITII: PEDAGOGICAL ANALYSIS OF CONTENT IN MATHEMATICS (L-9, P-2, T-2)</p> <p>1. Content Analysis – Pedagogical Analysis and their comparison Division of content into units and subunits.</p> <p>2. Teaching Requirements – instructional objectives, teaching strategies, previous knowledge testing, topic introduction, concepts of contents, presentation, use of teaching aids, demonstration experimental verification, thought provoking questions and criterion – based tests. Pedagogical analysis of a Mathematics School Content.</p> | <p>Understand the importance of pedagogical content knowledge in effective mathematics teaching and learning</p> | <p>Lecturing with teacher made power point (4 hours 30 min)</p> <p>Lecturing with teacher made power point (4 hours 30 min)</p> | <p>Four corners (Cooperative learning Strategy) (1 hour)</p> <p>Jigsaw method – Cooperative learning strategy (1 hours)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://youtu.be/9483zv5J-n4</p> <p>https://www.slideshare.net/AnjuGandhi2/pedagogical-analysis-in-teaching-mathematics</p> <p>https://youtu.be/nAEXDx7i6gs</p> <p>https://www.slideshare.net/AnjuGandhi2/pedagogical-analysis-in-teaching-mathematics</p> | <p>Mid Semester Examination (CIE)</p> <p>Preparation of Padlet (CIE)</p> |
| <p>UNIT III: ANALYSING INDIVIDUALITY IN LEARNERS (L- 6, P- 2, T-2)</p> <p>1. Cultivating learner’s sensitivity-intuition, encouraging learner for probing, raising queries, appreciating dialogue among peer – group, promoting the student’s confidence.</p> <p>2. Mathematics thinking styles</p> <p>3. Mathematics learning styles</p> | <p>Understand the learner’s sensitivity and instil mathematical thinking.</p> | <p>Lecturing with teacher made power point (3 hours)</p> <p>Lecturing with infographics (3 hours)</p> | <p>Rally Robin (cooperative learning) (1 hour)</p> <p>Think Pair Share(cooperative learning strategy) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://youtu.be/1XZa_ouLNiw</p> <p>https://youtu.be/agOetV8b87U</p> <p>https://youtu.be/1XZa_ouLNiw</p> | <p>Group discussions can be done for analysing individuality in learners.</p> |

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| <p>UNIT IV: LEARNING RESOURCES IN MATHEMATICS (L-6, P-2, T-2)</p> <p>1. Textbooks, workbooks, reference books, going beyond the textbook.</p> <p>2. Mathematics club, contents and fairs, designing Mathematics laboratory and its effective use.</p> <p>3. Mathematics library for secondary sources and reference, Mathematical kit Audio-visual aids, CD-Rom, Projected and non- projected aids - improvised aids – its specific uses in teaching Mathematics, multimedia – Selection and designing, On- line resources, community resources.</p> | <p>Identify the resources and understand the importance of using appropriate learning resources to support the teaching and learning of Mathematics.</p> | <p>Lecturing with teacher made power point (3 hours)</p> <p>Lecturing with teacher made power point (3 hours)</p> | <p>Think Pair Share (Cooperative learning strategy) (1 hour)</p> <p>Jig Saw (Cooperative learning strategy) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://youtu.be/agOetV8b87U</p> <p>https://youtu.be/wAiEiw8qFXQ</p> <p>https://youtu.be/UdKcoItmhWM</p> <p>https://youtu.be/ynsoXL11mGY</p> <p>https://youtu.be/QXr_AT1OXQg</p> | <p>Reflective activities can be given that encourage students to reflect on their experiences using different learning resources and identify which resources were most effective for them.</p> |
| <p>UNIT V: MEASUREMENT AND EVALUATION (L- 5, P- 2, T-1)</p> <p>1. Types of Test items in Mathematics.</p> | | <p>Lecturing with teacher made power point (1 hour)</p> | <p>Four corners (Cooperative learning Strategy) (1 hour)</p> | | <p>https://youtu.be/Ifh3lsvvjLE</p> | <p>Performance tasks that can assess student’s ability to apply measurement concepts to real world problems</p> |

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| <p>2. Concept of Evaluation in Teaching – Learning process – (Formative, Summative, Norm, Criterion, and Diagnostic)</p> <p>3. Role of Evaluation in Teaching – Learning process.</p> <p>4. Variety of assessment techniques and practices.</p> <p>5. Open- book tests: Strengths and limitations.</p> | <p>Acquaint the knowledge regarding the principles of assessment and evaluation.</p> | <p>Lecturing with teacher made power point (1 hour)</p> <p>Lecturing with teacher made power point (3 hours)</p> | <p>Fishbowl technique cooperative learning strategy) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://youtu.be/FH6TKSi0LqA</p> <p>https://youtu.be/U_tTzNkFc6Q</p> <p>https://youtu.be/pWb7C0wjwx0</p> <p>https://youtu.be/mIEczQX2cvk</p> | <p>Model Examination(CIE)</p> <p>End Semester Examination</p> |
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COURSE PLAN FOR PEDAGOGY OF PHYSICAL SCIENCE I

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| COURSE CODE AND TITLE | : | BPC3 –PEDAGOGY OF PHYSICAL SCIENCE I |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | II |

| unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|---|---|--|---|------------------------|--|--|
| | | Lecture | Practical | Tutoring | | |
| UNIT I : APPROACHES AND STRATEGIES FOR LEARNING PHYSICAL SCIENCE(L-5, P-2, T-3) Approaches and strategies for learning physical science- Constructivist approach-5E learning model - Collaborative learning Approach- Problem solving approach – Concept mapping- Experiential learning – Inquiry approach- Facilitating learners for self-study- Communication | gain knowledge about approaches and strategies of learning physical science | Lecturing With teacher made powerpoint (1 hour) Lecturing With teacher made powerpoint (1 hour) | Enact a drama about evolution of science during science club hour | Peer tutoring (2hours) | https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf https://www.egyankosh.ac.in/bitstream/123456789/46677/1/Unit-6.pdf https://www.slideshare.net/majumalon/science-teaching-approaches-and-strategies https://mangaloreuniversity.ac.in/sites/default/files/Course-7%28d%29%20Physical%20Science%20%28Part-2%29.pdf | Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring) (CIE) |

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| <p>2) Encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in physical science (individual or group work)</p> <p>3) Role of learners in negotiating and mediating learning in physical science</p> | | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Prepare lesson plan using Anderson and Krathwohl educational objectives</p> | | <p>https://egyankosh.ac.in/bitstream/123456789/46675/1/Unit-8.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/8511/1/Unit-7.pdf</p> <p>https://mangaloreuniversity.ac.in/sites/default/files/Course-7%28d%29%20Physical%20Science%20%28Part-1%29.pdf</p> | |
| <p>UNIT IV : PEDAGOGICAL ANALYSIS OF CONTENT IN PHYSICAL SCIENCE (L-5, P-2, T-2)</p> <p>1) Content Analysis - Pedagogical Analysis and their comparison Division of content into units and subunits.</p> <p>2) Teaching Requirements - instructional objectives, teaching strategies, previous knowledge testing, topic introduction, concepts of contents, presentation, use of teaching aids, demonstration experimental verification, thought provoking questions and criterion – based tests.</p> <p>3) Pedagogical analysis of a Physical Science School Content.</p> | <p>understand the pedagogical analysis of content in Physical Science</p> | <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Write a report on the demerits of Junk foods</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.slideshare.net/PoojaYadav266/content-and-pedagogical-analysis-ppt</p> <p>https://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf</p> <p>https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/_UG_B.Ed_Education_70123%20D%20-%20Teaching%20of%20Science%20_9061.pdf</p> <p>https://ddceutkal.ac.in/Syllabus/MA_Education/Paper-4.pdf</p> <p>https://www.lwiase.ac.in/pdf/pscience.pdf</p> <p>http://www.tirupatiedu.ac.in/download/paper-VI-VII-teaching-of-physical-science.pdf</p> <p>https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf</p> | <p>Field Visit(CIE)</p> <p>Mid Semester Examination II (CIE)</p> |

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| <p>UNIT V : PHYSICAL SCIENCE – LIFE LONG LEARNING (L-5, P-2, T-2)</p> <p>1) Nurturing natural curiosity of observation and drawing conclusion</p> <p>2) Facilitating learning progress of learners with various needs in physical science</p> <p>3) Ensuring equal partnership of learners with special needs; stimulating creativity and inventiveness in physical science</p> <p>4) Organizing various curricular activities - debate, discussion, drama, poster making on issues related to physics and chemistry</p> <p>5) Organizing events on specific days, planning and organizing field trips, science club, science exhibition</p> <p>6) Nurturing creative talent at local level and exploring linkage with district/state/central agencies</p> | <p>understand the role of physical science in lifelong learning</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Prepare question bank for second semester pedagogy of physical science content</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/46663/1/Unit-3.pdf</p> <p>https://mangaloreuniversity.ac.in/sites/default/files/Course-7%28d%29%20Physical%20Science%20%28Part-2%29.pdf</p> <p>https://www.tnteu.ac.in/pdf/creative.pdf</p> <p>https://www.kannuruniversity.ac.in/media/documents/B_Ed_Syllaby_modified_20_11_15_nJX3eyR.pdf</p> <p>https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/47006/1/Unit-13.pdf</p> <p>https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/46679/1/BES-141B2E.pdf</p> <p>https://archive.mu.ac.in/myweb_test/ma%20Oedu/Teacher%20Education%20-%20IV.pdf</p> <p>https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf</p> | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |
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COURSE PLAN FOR PEDAGOGY OF BIOLOGICAL SCIENCE

COURSE CODE AND TITLE : **BPC3 PEDAGOGY OF BIOLOGICAL SCIENCE**

NO. OF CREDIT : **3**

NO OF HOURS : **48**

SEMESTER : **II**

| UNIT | Course outcomes to be achieved | Teaching learning activities (with hours) | | | Resources | Assessment |
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| | | Lecture | Practical | Tutoring | | |
| <p align="center">UNIT I L-5, P-2, T-2</p> <p align="center">APPROACHES AND STRATEGIES FOR LEARNING BIOLOGICAL SCIENCE</p> <p>1)Constructivist approach – 5E Learning model, collaborative learning approach, problem solving approach, concept mapping, experiential learning, inquiry approach.</p> <p>2)Facilitating learners for self-study.</p> | <p>Adopt the various approaches and strategies of learning biological science.</p> | <p>Lecture with power point.</p> | <p>Enact a drama about evolution of science during science club hour</p> | <p>Group discussion (1 hour)</p> | <p>https://youtu.be/GTLUPgPpty4</p> | <p>Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring) (CIE)</p> |

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| <p style="text-align: center;">UNIT II L-7, P-2, T-2</p> <p style="text-align: center;">TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE</p> <p>1)Concept of evaluation in teaching-learning process- (formative, summative, norm, criterion, diagnostic, and prognostic) .2)Role of evaluation in teaching-learning process 3)Variety of assessment of techniques and practices. 4)Open-book tests: strengths and limitation. 5)Types of test items in biological science.</p> | <p>Know the tools and technique of assessment for learning biological science.</p> | <p>Lecture with power point.</p> | <p>Reporting about the peer group observations noted during internship</p> | <p>Interactive learning (1 hour)</p> | <p>https://youtu.be/2XyLwXjVwqU</p> <p>https://youtu.be/gDn_82e8MGU</p> | <p>Mid semester Examination (CIE)</p> |
| <p style="text-align: center;">UNIT III L-6, P-2, T-2</p> <p style="text-align: center;">ROLE OF LEARNERS IN LEARNING BIOLOGICAL SCIENCE</p> <p>1)Involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups.</p> | <p>Identify and relate everyday experience with learning biological science.</p> | | | <p>Cooperative learning (1 hour)</p> | <p>https://youtu.be/bZbEuFN2jvk</p> | |

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| <p>2)Encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group project).</p> <p>3)Role of learners in negotiating and mediating learning in biological science.</p> | | <p>Lecture with demonstration.</p> | | <p>Cooperative learning (1 hour)</p> | | <p>Slip test</p> |
| <p>UNIT IV L-5, P-2, T-2</p> <p>PEDADOGICAL ANALYSIS OF CONTENT IN BIOLOGICAL SCIENCE</p> <p>1)Content analysis- pedagogical analysis and their comparison division of content into units and subunits.</p> <p>2)teaching requirements – instructional objectives, teaching strategies, previous knowledge testing, topic introduction, concept of contents, presentation, use of teaching aids, demonstration experimental verification, thought provoking question and criterion-based tests.</p> <p>3)pedagogical analysis of a biological science school content.</p> | <p>Understand the pedagogical analysis of content in biological science.</p> | <p>Lecture with power point.</p> | | <p>Peer tutoring (1 hour)</p> | <p>https://youtu.be/HXubRk_BqKJg</p> | <p>Mid Semester Examination II (CIE)</p> |

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| <p style="text-align: center;">UNIT V L-5, P-2, T-2</p> <p>BIOLOGICAL SCIENCE- LIFE LONG LEARNING</p> <p>1)Nurturing the talent of students.</p> <p>2)Facilitating learning progress of learners with various needs in biology.</p> <p>3)Ensuring equal partnership of learners with special needs; stimulating creativity and inventiveness in biology.</p> <p>4)Organising various curricular activities-debate, discussion, drama, poster making on issues related to science/biology; organising events on specific day, such as earth day, environment day, etc.</p> <p>5)Planning and organising field trips, science club, science exhibition, science fair.</p> <p>6)Nurturing creative talent at local level and exploring engage linkage with district/state/central agencies.</p> | <p>Understand the role of biological science in lifelong learning.</p> | <p>Lecture with power point and videos.</p> | <p>Prepare question bank for second semester pedagogy of physical science content</p> | <p>Group activity (1 hour)</p> | <p>https://youtu.be/CdDpkCeGSlo</p> <p>https://youtu.be/OUUK0bjDtYA</p> <p>https://youtu.be/3CiUdR9vTaM</p> <p>https://photos.app.goo.gl/ky2tZvRKXy1GjRWs7</p> | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |
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COURSE PLAN FOR PEDAGOGY OF HISTORY I

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| COURSE CODE AND TITLE | : | BPC3 PEDAGOGY OF HISTORY I |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | II |

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|---|---|---|--|--|---|--|
| | | Lecture | Practical | Tutoring | | |
| UNIT I : CURRICULAM DEVELOPMENT OF HISTORY (L-6, P-3, T- 2) 1) Definition of curriculum - aims of history curriculum, principles of curriculum 2) selection – motivation, democratic values and community centred curriculum. 3) Theories of curriculum Development: Natural taste and interest, Cultural Epoch theory 4) Biographical, Evolutionary 5) Different methods of curriculum construction – Topical, Concentric, Spiral 6) Regressive, and Chronological approach | know the process of curriculum development. | Lecturing (1 hour) Lecturing (50 minutes) Lecturing (1 hours) Lecturing (1 hours) Lecturing (1 hours) Lecturing (1 hours) | Panel discussion on approaches in teaching history | Peer tutoring (1 hour) Group discussion on values of teaching history | https://www.youtube.com/watch?v=YiDMylslx FA https://www.youtube.com/watch?v=DZ-b6e-Rrso https://www.youtube.com/watch?v=Kf0-1Cyx81U | Write a class test on approaches in teaching history |

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| <p>UNIT II: PHILOSOPHICAL BASIS OF HISTORY (L-6, P-2, T-2)</p> <p>1) Philosophy of History – history as an imaginative the reconstruction of the Past</p> <p>2) History as a branch of Social Science-Social, Political, branch of Economic and Cultural issues raised by history.</p> <p>3) Difference between social science and social studies, history related with other subjects – Geography, Politics and Science.</p> <p>4) Making of History- How history is written,</p> <p>5) collection of sources, Documents, authenticity</p> <p>6) Historiography.</p> | <p>acquire Knowledge on the philosophical basis of history.</p> | <p>Lecturing (1 hour)</p> <p>Lecturing (1 hour)</p> <p>Lecturing (1 hours)</p> <p>Lecturing (1 hours)</p> <p>Lecturing (1 hours)</p> <p>Lecturing (1 hours)</p> | <p>Write a report on history as a branch of Social Science</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=YMdCUQF5o5w</p> <p>https://www.youtube.com/watch?v=9IfM4rIANLc</p> <p>https://www.youtube.com/watch?v=9B24sAvAzLg</p> <p>https://www.youtube.com/watch?v=TIJwiRz-t0A</p> <p>https://www.youtube.com/watch?v=QVMefajKHS8</p> | <p>Write a class test on how history is related to other subjects</p> <p>Mid semester Examination (CIE)</p> |
| <p>UNIT III: EDUCATIONAL TECHNOLOGY AND TEACHING HISTORY (L-6, P-2, T-2)</p> <p>1. Use of projected and non-projected aids in teaching history</p> <p>2. Computer assisted instruction in history- Digital storytelling –</p> <p>3. Online simulations – Virtual history museums</p> <p>4. Slideshows- Video clips</p> <p>5. Multimedia presentation</p> <p>6. web learning</p> | <p>understand the importance of technology in teaching history</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (2 hour)</p> <p>Lecturing (1 hour)</p> | <p>Group discussion on importance of teaching history</p> <p>Group Discussion</p> <p>Conducting Quiz</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=9NQ2usOwiec</p> <p>https://www.youtube.com/watch?v=B4_lBdnFI3A</p> | <p>Assessment is done based on the teaching aid presented by the student teachers</p> |

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| <p>UNIT IV : TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING HISTORY (L-6, P-1, T-2)</p> <ol style="list-style-type: none"> 1) Concept of evaluation in teaching-learning process - (Formative, Summative, Norm, Criterion, and Diagnostic, Prognostic) 2) Role of Evaluation in teaching-learning process 3) Variety of assessment techniques and practices 4) Open-book tests: strengths and limitations 5) Types of test items in History | <p>identify the different techniques of assessment for learning History</p> | <p>Lecturing with teacher made ppt (2 hours)</p> <p>Lecturing (1 hour)</p> <p>Lecturing (1 hour)</p> <p>Lecturing (1 hour)</p> <p>Lecturing (1 hour)</p> | <p>Prepare test items for different types of test</p> <p>Peer tutoring (1 hour)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=edgklOBQq2c</p> <p>https://www.youtube.com/watch?v=y434_Am4cbA</p> | <p>Assessment for the report on the writing test items in teaching and learning history</p> <p>Mid Semester Examination II (CIE)</p> |
| <p>UNIT V: INTERNATIONAL UNDERSTANDING THROUGH TEACHING OF HISTORY (L-6, P-1, T-1)</p> <ol style="list-style-type: none"> 1. Meaning - Definitions 2. Need for international understanding. 3. Guiding principle of education for international understanding – 4. Reasons for promoting international understanding 5. Role of teacher in promoting international understanding | <p>acquaint the knowledge of international understanding</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing (2 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Analysing the need for international understanding</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=ZT78p44b1Tw</p> <p>https://www.youtube.com/watch?v=c3yY6NZBPW0</p> | <p>Model Examination(CIE)</p> <p>End Semester Examination</p> |

BPC4 - தமிழ் கற்பிக்கும் முறைகள் பகுதி -II

BPC4 - தமிழ் கற்பிக்கும் முறைகள்

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| COURSE CODE AND TITLE | : | பகுதி -II |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | II |

| அலகு | கற்றல் விளைவுகள் | கற்றல் கற்பித்தல் செயல்முறைகள் | | | கற்பித்தல் வளங்கள் | மதிப்பீடு |
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| | | முறைகள் | செயல்பாடுகள் | பயிற்சி | | |
| கற்பித்தல் நோக்கங்களும் திட்டமிடலும் (L-6, P-2, T-2) செய்யுள், உரைநடை, துணைப்பாடம் மற்றும் இலக்கணம் கற்பித்தலின் | செய்யுள் உரைநடை இலக்கணம் கற்பித்தல் முறைகளை திறனாய்வு | விரிவுரை கலந்துரையாடல் | ஒப்படைப்புகள் | ஒப்பார் குழு இணைந்து கற்றல் | http://sarada-tamil.github.io/kaniththamizh https://www.ulakaththamizh.in/ (உலகத் தமிழாராய்ச்சி நிறுவனம்(https://tamilvalarchithurai.tn.gov.i | புறவய வினாக்கள் இடைப்பருவத்தேர்வு |

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| <p>நோக்கங்கள்,முறைகள்.</p> <p>தொடக்க ,இடைநிலை ,உயர்நிலை வகுப்புகளுக்கான பாடநூல் அமைப்பு , அகத் தோற்றம், புறத்தோற்றம், பண்புகள்.</p> | <p>செய்தல்</p> | | | | <p>n/ (தமிழ் வளர்ச்சித் துறை)</p> | |
| <p>மொழித்திறன்கள்) L-5, P-5, T- (2கேட்டல் திறன் : வரையறை ,கேட்டல் திறனை வளர்க்கும் முறைகள், முக்கியத்துவம், பேசுதலை கேட்டறிதல், படித்தலை கேட்டறிதல், கதை கேட்டல், வானொலிகேட்டல், தொலைக்காட்சி கேட்டல், சொற்பொழிவு கேட்டல். பேசுதல் திறன் :வரையறை, திருத்தமாக பேசுதல், அழுத்தமாக பேசுதல், தெளிவுடன் பேசுதல், உணர்வுடன் பேசுதல், பிழையின்றி பேசுதல், திருந்திய பேச்சின் நல்லியல்புகள், திருத்தமில்லாப் பேச்சின் குறைபாடுகள், முக்கியத்துவம், நா நெகிழ் பயிற்சி, நாபிறழ் பயிற்சி, வாய்மொழிப் பயிற்சி:</p> | <p>கேட்டல் படித்தல் பேசுதல் எழுதுதல் போன்ற அடிப்படைத் திறன்களை வளர்த்துக் கொள்ளல்</p> | <p>விரிவுரை கலந்துரையாடல்</p> | <p>Slido.com சொற்களஞ்சியம் Audacity - பேச்சுப்பயிற்சி</p> | <p>ஒப்பார் குழு மனவரைபடம் தயாரித்தல்</p> | <p>http://sarada-tamil.github.io/kaniththamizh</p> <p>https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்) http://www.maduraiproject.com https://eegarai.darkbb.com</p> | <p>இடைப்பருவத்தேர்வு</p> |

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| <p>ஆடல், பாடல், நடிப்பு திறன்களை வளர்த்தல். படித்தல் திறன் :வரையறை, தேவைகள், நோக்கங்கள், முறைகள், வாய்விட்டுப் படித்தல், வாய்க்குள் படித்தல், ஆழ்ந்தப் படிப்பு, அகன்ற படிப்பு, எழுத்துமுறை, சொல்முறை, சொற்றொடர் முறை . வாசித்தல் திறனை மேம்படுத்துதல் : கதை, கட்டுரை, கடிதம், அறிக்கைகள், இதழ்கள், நூலக படிப்பு, அகராதிகள். எழுதுதல் திறன் வரையறை, நோக்கங்கள், எழுதுதலின் நிலைகள்,நல்ல கையெழுத்தின் நல்லியல்புக. எழுத்துப் பயிற்சி முறைகள் : வரியொற்றி எழுதுதல்,பார்த்து எழுதுதல், சொல்வதை எழுதுதல், தசை பயிற்சி, பிழையின்றி எழுதப் பயிற்சிகள் நிறுத்தக் குறியீடுகளை பயன்படுத்துதல்.</p> | | | | | | |
| <p>மொழிப்பாடத்தில் கற்றல் தொழில்நுட்ப கருவிகளை</p> | <p>தொழில் நுட்ப அறிவி னைப் பயன்ப</p> | <p>செய்மு றைக் கல்வி</p> | <p>Word wall செயல்பாடு Audacity – ஒலிப்பதிவு</p> | <p>Survey heart வினாக்க ள் கேட்டல்</p> | <p>www.tamilvalrchithurai.com https://shodhganga.inflibnet.ac.i n/</p> | <p>வகுப்புத் தேர்வு</p> |

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| <p>பயன்படுத்துதல்) L-5, P-1, T-(2</p> <p>கேள்வி கருவிகள், கல்வித் தொலைக்காட்சி, குறிப்புத் தகடுகள்,</p> <p>மின் படங்கள், மின் விளக்கக்காட்சி, காணொளி காட்சிகள், ஊடாட்டம்.கலவை முறை : மின் புத்தகம்,</p> <p>வலைதளங்கள், வலைபூக்கள், கற்றல் மேலாண்மை அமைப்பு (LMS) வகுப்பறை,நிகழ்நிலை தேர்வு</p> <p>(முறைகள்) Online Test).</p> | <p>டுத்தும் திறன் பெறுதல்</p> | <p>குழு கற்பித்தல் முறை</p> | | | <p>http://sarada-tamil.github.io/kaniththamizh https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்) http:// www.maduraiproject.com</p> | <p>புறவயத் தேர்வு</p> |
| <p>சோதனையும் மதிப்பீடும்) L-5, P-1, T-(2</p> <p>சோதனையின் நோக்கங்கள், தேவைகள், மொழியறிவு சோதனையின் வகைகள் : அடைவுச் சோதனை,</p> <p>தரப்படுத்தப்பட்ட சோதனை, குறையறி மற்றும் குறைதீர் சோதனை, திறனறி</p> | <p>புள்ளியியல் அடிப்படையில் மொழிச் சோதனை மற்றும் மதிப்பீட்டு முறையினைப் பயன்ப</p> | <p>ஒப்படைப்பு முறை சொற் பொழிவு முறை குழு கற்பித்தல் முறை</p> | <p>Slido.com இடைவினை</p> | <p>Playposit.com சிறந்த உரையினைக் காணொளி மூலம் கேட்டல்</p> | <p>Skill India -Central Government Scheme</p> <p>Naan Muthalvan – State Government Scheme</p> <p>http://sarada-tamil.github.io/kaniththamizh https://www.youtube.com/@ACLChennai</p> <p>https://www.tamilvu.org/</p> | <p>வகுப்புத் தேர்வு – Survey heart – செயலிவழி</p> |

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| <p>சோதனை,வளர்நிலை</p> <p>தொடர் மற்றும் தொகு நிலை சோதனை, அகவய மதிப்பீடு, புறவய மதிப்பீடு,வினாக்கள்</p> <p>வடிவமைப்பு,மதிப்பெண் வழங்குதல் முறையும், மதிப்பீடுதல் குறிப்புகளும்.</p> | <p>டுத்துதல்</p> | | | | <p>(தமிழ் இணையக் கல்விக்கழகம்) http:// www.maduraiproject.com</p> | |
| <p>சங்க இலக்கியத்தின் அமைப்பும் சிறப்புகளும்</p> <p>L-5, P-2, T-(3)</p> <p>சங்க இலக்கியம் –</p> <ol style="list-style-type: none"> 1. பாட்டும் தொகையும், 2. தொகுப்பு முறை, 3. சங்க இலக்கியத்தின் சிறப்புகள், 4. கபிலர், 5. பரணர், | <p>சங்க இலக்கியச் சிறப்புகளை உணர்தல்</p> | <p>விரிவுரை முறை வினாவிடை முறை</p> | <p>Pear deck.com</p> <p>குறிப்பு தகடுகள்</p> | <p>Google form</p> <p>வினாக்களுக்கு விடை எழுதுதல்</p> | <p>https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்)</p> <p>www.tamilvalrchithurai.com</p> <p>https://shodhganga.inflibnet.ac.in/</p> <p>http://sarada-tamil.github.io/kaniththamizh</p> | <p>வகுப்புத் தேர்வு</p> <p>செயலிவழித்தேர்வு</p> <p>மாதிரித் தேர்வு மற்றும் பருவத்தேர்வு</p> |

6. நக்கீரர்,
7. அவ்வையார்,
8. பொன்முடியார்,
9. வெள்ளிவீதியார்
ஆகிய புலவர்கள்
பற்றியக் குறிப்புகள்.

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COURSE PLAN FOR PEDAGOGY OF ENGLISH

COURSE CODE AND TITLE : **BPC4 PEDAGOGY OF ENGLISH**

NO. OF CREDIT : **3**

NO OF HOURS : **48**

SEMESTER : **II**

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|---|--|--|--|---|---|--|
| | | Lecture | Practical | Tutoring | | |
| 1 TEACHING OF ORAL COMMUNICATION SKILLS 1. Significance and types of listening skill 2. The listening process- Receiving, Understanding, Remembering, Evaluating and Responding. 3. Nature of the Oral Communication Process 4. Barriers to effective oral communication 5. Activities to develop oral communication skills and evaluation. | Recognize the significance of oral communication | (6 hrs) Lecture with demonstration and dramatization | (5 hrs) Give illustration on various types of listening with reference to real life situation. Prepare a concept map on the listening process. Prepare various activities to develop oral communication skills | (3 hrs) Revision of the content taught. | 1. https://www.skillsyouneed.com/ips/listening-types.html#:~:text=The%20three%20main%20types%20of,to%20Understand%20Feeling%20and%20Emotion 2. https://youtu.be/qd8GMt9Mc-E 3. https://www.slideshare.net/marisolaquino18/nature-and-elements-of-communication-in-context 4. https://www.quora.com/What-are-the-barriers-of-oral-communication Swayam Prabha Archived videos https://www.youtube.com/embed/t8P1wpjEOlo https://www.youtube.com/embed/E6u6olE4uZI https://www.youtube.com/embed/828JL6IGCz8 | Slip test. Role play on barriers to oral communication Comprehension after listening a video content Mid semester |

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| <p>2 TEACHING OF READING AND WRITING SKILLS</p> <ol style="list-style-type: none"> Aspects of Reading instruction-phonemic Awareness, phonics and decoding, vocabulary instruction, fluency and comprehension Stages of teaching reading - pre reading, during reading and post reading strategies. Types of reading-Intensive, Extensive and Supplementary, Reading Aloud and Silent Reading. Principles of teaching writing. Composition - controlled, guided and free The process-oriented approach to writing - pre-writing, writing and post writing. | <p>Understand the different stages of teaching reading and writing</p> | <p>(4 hrs) Lecture with demonstration</p> | <p>(4 hrs) Explore a piece of text using the stages of writing.</p> <p>Analyse a story by following the stages of reading</p> | <p>(1 hrs) Revision of the content taught</p> | <ol style="list-style-type: none"> https://pediaa.com/what-is-the-difference-between-loud-reading-and-silent-reading/ https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/articles/approaches-process-writing#:~:text=The%20process%20approach%20treats%20all,in%20the%20writing%20process%20itself https://www.readingrockets.org/teaching/reading-basics/phonics https://www.toppr.com/bytes/stages-of-reading/ https://keydifferences.com/difference-between-extensive-and-intensive-reading.html#:~:text=Extensive%20reading%20is%20an%20approach,as%20to%20gain%20maximum%20understanding <p>Swayam Prabha Archived videos</p> <p>https://www.youtube.com/embed/oeLPTXHpZA8</p> <p>https://www.youtube.com/embed/OtFEpdjM844</p> | <p>Group discussion on Reading aloud and Silent reading</p> <p>A debate on Intensive and Extensive reading</p> <p>Mid semester</p> |
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| <p>3 ADVANCED TEACHING METHODOLOGIES – I</p> <ol style="list-style-type: none"> Natural Approach – Theory of language, theory of learning, learning hypotheses, design: objectives, syllabus, types of activities, roles of teacher, learners and materials and procedure of teaching. Total Physical Response – The bio program, Brain lateralization, Reduction of stress. Procedure used in the classroom Thematic Approach (inter-disciplinary) Neuro-linguistic Programming - concept, principles, syllabus, activities and techniques, evaluation, merits and limitations Implications of these advanced teaching methodologies | <p>Learn various advanced teaching approaches of a language</p> | <p>(3 hrs) Lecture with demonstration and resources from textbooks</p> | <p>(3 hrs) Prepare a piece of content on different approaches. Integrate various disciplines in the lesson plans</p> | <p>(2 hrs) Revision of the content taught</p> | <ol style="list-style-type: none"> 1.https://www2.vobs.at/ludescher/alternative%20methods/natural_approach.htm#:~:text=The%20Natural%20Approach%20teacher%20has,primary%20generator%20of%20that%20input 2.https://prezi.com/_1vv5vv3nx13/thematic-approach/ 3.https://teacherblog.ef.com/total-physical-response-efl-classroom/ 4.https://elearningindustry.com/neuro-linguistic-programming-in-learning | <p>E quiz (Kahoot, quiziz)</p> <p>Poster presentation on the methodologies</p> <p>Sessional Test</p> |
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| <p>4 INSTRUCTIONAL MEDIA</p> <p>1. Use of Mass Media for classroom instruction –Print & Electronic media.</p> <p>2. Language lab, literary club and Class libraries</p> <p>3. Improvised aids for teaching English</p> <p>4. Integration of ICT into teaching, learning and evaluation, Mobile Technology</p> <p>5. Teacher as a resource.</p> | <p>Recognise the role of instructional aids in teaching a language</p> | <p>(6 hrs) Lecture with demonstration</p> | <p>(4 hrs) Organise a literary club activity using ICT tool</p> <p>Listen to audio clips in language laboratory</p> | <p>(1 hrs) Revision of the content taught</p> | <p>1.https://www.tandfonline.com/doi/abs/10.1080/09751122.2009.11889979</p> <p>2.https://www.languageLABsystem.com/what-benefits-of-language-lab.html</p> <p>3.https://www.tandfonline.com/doi/abs/10.1080/09751122.2009.11889979</p> <p>4.https://bbisdw.com/literary-club#:~:text=It%20offers%20opportunities%20to%20appreciate,a%20confidence%20to%20speak%20well.</p> <p>Swayam Prabha Archived Videos https://www.youtube.com/embed/hV8MH-VDAaw</p> | <p>Debate on integrating ICT tool in teaching and learning a language.</p> <p>Enact a mime.</p> <p>Prepare improvised aids</p> |
| <p>5. ROLE AND IMPORTANCE OF ASSESSMENT</p> <p>1. Continuous and comprehensive Evaluation-concept, Importance and Activities</p> <p>2. Techniques of language evaluation – Oral, written, portfolio, cloze test.</p> <p>3. Selection of assessment strategies. Alternative and authentic assessment techniques.</p> <p>4. Rubrics in assessment - Concept, Designing and Usage</p> <p>5. Self, Peer and Group assessment.</p> | <p>Identify the role of assessment in teaching and learning</p> | <p>(3 hrs) Lecture with resources from journals and textbook</p> | <p>(2 hrs) Maintain a portfolio of their teaching.</p> <p>Prepare rubrics for FA(a), FA(b) activities.</p> | <p>(2 hrs) Revision of the content taught</p> | <p>1.https://blog.irisconnect.com/uk/blog/5-benefits-of-encouraging-teacher-self-reflection</p> <p>2.https://www.cambridge-community.org.uk/professional-development/gswpo/index.html#:~:text=Peer%20observation%20is%20when%20a,of%20the%20senior%20leadership%20team</p> <p>3.https://study.com/academy/lesson/authentic-assessment-examples-for-english-language-learners.html</p> <p>Swayam Prabha Archived videos https://www.youtube.com/embed/v2jRkbyx3Zo https://www.youtube.com/embed/N2o6MU22Sb4</p> | <p>Cloze test</p> <p>Self-expression</p> <p>Peer teaching assessment</p> <p>Model Examination</p> <p>Semester Examination</p> |

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| <p>3. Communicable Diseases</p> <ul style="list-style-type: none"> ➤ Malaria ➤ Typhoid ➤ Tuberculosis ➤ Symptoms ➤ Causes ➤ Prevention <p>Life style diseases</p> <ul style="list-style-type: none"> ➤ Ulcer ➤ Diabetes ➤ Huper Tension ➤ Symptoms ➤ Causes <p>Prevention</p> | <p>Analyse the Symptoms and Prevention of Diseases</p> | <p>Lecturing Think link</p> | | | <p>https://acphd.org/communicable-disease/</p> <p>https://www.godigit.com/health-insurance/lifestyle/what-are-lifestyle-diseases</p> | <p>Mid-Semester</p> |
| <p>2 FOOD AND NUTRITION L-2, P-2, T-2</p> <p>1.NUTRITION</p> <ul style="list-style-type: none"> ➤ Meaning ➤ Need and importance <p>2.MALNUTRITION</p> <ul style="list-style-type: none"> ➤ Causes and prevention <p>3.BALANCED DIET</p> <p>4.DIET FOR OBESIT</p> <p>5.UNDER WEIGHT</p> | <p>analyse the significance of Food and Nutrition</p> | <p>(2 hrs)</p> <p>Lecture with teacher made canva</p> | <p>(2 hrs)</p> <p>Outline the causes and prevention of Nutrition</p> | <p>(2 hrs)</p> <p>Revision of the content taught</p> | <p>https://www.godigit.com/health-insurance/nutrition/types-of-nutrition</p> <p>https://byjus.com/free-ias-prep/malnutrition/</p> <p>https://www.femina.in/wellness/diet/the-perfect-balanced-diet-chart-to-be-healthy-111567.html</p> <p>https://www.maxhealthcare.in/blogs/what-is-a-balanced-diet</p> <p>https://my.clevelandclinic.org/health/diseases/11209-weight-control-and-obesity</p> | <p>e-quiz (GoogleClassr oom)</p> <p>Group sports and games in the different Events</p> <p>Mid-Semester</p> |

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| <p>3 PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> ➤ Meaning ➤ Definition ➤ Aims and objectives <p>2. Ancient and Modern Olympics</p> <ul style="list-style-type: none"> ➤ Olympic Flag ➤ Olympic Motto <p>3. Effects of Exercise on various System</p> <ul style="list-style-type: none"> ➤ Respiratory ➤ Circulatory ➤ Digestive <p>4. Physical Exercise</p> <ul style="list-style-type: none"> ➤ Meaning ➤ Importance ➤ Types <ul style="list-style-type: none"> • Aerobics • Anaerobic <p>Games</p> <ul style="list-style-type: none"> ➤ Volleyball ➤ Badminton ➤ Kho-Kho <ul style="list-style-type: none"> • Dimensions of the court • Skills and basic rules | <p>discover the potential of ability in sports and games</p> | <p>(2hrs)</p> <p>Lecture with demonstration</p> | <p>(3 hrs)</p> <p>Analyse the basic skills of talents of the students for the games in given sports</p> | <p>(2hrs)</p> <p>Peer tutoring</p> | <p>https://www.ncfe.ac.in/blogs/post/importance-of-physical-education-in-school</p> <p>https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/beginners-guide-greece/a/olympic-games</p> <p>https://bio.libretexts.org/Bookshelves/Introductory and General Biology/Book %3A Concepts in Biology (OpenStax)/16%3A The Body's Systems/16.03%3A Circulatory and Respiratory Systems</p> <p>https://ncert.nic.in/textbook/pdf/jehp102.pdf</p> <p>https://www.sportsroid.com/kho-kho-rules-regulation/</p> <p>https://badmintonbites.com/badminton-vs-volleyball-whats-the-difference/</p> | <p>Class Test</p> <p>Online quizzes</p> |
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| <p>4 PHYSICAL FITNESS AND POSTURE</p> <p>1. Physical Fitness</p> <ul style="list-style-type: none"> ➤ Meaning ➤ Definition ➤ Components and Benefits <p>2. Posture</p> <ul style="list-style-type: none"> ➤ Meaning ➤ Importance of Good Posture ➤ Characteristics of good posture ➤ Causes of poor posture <p>3. Common postural deformities</p> <ul style="list-style-type: none"> ➤ Kyphosis ➤ Lordosis ➤ Scoliosis ➤ Bowlegs ➤ Knock knee ➤ Flat foot <p>4. Exercises for removing postural defects</p> | <p>Analyse the significance of Posture</p> | <p>(2 hrs)</p> <p>Lecture with teacher made powerpoint</p> | <p>(2 hrs)</p> <p>Outline the merits and demits of various components by using collaborative ICT tools</p> | <p>(2 hrs)</p> <p>Peer tutoring</p> | <p>https://ncert.nic.in/textbook/pdf/iehp104.pdf</p> <p>https://openoregon.pressbooks.pub/nutritionscience/chapter/10a-physical-fitness-elements-benefits/</p> <p>https://www.healthline.com/health/bone-health/the-4-main-types-of-posture#common-posture-problems</p> <p>https://www.braceability.com/blogs/articles/types-of-posture-and-spinal-curves</p> <p>https://my.clevelandclinic.org/health/articles/4485-back-health-and-posture</p> | <p>Class Test</p> <p>Online quizzes</p> <p>Transformation of sentences</p> |
| <p>5 METHODS OF TEACHING PHYSICAL ACTIVITIES AND ORGANISING COMPETITONS</p> | | | | | | |

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| <p>1.Methods of teaching Physical activities</p> <ul style="list-style-type: none"> ➤ Command method ➤ Lecture method ➤ Demonstration method ➤ Reciprocal method ➤ Discussion method ➤ Whole method ➤ Part method ➤ Whole-part whole method ➤ Progressive method ➤ Observation method ➤ Project method <p>2.Intramural and Extramural Competitions</p> <ul style="list-style-type: none"> ➤ Meaning ➤ Definition ➤ Organizing and Conducting Tournament <ul style="list-style-type: none"> • Single league • Single Knock out ➤ Preparation and drawing fixtures <ul style="list-style-type: none"> • Merits and demerits | <p>Analyse the significance of methods of Physical activities and to conduct Intramural and Extramural</p> | <p>(2 hrs)</p> <p>Lecture with demonstration</p> | <p>(2 hrs)</p> <p>Outline the merits and demerits of the Intramural and extramural tournaments</p> | <p>(2 hrs)</p> <p>Peer tutoring</p> | <p>https://ggu.ac.in/gguold/download/Dr.%20M.K.%20Singh%20-%20TEACHING%20Methods%20in%20Phy.%20Edu..pdf</p> <p>https://www.utsouthwestern.edu/edumedia/edufiles/life_at/student_center/intramural-policies-and-procedures.pdf</p> <p>https://www.ciraontario.com/organizing-effective-intramurals</p> <p>https://www.hr.upenn.edu/policies-and-procedures/policy-manual/other-policies/guidelines-for-extramural-activities-associations-and-interest-for-staff</p> <p>https://www.slideshare.net/AzharHussain189/intramural-and-extramural-pdf</p> | <p>Class Test</p> <p>Online quizzes</p> <p>Model and Semester Examination</p> <p>Organising tournaments in sports and games enrichment through Intramural</p> |
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EDUCATION OF CHILDREN WITH SPECIAL NEEDS

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM 16

Course Code and Title: **SES2 - EDUCATION OF CHILDREN WITH SPECIAL NEEDS**

No. of Credits : 3

No of Hours : 48

Semester : I

| Unit | Course Outcome to be achieved | Teaching Learning Activities (with hours) | | | Resources | Assessment |
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| | | Lecture | Practical | Tutoring | | |
| UNIT I: SPECIAL EDUCATION AND DIFFERENTLY ABLED (L-5, P-1, T-1) 1. Special Education – Concept, Importance, Need, Objectives. | indicate the differences among special education inclusive education and integrated education | Lecturing with teacher made power point (1 hour 30 minutes) | | Peer tutoring (1 | https://www.youtube.com/watch?v=2TuOR9kTExw | Poster presentation |

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| <p>2. Exceptional Children - Definition, Types – Mentally, Physically, Hearing Impaired, Visually Impaired, Learning Disabled.</p> | | <p>Lecturing with teacher made power point (2 hours 30 minutes)</p> | <p>Think pair share (cooperative learning strategies) (1 hours)</p> | <p>hour)</p> | <p>https://www.youtube.com/watch?v=s9gj86Iat8A</p> | |
| <p>3. Inclusive Education - Need, Purpose</p> | | <p>Lecturing with teacher made power point (1 hour)</p> | | | <p>https://www.youtube.com/watch?v=NZhSVYTxsWU</p> | <p>Mid Semester Examination</p> |

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| UNIT II: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS (L-5, P- 1, T-1) 1. Historical perspectives and contemporary trends 2. Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights | classify the different perspectives in areas of education for children with special needs | Lecturing with teacher made power point (1 hours 30 minutes) | Lecturing with teacher made power point (2 hours) | Think pair Share (1 hours) | https://www.youtube.com/watch?v=nehufu3_h1s https://www.youtube.com/watch?v=_ry29v7bneQ | Preparation of Padlet |

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| <p>model</p> <p>3. Concept of special education, integrated education and inclusive education</p> | | <p>Lecturing with teacher made power point (1 hour 30 minutes)</p> | | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=uq051BD6xG8</p> | |
| <p>UNIT III: DEFINING SPECIAL NEEDS (L-5, P-1, T-1)</p> <p>1. Concepts, characteristics, classification of children with diversities- Visual Impairment, Hearing Impairment</p> | <p>recognize the concept of children with special needs</p> | <p>Lecturing with teacher made power point (3 hours)</p> <p>Lecturing with</p> | <p>Fish bowl technique (cooperative & Collaborative learning method) (1 hour)</p> | | <p>https://www.youtube.com/watch?v=OuXJcLjdWZ0</p> <p>https://www.youtube.com/watch?v=raHpvTEuei0</p> | <p>Poster Presentation</p> |

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| <p>2. Learning Disabilities- Dyslexia, Dysphasia, Dyscalculia and Dysgraphia, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Mental Illness and Multiple Disabilities</p> | | <p>teacher made power point (3 hours)</p> | | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=sWHVn9mPcV8</p> <p>https://www.youtube.com/watch?v=h6PAGXoL5sk</p> | |
| <p>UNIT IV: PEDAGOGICAL AND SUPPORTIVE STRATEGIES FOR STUDENTS WITH SPECIAL</p> | | | | | | <p>Skit Activity</p> <p>Unit Test</p> |

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| <p>NEEDS (L4- P-1, T-1)</p> <p>1. Pedagogical strategies - Cooperative learning strategies in the classroom, peer tutoring, social learning, and multisensory teaching</p> <p>2. Supportive services - special teacher, speech therapist, physiotherapist, occupational therapist and counsellor</p> | <p>find suitable pedagogical and supportive Strategies for students with special needs.</p> | <p>Lecturing with teacher made power point (1 hour 30 minutes)</p> <p>Lecturing with teacher made power point (2 hours)</p> | <p>Jig saw method (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=YUSdNMuK1kc</p> <p>https://www.youtube.com/watch?v=p-vuuWGXDO0</p> <p>https://www.youtube.com/watch?v=8jtRRwbv</p> | |
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| <p>3. Assistive technologies for students with special needs</p> | | <p>Brain storming (30 minutes)</p> | | | <p>2Xs</p> | |
| <p>UNIT V: RESOURCE ROOM AND INTEGRATED EDUCATION (L-3, P-1, T-1)</p> <p>1. Resource room – Concept, Characteristics, Functions, Resource Teacher. Innovations in Technology for the Disabled</p> | <p>identify the resources room and integrated education</p> | <p>Lecturing with infographics (1 hour 30 minutes)</p> | | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=_KYUtXtgzVg</p> <p>https://www.youtube.com/watch?v=8jtRRwbv2Xs</p> | <p>PODCAST preparation</p> <p>Model Examination</p> <p>End Semester Examination.</p> |

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| <p>2. Integrated Education – Concept, Objectives, Importance, Difference between Special Education and Integrated Education</p> | | <p>Lecturing with teacher made power point (1 hours 30 minutes)</p> | <p>Four corners (cooperative learning strategy) (1 hour)</p> | | <p>https://www.youtube.com/watch?v=uq051BD6xG8</p> <p>https://www.youtube.com/shorts/GXnXfZly6RM</p> | |
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SEMESTER IV

COURSE PLAN FOR SOCIETY AND EDUCATION

COURSE CODE AND TITLE : **BCC7 - SOCIETY AND EDUCATION**
NO. OF CREDIT : **3**
NO OF HOURS : **48**
SEMESTER : **IV**

| S. No | UNIT | Course outcomes | Topics | Learning outcomes | Collaborative tasks | Learning sources | Assessment |
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| 1. | EDUCATION AND SOCIAL CHANGE | Indicate the characteristics of social change and modernization. | <p>Social change- Definition, Characteristics, Components and Patterns, Factors of Social change, Barriers of Social change, Role of education in empowerment for Social change, Role of the teacher in social change</p> <p>Education and Modernization- Meaning, characteristics and impact of Modernization on Education</p> | <p>Students will be able to;</p> <p>1.know the concept, patterns and components of Social change</p> <p>2. Discuss the Barriers of Social change</p> <p>3. Demonstrate the Role of the teacher in social change</p> <p>4. Understand the concept of Education and Modernization</p> <p>5.Explore the impact of Modernization on Education</p> | <p>Group brainstorming on role of education in empowerment of social change</p> | <p>Savya Sanchi, (2015).Society and social change in India, DPS Publishing House, New Delhi.</p> <p>http://hdl.handle.net/123456789/9027</p> <p>http://hdl.handle.net/123456789/8306</p> | Internal assessment |

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| 2. | STRATIFICATION, SOCIAL MOBILITY AND EQUITY | Interpret the characteristics of social stratification its impact on society. | <p>Social Stratification - Meaning, types and characteristics</p> <p>Social Mobility- Definition, types- Horizontal and Vertical, Factors influencing social Mobility</p> <p>Equity and Excellence in Education-Concept of Equity, Nature of Inequalities in India, Role of Education in Promotion of an Egalitarian Society, Strategies for Equity in Education</p> <p>Concept of Excellence- Meritocracy, Democracy and Excellence, Strategies and Indicators of Excellence</p> | <p>Students will be able to;</p> <ol style="list-style-type: none"> 1. Understand Meaning, types and characteristics of Social Stratification 2. Differentiate the Horizontal and Vertical Social Mobility 3. Identify the Role of Education in Promotion of an Egalitarian Society 4. Discuss the Strategies for Equity in Education 5. Recognize Meritocracy, Democracy and Excellence in education. | Explore the consequences of social stratification of our society | <p>https://youtu.be/nStr-Unrhs</p> <p>Savya Sanchi, (2015). Social stratification, DPS Publishing House, New Delhi.</p> | Sessional test |
| 3. | INDIAN CONSTITUTION AND STATUS OF EDUCATION | Evaluate educational provisions in the Indian constitution. | <p>Constitution and Education: Universalization of Primary Education, Equality of opportunity in Safeguarding Cultural and Religious Minorities, Right to Education, Reservation as an Egalitarian Policy, Educational provisions in the Indian constitution.</p> | <p>Students will be able to;</p> <ol style="list-style-type: none"> 1. Acquire the knowledge of Constitution and Education. 2. Describe the Universalization of Primary Education. 3. Create an opportunity in Safeguarding Cultural and Religious Minorities in school. 4. Discuss the Reservation as an Egalitarian Policy. 5. Analyse the provisions of education in the Indian constitution. | Role play on safe guarding the rights of cultural and religious minorities | <p>http://hdl.handle.net/123456789/27409</p> <p>Chowdhary.N.K, (2009). Indian Constitution and Education, Shipra Publications, Delhi.</p> <p>http://hdl.handle.net/123456789/8439</p> | Assignments |

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| 4. | EDUCATION FOR DEMOCRACY AND SECULARISM | Examine the system of education that reflect on the achievements of democratic and | Democracy – Meaning, significance, basic principles and types of Democracy Democracy and Education with reference to aims, Curriculum, Discipline, method of teaching and role of teacher- Functions of schools in democratic society Secularism- Meaning and Definition, Concept of Secularism, Secular based education- need and characteristics - Ways and means of promoting secularism through education and Limitations of our educational systems in promoting secularism | Students will be able to; 1. Learn the concept of Democracy 2. Explain the concept of Democratic Education 3. Demonstrate the role of teacher and Functions of schools in democratic society 4. Explore the Ways and means of promoting secularism through education 5. Identify the limitations of our educational systems in promoting secularism. | Round table discussion on educational system in promoting secularism | Sujatha.M, Vijayakumari.J & Raju.G. (2020). Sociological Foundations of Education. Delhi; Neelkamal Publications. http://hdl.handle.net/123456789/32512 https://youtu.be/ND3P2LhhfTo | Mid Semester |
| 5. | MARGINALISATION IN EDUCATION | organize a classroom that address the learning needs of marginalized learners | Marginalization - nature, types, causes Marginalized groups – Education of the Marginalized in the Indian context , measures of Education of the Marginalized, Gender Inequality , Inclusive setting , Role of Education in addressing the needs of Marginalized in Indian society , Provision and schemes for Education of the Marginalized, solution of Marginalization in Education | Students will be able to; 1. Know the concept of Marginalization and its types 2. Explain the Education of the Marginalized in the Indian context 3. Illustrate the measures of Education of the Marginalized groups 4. Identify the solutions of Marginalization in Education 5. Explore the ways and means of resolving marginalization in education | Collaborative problem solving approach to improving the status of education of the marginalized people | http://hdl.handle.net/123456789/39252 Chauhan, (2005). Modern Indian Education, Kanishka Publishers, New Delhi. http://hdl.handle.net/123456789/27400 | Model Exam |

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM 16

Course Code and Title: **BCC8 Essentials of Teaching and Learning**

No. of Credits : 3

No of Hours : 48

Semester :4

| Unit | Course learning outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
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| | | Lecture | Practical | Tutoring | | |
| UNIT I: CONCEPTS OF TEACHING AND LEARNING (L-5, P-2, T-2) 1. Definition, Meaning, Nature, Characteristics Learning situation, General, Psychological Principles and Maxims of Teaching 2. Types of Learning: Factual, Association, Conceptual, Procedural, Generalization, | demonstrate the general, psychological principles and maxims of teaching | Lecturing with Brain Storming (1 hour 30 minutes) Lecturing With teacher made powerpoint (1 hour 30 minutes) | Outline the important aspects by using Google slides | Peer tutoring (30minutes) cooperative learning strategy Four corners | https://egyankosh.ac.in/bitstream/123456789/7861/1/Unit-1.pdf https://egyankosh.ac.in/bitstream/123456789/46591/1/BES-123B3E.pdf https://www.linkedin.com/pulse/four-types-knowledge-youve-definitely-experienced-across-narwani https://egyankosh.ac.in/bitstream/123456789/8501/1/Unit%201.pdf | Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring) (CIE) |

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| <p>Principles and Rules, Attitudes, Values and Skills Learning 3. Levels, Phases and Relationship between Teaching and Learning Important Aspects of Teaching Learning Process, Teaching, Learning and Evaluation .</p> | | <p>Lecturing With teacher made powerpoint (2 hours)</p> | <p>(collaborative ICT tools) (1hour)</p> | <p>(1 hour 30 minutes)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/46591/1/BES-123B3E.pdf</p> | |
| <p>UNIT II EXPANDING HORIZONS OF LEARNING (L- 5, P- 2, T-2)</p> <p>1.Learning for Transfer: Concept,</p> | | <p>Lecturing with infographics (1 hour)</p> | | <p>Peer tutoring (1 hour)</p> | | <p>Reflective writing on Developmental characteristics of Adolescence and child,</p> |

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| <p>Types (Low Road or Substantive Transfer & High Road or Procedural Transfer) and Promoting Transfer</p> <p>2.Learning in and out of school: Concept and implications- Lauren Resnick's view on Out of school learning versus In-school learning</p> <p>3.Life-long, Life-Wide, and Life-Deep learning, four principles for learning in Formal and Informal setting</p> <p>4.Bruce Tuckman's revised model for group development: Five phases and Role of Teacher</p> | | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with brainstorming (2 hours)</p> <p>Lecturing with teacher made ppt (2 hours)</p> | <p>Think Pair Share(cooperative learning strategy) (1 hour)</p> <p>Fishbowl technique cooperative learning strategy) (1 hour)</p> | <p>Cooperative learning strategy- one stray (1 hour)</p> | <p>https://www1.udel.edu/dssep/transfer/Definitions%20of%20Transfer.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/46573/1/Unit-4.pdf</p> <p>https://edpuzzle.com/media/5e9e8f00a5cc183f860670eb</p> | <p>PODCAST Preparation</p> <p>Mid semester Examination (CIE)</p> |
| <p>UNIT III: LEARNING AND LEARNING PROCESS (L-8, P-2, T-1)</p> | | | | | <p>https://www.egyankosh.ac.in/bitstream/123456789/46577/1/Unit-1.pdf</p> | <p>Preparation of Padlet</p> |

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| <p>1) Learning – Concept, Principles And Factors</p> <p>2) Learning Process – Characteristics, Purpose And Stages. Learning Curve</p> <p>3) Theories Of Learning - Thorndike's Connectionism</p> <p>4) Pavlov's Classical Conditioning</p> <p>5) Skinner's Operant Conditioning, Learning By Insight, Lewin's Field Theory Of Learning.</p> <p>6) Gagne's Hierarchy Of Learning</p> | <p>employ the learning principles and theories while teaching</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Jigsaw method – Cooperative learning strategy (2 hours)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/8505/1/Unit-9.pdf</p> <p>https://www.slideshare.net/mumthazmaharroof/presentation-on-learning-curve https://www.slideshare.net/SureshbabuG11/learning-curve-and-learning-plateaus</p> <p>https://egyankosh.ac.in/bitstream/123456789/62915/1/Unit-3.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/7978/1/Unit-1.pdf</p> | <p>(CIE)</p> |
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| <p>7)Types Of Learning- Learning Through Association – Classical Conditioning, Learning Through Consequences – Operant Conditioning, Learning Through Observation- Modeling /Observational Learning</p> <p>8)Transfer Of Learning-Types, Theories Of Transfer Of Learning, Facilitating Transfer Of Learning,</p> | | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1hour)</p> | | | <p>https://theacademy.sdsu.edu/wp-content/uploads/2015/01/transfer-of-learning-guide-dec-2016.pdf</p> | |
| <p>UNIT IV: COGNITIVE DEVELOPMENT (L-7, P- 1, T-1) 1)Cognition - Meaning And Its Role In Learning.</p> <p>2)Attention- Factors of attention, Span of attention, Inattention and Distraction</p> | <p>create effective teaching strategies based on the concept of Cognitive development</p> | <p>Lecturing with teacher made ppt (30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30</p> | | <p>Peer tutoring (1 hour)</p> | <p>https://www.egyankosh.ac.in/bitstream/123456789/79125/1/Unit-7.pdf</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/61459/1/Unit-3.pdf</p> | |

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| <p>3)Cognitive process - Sensation and Perception- laws of perception, Imagery- Concept, Nature and Types</p> <p>4)Concept formation, -Stages of Concept formation Theories – Bruner's theory</p> <p>5)Piaget's stages of cognitive development</p> <p>6)Meta- cognition- Meaning and Definition, Elements of Meta-cognition</p> <p>7)Skills of Meta-cognition –Its Instructional strategies</p> | | <p>minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (30 minutes)</p> | <p>Four corners (Cooperative learning Strategy) (1 hour)</p> | | <p>https://egyankosh.ac.in/bitstream/123456789/62914/1/Unit-2.pdf https://www.slideshare.net/coach_sanders/fw279-imagery</p> <p>https://egyankosh.ac.in/bitstream/123456789/80666/3/Unit-3.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/8489/1/Unit-8.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/49801/1/Block-4.pdf https://egyankosh.ac.in/bitstream/123456789/44755/1/Block-1.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/49801/1/Block-4.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/44755/1/Block-1.pdf</p> | <p>Field Visit(CIE)</p> <p>Mid Semester Examination II (CIE)</p> |
| <p>UNIT V: MOTIVATION AND SELF-</p> | | | | | | |

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| <p>REGULATION (L-6, P-2, T-1)</p> <p>1)Motivation - Meaning, Types And Techniques Of Enhancing Learner Motivation And Its Implication</p> <p>2)Theories Of Motivation, Hull's Drive Reduction, Maslow's Hierarchy Of Needs</p> <p>3)McClelland's Theory Its Educational Implication Achievement-Motivation-Components</p> <p>4)Characteristics Of Achievement Oriented Person Motivation In The Class Room Context- Rewards And Punishments, Levels Of Aspiration.</p> <p>5)Self-Regulation – Definition, Importance, Components And Types</p> | | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing</p> | <p>Rally coach (cooperative learning) (1 hour)</p> <p>Activity by using Concept map(Collaborative ICT Tool)</p> | <p>Peer tutoring</p> | <p>https://www.egyankosh.ac.in/bitstream/123456789/65129/3/Unit-9.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/23772/1/Unit-3.pdf https://egyankosh.ac.in/bitstream/123456789/62919/1/Unit-5.pdf</p> <p>https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000012ED/P001887/M032107/ET/1541499104Note_McClellandstheoryofMotivation.pdf</p> <p>https://www.slideshare.net/saalinivellivel/educational-psychology-achievement-motivation</p> <p>https://www.slideshare.net/Vijirayar/motivation-level-of-aspiration-group-dynamics-transaction-analysis https://egyankosh.ac.in/bitstream/123456789/49801/1/Block-4.pdf</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/65129/3/Unit-9.pdf</p> | <p>Motivate the school students at Student's surroundings and prepare a report on it through Google Docs (CIE)</p> <p>Model Examination(CIE)</p> |
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| | | with teacher made ppt (1 hour) | | | | |
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தமிழ் கற்பிக்கும் முறைகள் பகுதி -1

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| COURSE CODE AND TITLE | : | BPC7- தமிழ் கற்பிக்கும் முறைகள் பகுதி -1 |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | IV |

| அலகு | கற்றல் விளைவுகள் | கற்றல் கற்பித்தல் செயல்முறைகள் | | | கற்பித்தல் வளங்கள் | மதிப்பீடு |
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| | | முறைகள் | செயல்பாடுகள் | பயிற்சி | | |
| <p>அலகு 1: இயல் இசை நாடகத் தமிழின் சிறப்புகள்)</p> <p>(L-6, P-2, T-2)</p> <p>இயல் :கவிதை விளக்கம், கற்பனை, உணர்ச்சி ,வடிவம், பாடுபொருள்,உள்ளுறை, அணி, இறைச்சி.</p> <p>இசைத்தமிழ் :இசையும் தமிழும், மொழிக் கல்வியில் இசை பெறும் இடம்,பக்தி</p> <p>பாடல்களில் இசை, தற்கால கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு</p> <p>நாடகத்தமிழ் :தமிழ் நாடகத்தின் தோற்றமும் வளர்ச்சியும், இக்கால நாடகங்கள்,</p> <p>நாடக உத்திகள், சிலப்பதிகாரத்தில் காணப்படும் நாடக செய்திகள்.</p> | <p>இயல் இசை நாடகத் தமிழின் சிறப்பு கூறுகள் குறித்த செய்திகளை விளக்குதல்</p> | <p>விரிவுரை கலந்துரையாடல்</p> | <p>ஒப்படைப்புகள் தேவாரம் திருவாசகபாடல்களைப் பாடுதல்,</p> | <p>ஒப்பார் குழு இணைந்து கற்றல்</p> | <p>http://sarada-tamil.github.io/kaniththamizh</p> <p>https://www.ulakaththamizh.in/ (உலகத் தமிழாராய்ச்சி நிறுவனம்)</p> <p>https://tamilvalarchithurai.tn.gov.in/ (தமிழ் வளர்ச்சித் துறை)</p> <p>https://www.youtube.com/@ACLChennai</p> | <p>புறவய வினாக்கள்</p> <p>இடைப்பருவத் தேர்வு</p> |

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| <p>மொழி கற்றல் வளமுலங்கள்) (L-5, P-2, T-2)</p> <p>இலக்கண இலக்கிய வளங்கள் : நிகண்டுகள், அகராதிகள், கலைக்களஞ்சியங்கள், தமிழ் சொற்களஞ்சியம், ஆய்வுக் கட்டுரைகள், ஆய்வு இதழ்கள், சொல்லடைவு, பொருளடைவு, நூலடைவு.</p> | <p>மொழி கற்றலுக்கான வளமுலங்கள் பற்றி விவரித்தல்</p> | <p>கற்றல் மேலாண்மை வகுப்பறை - இடைவினை விரிவுரை</p> | <p>Slido.com சொற்களஞ்சியம்</p> | <p>Playposit.co m ஊடாட்டம்- வினாவிடை</p> | <p>http://sarada-tamil.github.io/kaniththamizh https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்) https://www.maduraiproject.com https://eegarai.darkbb.com https://www.youtube.com/@ACLChennai</p> | <p>இடைப்பருவத் தேர்வு</p> |
| <p>தமிழ் வரலாற்று மூலங்கள்) (L-5, P-2, T-2)</p> <p>செப்பேடுகள், சின்னமனூர் செப்பேடு, ஓலைச்சுவடிகளின் அமைப்பும் பகுப்பு முறைகளும், அகழ்வாராய்ச்சிகள், மொகஞ்சதாரோ ஹரப்பா உணர்த்தும் பண்பாடு, அரிக்கமேடு உணர்த்தும் பண்பாடு. கல்வெட்டுகள் : கல்வெட்டுச் சான்றுகள், குகைகல்வெட்டுகள், பிறமொழிக் கல்வெட்டுக்கள்.</p> | <p>வரலாற்று மூலங்களின் தொன்மையினை பற்றி விளக்குதல்</p> | <p>குழு கற்பித்தல் முறை களையுய்வு முறை</p> | <p>கீழடி அகழாய்வு படத்தொகுப்பெ டு தயாரித்தல் கல்வெட்டு செய்திகளைச் சேகரித்தல்</p> | <p>Survey heart வினாக்கள் கேட்டல்</p> | <p>www.tamilvalrchithurai.com https://shodhganga.inflibnet.ac.in/ http://sarada-tamil.github.io/kaniththamizh https://www.youtube.com/@ACLChennai https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்) http://www.maduraiproject.com</p> | <p>வகுப்புத்தேர்வு புறவயத்தேர்வு</p> |

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| <p>உரைநடை திறம்) L-5, P-2, T-2)</p> <p>உ.வே.சாமிநாதர் :பதிப்பு நுட்பம், முகவுரை, குறிப்புரை, இடம்பெயர்ச்சுட்டல், உவமை விளக்கம், புராண விளக்கம், மறைமலை அடிகள் தனித்தமிழ் நடை, மேடை தமிழ் சிறப்புகள், திரு.வி.க எளிய தமிழ் நடை ,தேவநேய பாவாணரின் தூயத் தமிழ் நடை.</p> | <p>உரைநடையின் அமைப்பினைப் பற்றி பகுப்பாய்வு செய்தல்</p> | <p>ஒப்படைப்பு முறை சொற்பொழி வு முறை குழு கற்பித்தல் முறை</p> | <p>H5P.Org – செயலிவழி குறிப்புகள் சேகரித்தல்</p> | <p>உரைநடைந யங்களை எடுத்தெழுது தல்</p> | <p>Skill India -Central Government Scheme</p> <p>Naan Muthalvan – State Government Scheme</p> <p>http://sarada-tamil.github.io/kaniththamizh</p> <p>http:// www.maduraiproject.com</p> <p>https://eegarai.darkbb.com</p> <p>https://www.youtube.com/@ACLChennai</p> | <p>வகுப்புத்தேர்வு Survey heart – செயலிவழி</p> |
| <p>புதிய பரிமாணங்கள் அறிமுகம் (L-5, P-3, T-3)</p> <p>இதழியலின் வளர்ச்சி, விளம்பரங்களின் தேவைகள், வகைகள், பெண்ணிய இலக்கியங்கள், மொழிபெயர்ப்பின் நோக்கங்கள், பண்புகள், தலித்திய இலக்கியங்கள், வளர்ச்சி நிலைகள்.</p> | <p>புதிய இலக்கிய பரிணாம வளர்ச்சியினை கண்டறிதல்</p> | <p>விரிவுரை முறை கலந்துரையா டல்</p> | <p>Pear deck.com குறிப்பு தகடுகள்</p> | <p>விளம்பரச் செய்தி மாதிரிகளை செயலி வழி உருவாக்குத ல் Canva.com</p> | <p>https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்)</p> <p>www.tamilvalrchithurai.com</p> <p>https://shodhganga.inflibnet.ac.in/</p> <p>http://sarada-tamil.github.io/kaniththamizh</p> <p>http:// www.maduraiproject.com.</p> <p>https://eegarai.darkbb.com</p> | <p>வகுப்புத்தேர்வு செயலிவழித் தேர்வு மாதிரித்தேர்வு மற்றும் பருவத்தேர்வு</p> |

COURSE PLAN FOR PEDAGOGY OF ENGLISH I

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|------------------------------|---|-------------------------------------|
| COURSE CODE AND TITLE | : | BPC7 – PEDAGOGY OF ENGLISH I |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | IV |

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|---|--|--|---|---|--|---|
| | | Lecture | Practical | Tutoring | | |
| 1 LANGUAGE FOR CLASSROOM INTERACTION 1. Oral language as a foundation to effective learning 2. Media for curricular transaction- Discussions, Seminars, debates. 3. Dramatization of language representation. 4. Puppets, Marionettes, Pantomimes and Shadow plays 5. Drills and pattern practice | Recognize the role of language for interaction | (6 hrs) Lecture with demonstration and dramatization | (5 hrs) Puppet making Role play Oration | (3 hrs) Revision of the content taught. | 1. https://youtu.be/U_pP4DbkrB 2. https://www.lexialearning.com/blog/what-oral-language-understanding-its-components-and-impact-reading-instruction 3. https://www.britishcouncilfoundation.id/en/english/articles/fluency-vs-accuracy 4. https://youtu.be/nvXBZxwFB5w 5. https://www.twinkl.co.in/teaching-wiki/puppet 6. https://www.bellfoundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/language-drills/ 7. https://youtu.be/neXE3D4RfLA | Peer teaching using drill and pattern practice. Deliberation on media for curricular transaction Mid semester |

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| <p>2 DESIGNING LANGUAGE TEACHING</p> <p>1. Contexts for teaching the aspects of language</p> <p>2. Teaching the strategies to learn language - short term auditory working memory strategies, long term memory and retrieval strategies, articulation, language perception strategies and learning language actions</p> <p>3. Teaching word meanings and conventions</p> <p>4. Importance and techniques of vocabulary enrichment</p> <p>5. Authenticity in language teaching</p> | <p>Learn the strategies and aspects of language teaching</p> | <p>(3 hrs) Lecture with demonstration and with resources from textbooks</p> | <p>(3 hrs) Plan activities to enrich vocabulary.</p> <p>Design strategies to retrieve long term memory.</p> | <p>(2 hrs) Revision of the content taught</p> | <p>1. https://www.myenglishpages.com/blog/meaning-and-context-in-language-teaching/</p> <p>2. https://youtu.be/LXwd_g52nnw</p> <p>3. https://www.splashlearn.com/blog/auditory-learning-techniques-to-help-teachers-get-actionable-results/</p> <p>4. https://youtube.com/watch?v=AhCgbeymUCw&feature=share</p> <p>5. https://www.readingrockets.org/article/using-context-clues-understand-word-meanings</p> <p>6. https://www.twinkl.co.in/teaching-wiki/teaching-english-words</p> <p>7. https://www.enotes.com/homework-help/what-vocabulary-enrichment-503812</p> <p>8. https://youtu.be/ii8ZnI4pk68</p> <p>9. https://www.teachingexpertise.com/classroom-ideas/vocabulary-activities-for-middle-school/</p> <p>10. https://usergeneratededucation.wordpress.com/2019/01/20/authentic-learning-experiences/</p> | <p>Slip test.</p> <p>E quiz (Blooket)</p> <p>Discussion on authenticity of language teaching</p> <p>Mid semester</p> |
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| <p>3 INTEGRATED CURRICULUM AND LANGUAGE EDUCATION</p> <ol style="list-style-type: none"> 1. Integrated Curriculum-Meaning, types and key features 2. Objectives and types integration 3. Levels and Models of curriculum integration 4. Content and language integrated learning approach in the classroom. 5. Educational implications of language. | <p>Realise the significance of integrated curriculum</p> | <p>(4 hrs) Lecture with demonstration and resources from textbooks</p> | <p>(4 hrs) Integrate various disciplines in teaching.</p> <p>Prepare flowchart on types of integration.</p> | <p>(1 hrs) Revision of the content taught</p> | <ol style="list-style-type: none"> 1. https://youtu.be/phxQ8MQ62fU 2. https://www.igi-global.com/dictionary/integrated-language-curriculum/80036 3. https://msanniedavis.wordpress.com/2020/02/13/the-four-types-of-integrated-learning/ 4. https://youtu.be/kR6OnEqq1Fc | <p>Group discussion on the significance of integrated curriculum</p> <p>Sessional Test</p> |
| <p>4 LANGUAGE DISORDERS IN SCHOOL-AGE CHILDREN</p> <ol style="list-style-type: none"> 1. Language disorder - Types - Receptive and Productive 2. Causes and symptoms of language disorder 3. Diagnosis of language disorder and Treatment | | <p>(4 hrs) Lecture with audio visual aids</p> | <p>(2 hrs) Analyse the causes for language deficit.</p> | <p>(3hrs) Revision of the content taught</p> | <ol style="list-style-type: none"> 1. https://sphsc.washington.edu/cognitive-communication-deficits#:~:text=What%20are%20Cognitive-Communication%20Deficits,and%20how%20someone%20uses%2 2. https://langfun.com/cognitive-communicative-deficits-the-role-of-the-speech-language-pathologist/ 3. https://www.banterspeech.com.au/dyslexia-vs-developmental-language-disorder-same-or-different-and-what-do-we-need-to-know-about-their-relationship/ | <p>Class Test</p> |

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| <p>4. Cognitive-Communication Deficit</p> <p>5. Dyslexia vs Developmental Language Disorder</p> | <p>Identify the causes of language disorder among children and learn various strategies to treat the disorder</p> | | <p>Distinguish between receptive and productive language disorder with relevant examples</p> | <p>Revision of the content taught</p> | <p>4.https://sphsc.washington.edu/receptive-and-expressive-language-disorders</p> <p>5.https://www.healthline.com/health/mixed-receptive-expressive-language-disorder#treatment</p> <p>Swayam Prabha Archived videos https://www.youtube.com/embed/1_yzfgZov8U https://www.youtube.com/embed/8afnRpzgHwk</p> | <p>Prepare posters depicting the causes and symptoms of various language disorder</p> |
| <p>5.REFLECTIVE LANGUAGE TEACHING</p> <p>1. Reflective teaching origin, definition and significance.</p> <p>2. Types of reflective teaching - technical rationality, reflection-in-action, reflection-on- action, reflection - for - action, and action research.</p> <p>3. Levels of reflection – Descriptive, Comparative and Critical.</p> <p>4. Self-reflection models.</p> <p>5. Online reflection tools and techniques.</p> | <p>Recognize the need of reflective teaching</p> | <p>(4 hrs) Lecture with resources from journals and textbook and demonstration</p> | <p>(3hrs) Analyse the online teaching portfolios</p> <p>Prepare a concept map on levels of reflection.</p> | <p>(1 hrs) Revision of the content taught</p> | <p>1.https://www.google.com/url?sa=t&source=web&rct=j&url=https://educationsummary.com/lesson/types-of-reflective-teaching/&ved=2ahUKEwjzrr-Qi5X-AhX3XWwGHbLQAQwQFnoECCQQAQ&usg=AOvVaw1A550QjN4U1IKa5ylSIzYA</p> <p>2.https://www.teachthought.com/pedagogy/reflective-teacher/</p> <p>3.https://www.cambridge-community.org.uk/professional-development/gswrp/index.html</p> <p>4.https://youtu.be/SSgcOm806xk</p> <p>5.https://youtu.be/_wTpBRkOes4</p> | <p>E quiz (Kahoot)</p> <p>Model Examination</p> <p>Semester Examination</p> |

COURSE PLAN FOR PEDAGOGY OF MATHEMATICS I

COURSE CODE AND TITLE : **BPC7 – PEDAGOGY OF MATHEMATICS I**
NO. OF CREDIT : **4**
NO OF HOURS : **128**
SEMESTER : **I**

| Unit | Course Outcome to be achieved | Teaching Learning Activities (with hours) | | | Resources | Assessment |
|--|--|---|---|------------------------|--|---|
| | | Lecture | Practical | Tutoring | | |
| UNIT I: STRUCTURE OF MATHEMATICS (L-5, P-2, T-1) 1. Nature of Mathematical propositions, truth values, compound propositions; Truth tables, open sentences, Truth sets, Venn diagram, logically valid conclusions. 2. Undefined Terms and Axioms; Proofs and Verification in Mathematics and distinction between them 3. Types of Theorems – Existence and Uniqueness theorems. Mathematical | Analyse the properties and relationships between different mathematical structures . | Lecturing with Brain Storming(30 minutes) Lecturing with teacher made power point (1 hour 30 minutes) Lecturing with teacher made power point (1 hour 30 minutes) | Panel discussion (1 hour) Analysing the types of theorems using Padlet(collaborative ICT tool) (1 hour) | Peer tutoring (1 hour) | https://www.slideshare.net/JEMIMASULTANA32/meaning-nature-and-structure-of-mathematics-mathematics-pedagogy https://www.youtube.com/watch?v=q30pfyCH7N8 https://www.javatpoint.com/nature-of-propositions-in-discrete-mathematics https://study.com/academy/lesson/logical-equivalence-converse-inverse-contrapositive-counterexample.html https://www.youtube.com/watch?v=HzICICE3-9A https://study.com/academy/lesson/logical-equivalence-converse-inverse-contrapositive-counterexample.html | Assessing student's understanding of mathematical structures through written assignments that require them to explain concepts, solve problems and prove theorem. |

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| <p>theorem and its variants- converse, inverse and contra positive.</p> <p>4. Types of Proofs – Direct proofs, Indirect proofs, Proof by Contradiction, Proof by Exhaustion, Proof by Mathematical Induction and distinction between Induction and Mathematical Induction.</p> | | <p>Lecturing with teacher made power point (1 hour 30 minutes)</p> | | | <p>https://egyankosh.ac.in/bitstream/123456789/67555/1/Unit3.pdf</p> <p>https://www.youtube.com/watch?v=V5tUc-J124s</p> <p>https://www.quora.com/What-are-the-different-ways-of-proving-theorems-There-are-many-common-methods-Deduction-Induction-Proof-by-contradiction-Proof-by-exhaustion-etc-I-am-looking-for-weird-ways-of-proofs</p> | <p>Mid Semester Examination (CIE)</p> |
| <p>UNIT II: LATEST TRENDS IN TEACHING MATHEMATICS (L-6, P-2, T-2)</p> <p>1. Virtual learning Environment – Blended Learning Approaches. FOSS Social Network – blogs, Mobile apps, e-portfolio, cyberspace, threats and solutions.</p> <p>2. Development of e-content for a school content, Artificial Intelligence – Machine Learning, Augmented Reality, Virtual Reality, MOOCs – SWAYAM.</p> | <p>Acquire the ability to integrate new teaching methodologies and techniques for effective mathematics lessons.</p> | <p>Lecturing with infographics (1 hour 30 minutes)</p> <p>Lecturing with teacher made power point (2 hour 30 minutes)</p> <p>Lecturing with teacher made power point (2 hours)</p> | <p>Analyse the advantages and disadvantages of virtual learning environment using Fish bowl technique (1 hour)</p> <p>Four corners (cooperative learning strategy) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://study.com/academy/lesson/current-trends-in-math-education.html</p> <p>https://www.slideshare.net/internscpu/trends-in-math-teaching</p> <p>https://www.youtube.com/watch?v=Tj3RyJMJLp4</p> <p>https://www.youtube.com/watch?v=hltvryZ-Llc</p> <p>https://www.slideshare.net/ZahraFarajnezhad/virtual-learning-environment-call-153342952</p> <p>https://www.slideshare.net/AshishKumar70/introduction-to-swayam-moocs</p> | <p>Lesson plans can be prepared to adapt innovative teaching strategies.</p> |

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| <p style="text-align: center;">UNIT III: GENDER DIFFERENCES IN MATHEMATICS (L-5, P-3, T-2)</p> <p>1. Gender differences in Cognitive abilities, Attribution styles, spatial abilities. Gender equity and gender bias STEM and female students.</p> <p>2. Contribution of women mathematicians to the development in maths.</p> | <p>Acquire knowledge of gender differences in mathematics</p> | <p>Lecturing with Brain Storming (30 minutes)</p> <p>Lecturing with teacher made power point(2 hours)</p> <p>Lecturing with teacher made power point (2 hour 30 minutes)</p> | <p>Role play (1 hour)</p> <p>Rally coach (cooperative learning strategy) (1 hour)</p> <p>Think pair share (cooperative learning strategy) (1 hour)</p> | <p>Peer Tutoring(1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.frontiersin.org/articles/10.3389/fpsyg.2019.03050/full</p> <p>https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/research_genderissuesinmaths.aspx</p> <p>https://www.youtube.com/watch?v=WDihZXg9RAE</p> <p>https://femaleonezero.com/society/women-in-mathematics#:~:text=Famous%20Women%20in%20Mathematics&text=Take%20the%20Egyptian%20mathematician%20Hypatia,th,e%20world's%20first%20computer%20programmer.</p> <p>https://mymathsclub.com/contributions-of-female-mathematicians/</p> <p>https://www.mentalfloss.com/article/88279/15-female-mathematicians-whose-accomplishments-add</p> | <p>Reflecting on teaching practice that demonstrate an understanding of gender related issues in Mathematics.</p> |
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| <p style="text-align: center;">UNIT IV: PROFESSTIONAL DEVELOPMENT OF MATHEMATICS TEACHER (L-6, P-3, T-1)</p> <p>1. Professionalism of the teacher and the teacher educator- Professional ethics, Commitments, Dedication, Accountability, Autonomy and Academic freedom.</p> <p>2. Personal characteristics contributing success in teaching profession. Special qualities required of mathematics teacher</p> <p>3. Professional growth-participation in conferences/seminars/work shops, Professional forums and associations (online & offline)</p> | <p>Understand the need for professional growth of Mathematics teachers.</p> | <p>Lecturing with teacher made power point (2 hours)</p> <p>Lecturing with Brain Storming (1 hour)</p> <p>Lecturing with teacher made power point (1 hour 30 minutes)</p> <p>Lecturing with teacher made power point (1 hour 30 minutes)</p> | <p>Jigsaw method (cooperative learning strategy) (1 hour)</p> <p>Preparation of Podcast</p> <p>Presenting a seminar</p> | <p>Peer tutoring (1 hour)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/46791/1/Unit-9.pdf</p> <p>https://www.edbod.com/professional-development-mathematics-teacher/</p> <p>https://study.com/academy/lesson/math-teacher-professional-development.html</p> <p>https://www.youtube.com/watch?v=5_TBq_IH5z4</p> <p>https://www.youtube.com/watch?v=EdCz9YwL8w</p> <p>https://www.slideshare.net/fatimanikir/strategies-for-professional-development-of-teachers-through-workshop-and-seminar</p> <p>https://egyankosh.ac.in/bitstream/123456789/42123/1/Unit-2.pdf</p> | <p>Reflecting on teaching practice</p> <p>Mid Semester Examination (CIE)</p> |
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| UNIT V: MATHEMATICS FOR ALL (L-5, P-4, T-1) | | | | | | |
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| <p>1. Identifying learners strength and weaknesses – Activities enriching mathematics learning – assisting learning, supplementary text material, summer programmes, correspondence course.</p> <p>2. Stimulating creativity and inventiveness in mathematics Individualized Instruction – Programmed Learning – Linear Programming and Branching Programming.</p> <p>3. Cooperative learning ensuring equal partnership of learners with special needs. Aesthetic Enjoyment – number patterns, magic squares – Recreational activities – puzzles, and paradoxes – rapid calculation, simple multiplication, test of divisibility.</p> | <p>Plan for enrichment activities and remedial measures.</p> | <p>Lecturing with teacher made power point (1 hour 30 minutes)</p> <p>Lecturing with teacher made power point (1 hour)</p> <p>Lecturing with teacher made power point (2 hour 30 minutes)</p> | <p>Group discussions</p> <p>Fish bowl technique (cooperative learning strategy) (1 hour)</p> <p>Jigsaw method (cooperative learning strategy) (1 hour)</p> <p>Puzzles and Riddles (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf</p> <p>https://www.youtube.com/watch?v=XaCtSvrj9Y4</p> <p>https://www.youtube.com/watch?v=p-vuuWGXDO0</p> <p>https://medinclusiveducation.weebly.com/co-operative-learning.html</p> <p>https://www.slideshare.net/kapilkumar412/cooperative-learning-in-special-education53-2</p> <p>https://www.youtube.com/watch?v=IEIN3Sne_7M</p> <p>https://www.pinterest.com/pin/525795325238141095/</p> | <p>Lesson plans can be prepared</p> <p>Model Examination</p> <p>End Semester Examination</p> |

COURSE PLAN FOR PEDAGOGY OF PHYSICAL SCIENCE I

COURSE CODE AND TITLE : **BPC7 –PEDAGOGY OF PHYSICAL SCIENCE I**

NO. OF CREDIT : **3**

NO OF HOURS : **48**

SEMESTER : **IV**

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|--|---|--|--|-------------------------------|--|---|
| | | Lecture | Practical | Tutoring | | |
| <p>UNIT I :MODELS OF TEACHING SCIENCE (L-4, P-2, T-2)</p> <p>1) Modern trends in teaching of science - Psychological basis of methods in science teaching</p> <p>2) Different models - concept attainment model, inquiry training model, advance organizer model with one illustration for each type of model</p> | <p>acquire knowledge about models of teaching science</p> | <p>Lecturing With teacher made powerpoint (1 hour) Lecturing With teacher made powerpoint (1 hour)</p> | <p>Find out rank correlation between science and other subject score based on your internship teaching</p> | <p>Peer tutoring (2hours)</p> | <p>https://youtu.be/HLEJ0swWccs</p> <p>https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENC E.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/47069/1/Unit-5.pdf</p> | <p>Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring) (CIE)</p> |

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| <p>UNITII : LATEST TRENDS IN TEACHING PHYSICAL SCIENCE(L-6, P-5, T-2)</p> <p>1) Virtual learning Environment – Blended Learning Approaches.</p> <p>2) Social Network – blogs, Mobile apps, e- portfolio, cyberspace, threats and solutions.</p> <p>3) Development of e- content for a school content.</p> <p>4) Artificial Intelligence – Machine Learning, Augmented Reality, Virtual Reality, MOOCs – SWAYAM</p> | <p>know the latest trends in teaching Physical Science</p> | <p>Lecturing (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with brainstorming (2 hours)</p> | <p>Prepare a report how will you utilize learning resource from immediate environment</p> | <p>Peer tutoring (1 hour)</p> | <p>https://journals.sagepub.com/doi/10.1177/00472395211047865</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/53430/1/Block-1.pdf</p> <p>https://mangaloreuniversity.ac.in/sites/default/files/2019/Course-5%20English%20Version.pdf</p> <p>https://onlinecourses.swayam2.ac.in/nu23_ge34/preview</p> | <p>Mid semester Examination (CIE)</p> |
| <p>UNIT III : PROFESSIONAL DEVELOPMENT OF SCIENCE TEACHER (L-6, P-2, T-2)</p> <p>1) Professional development programmes for science teachers</p> <p>2) Need for Professional development programmes pre-service, in-service elementary, secondary and higher secondary level, interacting with peer teachers, reading for professional growth- seminar,</p> | <p>recognise the essential qualities of a good science teacher</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Conduct a club activity regarding cancer awareness</p> | <p>Peer tutoring (1 hour)</p> | <p>https://youtu.be/G4lv9bhDKdo</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/46593/1/Unit-16.pdf</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/46593/1/Unit-16.pdf</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/46593/1/Unit-16.pdf</p> | |

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| <p>conferences and workshop</p> <p>3) Teachers as a community of learners</p> <p>4) Collaboration of school with colleges, universities and other institutions</p> <p>5) Journals and other resource materials in Physical Science education</p> <p>6) Role of reflective practices in professional development of Physical Science teachers</p> | | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | | <p>Peer tutoring (1 hour)</p> | <p>https://www.egyankosh.ac.in/bitstream/123456789/46593/1/Unit-16.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/46675/1/Unit-8.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/7270/1/Unit-5.pdf</p> | |
| <p>UNIT IV : SCIENCE AND SOCIETY (L-4, P-2, T-2)</p> <p>1) Introduction about science, society- Relation between science and society</p> <p>2) Physical science for environment, health, peace, value and equity</p> <p>3) Role of the teacher in developing scientific attitude</p> <p>4) Important contribution of science in the society</p> | <p>understand the concept of science and society</p> | <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Write your views regarding need for professional development programmes for science teachers</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.distanceeducationju.in/pdf/B.Ed.%20C.%20No%20302%20(1).pdf</p> <p>https://mangaloreuniversity.ac.in/sites/default/files/Course-7%28d%29%20Physical%20Science%20%28Part-1%29.pdf</p> <p>https://www.slideshare.net/Navyaprajith/scientific-attitudenavya</p> <p>https://unctad.org/meetings/en/Presentation/CSTD_2013_CERN_Heuer.pdf</p> | <p>Field Visit(CIE)</p> <p>Mid Semester Examination II (CIE)</p> |

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| <p>UNIT V :COMMUNITY RESOURCES AND LABORATORY(L-5, P-2, T-2)</p> <p>1) Learning resources from immediate environment</p> <p>2) Using community resources</p> <p>3) Pooling of learning resources</p> <p>4) Improvisation of apparatus</p> <p>5) Inexpensive sources of chemicals</p> <p>6) Handling hurdles in utilization of resources</p> | <p>acquire knowledge about community resources and laboratory</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Justify – hurdles in handling utilization of science resources</p> | <p>Peer tutoring (1 hour)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/46675/1/Unit-8.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/46675/1/Unit-8.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/46675/1/Unit-8.pdf</p> <p>https://mgkvp.ac.in/Uploads/Lectures/15/4963.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/46675/1/Unit-8.pdf</p> <p>https://www.youtube.com/watch?v=Rgg3nz0h3WA</p> | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |
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COURSE PLAN FOR PEDAGOGY OF BIOLOGICAL SCIENCE

COURSE CODE AND TITLE : **BPC7 PEDAGOGY OF BIOLOGICAL SCIENCE**

NO. OF CREDIT : **3**

NO OF HOURS : **48**

SEMESTER : **IV**

| UNIT | Course outcomes to be achieved | Teaching learning activities with hours | | | Resources | Assessment |
|--|--|---|---|-------------------------------|---|--|
| | | Lecture | Practical | Tutoring | | |
| <p style="text-align: center;">UNIT I</p> <p style="text-align: center;">L-4, P-3, T-2</p> <p>MODELS OF TEACHING SCIENCE</p> <p>1)Modern trend in teaching of science.</p> <p>2)Psychological basis of science teaching.</p> <p>3)Different models-concept attainment model, inquiry training model, advance organiser model and its illustrations.</p> | Acquire the knowledge about models of teaching science | Lecturing with power point | Find out rank correlation between science and other subject score based on your internship teaching | Interactive learning (1 hour) | https://youtu.be/Dso2dq0gd9M | Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring) (CIE) |

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| <p>UNIT II L-5, P-3, T-2 LATEST TRENDS IN TEACHING BIOLOGICAL SCIENCE</p> <p>1)Virtual learning environment – blended learning approaches. 2)Social network-blogs, mobile apps, e-portfolio, cyberspace, threats and solution. 3)Development of e-content for a school content. 4)Artificial intelligence-machine learning, augmented reality, virtual reality, MOOCs-SWAYAM.</p> | <p>Know the latest trends in teaching biological science</p> | <p>Lecture with demonstration</p> | <p>Prepare a report how will you utilize learning resource from immediate environment</p> | <p>Group activity (1 hour)</p> | <p>https://youtu.be/O3NHD2puXb0 https://youtu.be/ZDVnEXVxhRk https://youtu.be/-Pn3AAts1-4 https://youtu.be/j1bqnNYmP9c</p> | <p>Mid semester Examination (CIE)</p> |
| <p>UNIT III L-5, P-2, T-2 PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER</p> <p>1)Professional development programmes for biology teachers. 2)Need for professional development programmes pre-service, in-service elementary, secondary and higher secondary level, reading for professional growth-seminar, conferences and workshop. 3)Teachers as a community of learners. 4)Collaboration of school with colleges, universities and other institutions. 5)Journals and other resources materials in biology education. 6)Role of reflective practices in professional development of biology teachers.</p> | <p>Recognise the essential qualities of a good science teacher</p> | <p>Lecture with power point and videos</p> | <p>Conduct a club activity regarding cancer awareness</p> | <p>Online tutoring (1 hour)</p> | <p>https://youtu.be/xRQFRzFAOvI https://youtu.be/CBX8dEHluIM https://youtu.be/900vEXtiH6s https://youtu.be/88NGkj32ks https://youtu.be/qv_Xmb6p1W0</p> | |

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| <p style="text-align: center;">UNIT IV L-6, P-2, T-2 SCIENCE AND SOCIETY</p> <p>1)Relation between science and society. 2)Biological science for environment, health, peace, value and equity. 3)Role of the teacher in developing scientific attitude. 4)Important contribution of science in the society.</p> | <p>understand the concept of science and society</p> | <p>Lecture with demonstration</p> | <p>Write your views regarding need for professional development programmes for science teachers</p> | <p>Interactive learning (1 hour)</p> | <p>https://youtu.be/a3LTStuXiM8 https://youtu.be/TdQjx7BAqPo</p> | <p>Mid Semester Examination II (CIE)</p> |
| <p style="text-align: center;">UNIT V L-6, P-2, T-2 COMMUNITY RESOURCES AND LABORATORY</p> <p>1)Learning resources from immediate environment. 2)Using community resources. 3)Pooling of learning resources. 4)Improvisation of apparatus. 5)Inexpensive sources of chemicals. 6)Handling hurdles in utilization of resources.</p> | <p>Acquire knowledge about community resources and laboratory</p> | <p>Lecture with demonstration</p> | | <p>Group activity (1 hour)</p> | <p>https://youtu.be/MMKDhMVR07E https://youtu.be/geI_aGv6R74 https://youtu.be/ra_Vauglv4g https://youtu.be/Rgg3nz0h3WA</p> | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |

COURSE PLAN FOR PEDAGOGY OF HISTORY

| | | |
|------------------------------|---|---------------------------------|
| COURSE CODE AND TITLE | : | BPC7-PEDAGOGY OF HISTORY |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | IV |

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|---|---|---|---|--|---|--|
| | | Lecture | Practical | Tutoring | | |
| UNIT I : CONTRIBUTIONS OF HISTORIANS IN DIFFERENT PERIODS (L-6, P-2, T- 1) 1. Greek historians- Herodotus 2. Thucydides 3. Roman historians- Livy and St. Augustine 4. German historians-Hegel and Leopold von Ranke 5. Indian historians- K.A Neelakanda Sastri 6. S.K. Iyengar | know the contribution of eminent historians to the development of history | Lecturing with teacher made ppt (2hour) Lecturing (1 hours) Lecturing (1 hours) Lecturing (2 hours) | observe the role of historians in history-watch video | Peer tutoring (1 hour) Group discussion on values of teaching history | https://www.youtube.com/watch?v=YMdCUQF5o5w https://www.youtube.com/watch?v=EHg0u246MNc https://www.youtube.com/watch?v=J-QU81okwmk https://www.youtube.com/watch?v=8pEgF0M3hyI https://www.youtube.com/watch?v=gpxH2R4QSTQ | By observing the video the students presented a report on historians |

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| <p>UNIT II : RECENT TRENDS IN TEACHING HISTORY (L-6, P-2, T-1)</p> <ol style="list-style-type: none"> 1. Importance of Current Affairs in Teaching History 2. Selecting and utilizing current events for teaching history 3. Techniques of teaching current Affairs- Quiz, Buzz 4. Debate 5. Discussion and mock trial 6. Role of History Teacher in imparting current events | <p>explains the importance of current affairs in teaching history</p> | <p>Lecturing (1 hour)</p> <p>Lecturing (1 hour)</p> <p>Lecturing with teacher made ppt (2hour)</p> <p>Lecturing (1 hours)</p> <p>Lecturing (2 hours)</p> | <p>demonstrate the mock trial method in teaching current affairs</p> <p>Brainstorming (1 hour)</p> <p>Think Pair Share</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=dk4NeYd5VH4</p> <p>https://www.youtube.com/watch?v=plhYBR7nZrY</p> <p>https://www.youtube.com/watch?v=tMBu5XZs-LA</p> | <p>Write a class test on importance of current affairs in teaching history</p> <p>Mid semester Examination (CIE)</p> |
| <p>UNIT III : PROFESSIONAL GROWTH OF TEACHERS (L-6, P-2, T-2)</p> <ol style="list-style-type: none"> 1) Need for and importance of professional growth of teachers 2) characteristics of an ideal history teachers 3) professional Ethics of History Teacher 4) Pre- service and In-service training of teachers, 5) essential quality of History teachers | <p>know the need and importance of professional growth of history teachers</p> | <p>Lecturing with teacher made ppt (2 hour)</p> <p>Lecturing</p> | <p>Write a report on teachers relationship with his pupils, colleagues and community</p> <p>Conducting Quiz</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=IbuASyUyHWQ</p> | <p>Write an assignment on professional ethics and qualities of history teachers</p> |

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| <p>6) teachers' relationship with his pupils, colleagues and community</p> | | <p>with teacher made ppt (1 hour)</p> <p>Lecturing (1 hour)</p> <p>Lecturing (1 hour)</p> <p>Lecturing (1 hour)</p> | <p>Group Discussion</p> | <p>Peer tutoring (1 hour)</p> | | |
| <p>UNIT IV : CHRONOLOGY IN HISTORY (L-6, P-2, T-2)</p> <p>1) Meaning- importance of chronology in teaching history</p> <p>2) time's sense, time lines and kinds of time lines</p> <p>3) strategy to teach chronology</p> <p>4) dimensions of chronology- location, distance</p> <p>5) duration and simultaneity</p> <p>6) Devices for teaching chronology – time, map exercise, quiz and graphs</p> | <p>rationalize the importance of chronology in history.</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (2 hours)</p> <p>Lecturing (1 hour)</p> <p>Lecturing (1 hour)</p> <p>Lecturing</p> | <p>prepare a report on importance of chronology in history</p> <p>Panel Discussion</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://arxiv.org/ftp/arxiv/papers/1803/1803.01680.pdf</p> <p>https://terryhaydn.wordpress.com/pge-history-at-uea/time-and-chronology/why-an-understanding-of-time-and-chronology-is-important-in-the-study-of-history/</p> | <p>Write class test on devices for teaching chronology</p> |

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| | | (1 hour) | | | | id Semester Examination II (CIE) |
| UNIT V : RESEARCH IN HISTORY (L-5, P-2, T-2) 1) Research in history - Historical background 2) Types of research, basic and applied. 3) descriptive and interpretative 4) Need for methodology. 5) requisites of a research scholar, physical, honesty, creativity, sociability, patience and perseverance. | acquire knowledge in research of history | Lecturing (1 hour) Lecturing with teacher made ppt (3 hour) Lecturing with teacher made ppt (1 hour) Lecturing with teacher made ppt (1 hour) | Discussion on qualities of a researcher | | https://www.youtube.com/watch?v=9IfM4rIANLc https://www.youtube.com/watch?v=2y4gxp5Dm1c https://egyankosh.ac.in/bitstream/123456789/11202/1/Unit-2.pdf https://www.okhistory.org/historycenter/forms/oknhd/eightsteps.pdf | Model Examination (CIE) End Semester Examination |

தமிழ் சுற்பிக்கும் முறைகள் பகுதி -II

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| COURSE CODE AND TITLE | : | BPC8- தமிழ் சுற்பிக்கும் முறைகள் பகுதி -II |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | IV |

| அலகு | கற்றல் விளைவுகள் | கற்றல் கற்பித்தல் செயல்முறைகள் | | | கற்பித்தல் வளங்கள் | மதிப்பீடு |
|---|---|--------------------------------|--|---|--|--|
| | | முறைகள் | செயல்பாடுகள் | பயிற்சி | | |
| <p>தமிழ் மொழியும் விழுமப் பதிவுகளும் (L-6, P-2, T-2)</p> <p>விழுமம், விழுமங்கள் இயல்புகள், தேசிய கல்வி ஆராய்ச்சி மற்றும் பயிற்சி குழு</p> <p>பரிந்துரைக்கும் பட்டியல், வகைகள், ஒழுக்க மதிப்புகள், முருகியல் மதிப்புகள்,</p> <p>அறிவுசார் மதிப்புகள், புற உந்தல் மதிப்புகள் மற்றும் சமுதாய மதிப்புகள்.</p> | <p>விழுமக் கல்வி குறித்த மனப்பான்மை பெறுதல்</p> | <p>விரிவுரை கலந்துரையாடல்</p> | <p>ஒப்படைப்புகள்</p> <p>மதிப்புகள் குறித்த நாடகம் தயாரித்தல்</p> <p>விழுமிய கருத்துகளை கலந்துரையாடல்</p> | <p>வலையொலி பதிவினைக் கேட்டு எழுதுதல் - ஒப்படைப்பு</p> | <p>http://sarada-tamil.github.io/kaniththamizh</p> <p>https://www.ulakaththamizh.in/ (உலகத் தமிழாராய்ச்சி நிறுவனம்)</p> <p>https://tamilvalarchithurai.tn.gov.in/ (தமிழ் வளர்ச்சித் துறை)</p> <p>https://www.youtube.com/@ACLChennai</p> | <p>புறவய வினாக்கள்</p> <p>இடைப்பருவத் தேர்வு</p> |

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| <p>இருபதாம் நூற்றாண்டு இலக்கிய வளர்ச்சிகள்</p> <p>(L-5, P-2, T-2)</p> <p>சிறுவர் இலக்கியம், பண்புகள், கற்பனை, எழுத்தாளர்கள்: அழவள்ளியப்பா, பெ. தாரன். பயண இலக்கியம், நோக்கம், தேவைகள், பயணநூல்கள். புனைகதைகள், நாவல், சிறுகதை ஆகியவற்றின் உட்கூறுகளை ஆராய்தல்.</p> | <p>சிறுவர் இலக்கியம் மற்றும் பயண இலக்கியம் குறித்த வளர்ச்சியினை ஆராய்தல்</p> | <p>இடைவினை விரிவுரை குறிப்பு தகடுகள்</p> | <p>சிறுகதை எழுதுதல் எழுத்தாளர்கள் குறிதப் படத்தொகுப்பேடு தயாரித்தல்</p> | <p>சுற்றுலா சென்று வந்த அனுபவத்தை எழுதுதல்</p> | <p>http://sarada-tamil.github.io/kaniththamizh</p> <p>https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்)</p> <p>http://www.maduraiproject.com</p> <p>https://eegarai.darkbb.com</p> <p>https://www.youtube.com/@ACLChennai</p> | <p>இடைப்பருவத் தேர்வு</p> |
| <p>மொழிக் கல்வியில் பிழைகள் (L-5, P-2, T-2)</p> <p>தவறும் பிழையும், தவறாக ஒலித்தல், இலக்கணம் அறியாமை, சந்திப்பிழை, மயங்கொலிப் பிழைகள், எழுத்துப் பிழை, ஒருமை பன்மை மயக்கம், திணைபால்</p> <p>முடிவுகள், பிழை, நிறுத்தற்குறிகள்.</p> | <p>மொழிக் கல்வியில் பிழைகளை நீக்கி எழுதும் திறன் பெறுதல்</p> | <p>குழு கற்பித்தல் முறை</p> | <p>விளையாட்டு வழி செயலி வழி பிழை நீக்கல் பதப்பொருள் தயாரித்தல்</p> | <p>பிழை நீக்கல் மொழிப்பயிற்சி H5P.Org – செயலிவழி</p> | <p>www.tamilvalrchithurai.com</p> <p>https://shodhganga.inflibnet.ac.in/</p> <p>http://sarada-tamil.github.io/kaniththamizh</p> <p>https://www.youtube.com/@ACLChennai</p> <p>https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்)</p> <p>http://www.maduraiproject.com</p> | <p>வகுப்புத்தேர்வு</p> <p>புறவயத்தேர்வு</p> |

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| <p>வகுப்பறை திறன்கள் (L-5, P-2, T-2)</p> <p>படைப்பாற்றல் தன்மைகள், மேம்படுத்துதல், தழுவுதல், ஈடுகட்டுதல், மிகுத்துக் காணல், குறைத்துக்காணல், மீளவைத்தல். படைப்பாற்றல் வடிவங்கள்: தலைப்பிடுதல், குறிப்புகள் தருதல், முடிவை மாற்றுதல், வகை மாற்றுதல் போன்றவை.</p> | <p>படைப்பாற்றல் தன்மைகள் மற்றும் படைப்பாற்றல் வடிவங்கள் ஆகியவற்றைப் பயன்படுத்தும் ஆற்றல் பெறுதல்</p> | <p>ஒப்படைப்பு முறை சொற்பொழிவு முறை குழு கற்பித்தல் முறை</p> | <p>கவிதை எழுதுதல் குறுநாடகம் தயாரித்தல்</p> | <p>தலைப்பிடல் உத்தியைப் கையாளல் பயிற்சி</p> | <p>Skill India -Central Government Scheme Naan Muthalvan – State Government Scheme http://sarada-tamil.github.io/kaniththamizh http://www.maduraiproject.com https://eegarai.darkbb.com https://www.youtube.com/@ACLChennai</p> | <p>வகுப்புத்தேர்வு Survey heart – செயலிவழி</p> |
| <p>தற்கால மொழி வளர்ச்சி நிலை (L-5, P-3, T-3)</p> <p>கணித்தமிழ் வளர்ச்சி, தமிழ் மென்பொருள்கள், பிழைதிருத்தி, விளையாட்டு செயலி, தமிழ் தரவகம், தமிழ் ஒருங்குறி, தமிழ் கலைக்களஞ்சியங்கள், மின் இதழ்கள், மின் நூலகங்கள், செயற்கை நுண்ணறிவு செயலிகள்.</p> | <p>தற்கால இலக்கிய வளர்ச்சியின் பரிணாமங்கள் குறித்து விளக்கியுரைத்தல்</p> | <p>விரிவுரை முறை கலந்துரையாடல் செயல் திட்ட முறை</p> | <p>Word wall- செயலிவழி கணித்தமிழ் வளங்களை உருவாக்குதல் பயிற்சி</p> | <p>இணையவளங்களை சேகரித்தல்</p> | <p>https://www.tamilvu.org/ (தமிழ் இணையக் கல்விக்கழகம்) www.tamilvalrchithurai.com https://shodhganga.inflibnet.ac.in/ http://sarada-tamil.github.io/kaniththamizh http://www.maduraiproject.com https://eegarai.darkbb.com</p> | <p>வகுப்புத்தேர்வு செயலிவழித்தேர்வு மாதிரித்தேர்வு மற்றும் பருவத்தேர்வு</p> |

COURSE PLAN FOR BPC8 PEDAGOGY OF ENGLISH

COURSE CODE AND TITLE : **BPC8 PEDAGOGY OF ENGLISH II**

NO. OF CREDIT : **4**

NO OF HOURS : **128**

SEMESTER : **I**

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|--|---|--|---|--|--|---|
| | | Lecture | Practical | Tutoring | | |
| I LITERARY APPRECIATION, GRAMMAR AND STUDY SKILLS 1. Reading for literary appreciation and levels of literary appreciation 2. Analysis and classification of grammatical errors. 3. Transformation of sentences-reported speech, voices, sentences, simple, compound and complex. 4. Study skills-Note-taking, Note-making, summarizing and paraphrasing 5. Reference skills-Dictionary, Thesaurus and Encyclopedia. | Understand the need for literary appreciation | (6 hrs) Lecture with demonstration and resources from textbooks | (5 hrs) Consolidate error spotting questions from competitive exam papers. Transform a piece of content from simple to complex sentence | (3 hrs) Revision of the content taught. | 1. https://homework.study.com/explanation/what-are-the-seven-stages-of-literary-appreciation.html 2. https://pgcc.libguides.com/c.php?g=60059&p=385938 3. https://www.academia.edu/35085231/Analysis_of_Grammatical_Errors_in_English_Writing_Made_by_EFL_Students 4. https://library.leeds.ac.uk/info/1401/academic_skills/85/note_making Swayam Prabha Archived videos https://www.youtube.com/embed/tn56EBKcydY https://www.youtube.com/embed/-vyWoyzh4CQ | Note taking from peer lecture. Panel discussion on levels of literary appreciation Paraphrase a poem from school textbook Mid semester |

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| <p>2 SECOND LANGUAGE LEARNERS AND TEACHERS</p> <ol style="list-style-type: none"> Age – Young children, Adolescents and Adult learners Learner differences – Aptitude, learning styles, language levels, individual variations and good learner characteristics Motivation – definition, sources of motivation, initiating and sustaining motivation. The teacher as a performer. The teacher as a teaching aid – Mime and gesture, Language model and provider of comprehensible input | <p>Comprehend the role of learners and teachers in second language teaching and learning</p> | <p>(4 hrs)</p> <p>Lecture with demonstration and dramatization</p> | <p>(4 hrs)</p> <p>Enact a mime on a short story.</p> <p>Prepare a report on influence of age on second language learning.</p> <p>Prepare lesson plan for different levels of learners</p> | <p>(1 hrs)</p> <p>Revision of the content taught</p> | <ol style="list-style-type: none"> https://larrycuban.wordpress.com/2010/10/20/teachers-as-performers-and-pay-4-performance-plans/ https://www.blendspace.com/lessons/VK2xxm-DDGAQcg/age-and-acquisition-eed20403 https://www.slideserve.com/auryon/factors-affecting-second-language-learning | <p>Performance and involvement of the teacher in teaching</p> <p>‘Deliberation’ on sustaining the motivation of the learners</p> <p>Mid semester</p> |
| <p>3 ADVANCED TEACHING METHODOLOGIES II</p> <ol style="list-style-type: none"> Community Language Learning (CLL) Methodology – innovative learning tasks and activities | | | | | <ol style="list-style-type: none"> https://www.slideshare.net/Asmaramadhani/suggested-method-of-teaching https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/silent-way/75639151C49CFB9FECC02814BDE9200B | <p>Offline Assessment Activities in Interactive Whiteboard</p> |

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| <p>2. Suggestopedia – Authority, Infantilization, Double-plannedness, and Intonation, rhythm and concert pseudo-passiveness</p> <p>3. PPP method (Presentation, Practice & Production) and alternatives to PPP – ARC (Authentic use, Restricted use and Clarification and focus), OHE (Observe, Hypothesise and Experiment) and ESA (Engage, Study and Activate)</p> <p>4. The Silent Way – Objectives, Syllabus, learning activities, roles of learners, teachers and materials and procedure of teaching</p> <p>5. Implications of these advanced teaching methodologies</p> | <p>Learn advanced teaching methodologies of second language learning</p> | <p>(2 hrs)</p> <p>Lecture with demonstration and resources from textbooks</p> | <p>(3 hrs)</p> <p>Poster presentation on the methodologies</p> <p>Write an article on implementation of methodologies in real classroom</p> | <p>(3 hrs)</p> <p>Revision of the content taught</p> | <p>3.https://www.teachingenglish.org.uk/community-language-learning</p> <p>Swayam Prabha Archived videos</p> <p>https://www.youtube.com/embed/jBFsUHNwIYI</p> | <p>Prepare Poster Presentation of these methods highlighting the principles and teaching procedure</p> |
| <p>4 ENGLISH LANGUAGE CURRICULUM</p> <p>1. Understanding the relationship between curriculum, syllabus and textbook</p> | | <p>(3 hrs)</p> | <p>(3 hrs)</p> | <p>(2 hrs)</p> | <p>1.https://docs.google.com/document/d/1ZiWUBGoNXR8J7-BeiUdkjAchSeCbiZCm/edit?usp=drivesdk&oid=105445758105227505343&rtpof=true&sd=true</p> | <p>Task-based syllabus designing for school children</p> |

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| <p>2. Selection of materials and developing activities/tasks as per the differentiated needs of learners</p> <p>3. Moving away from rote-learning to constructivism</p> <p>4. ESL curriculum-Principles and process of design and development</p> <p>5. Syllabus Designs-Structural, Notional/Functional,Situational,Skill-based,Task-based,content-based.</p> | <p>Recognize the innovations in English language curriculum</p> | <p>Lecture with demonstration and content from journals and articles</p> | <p>Analyse the syllabus of school textbook</p> <p>Plan constructivist environment to teach grammar.</p> | <p>Revision of the content taught</p> | <p>2.https://drive.google.com/file/d/1TGyc3nyWfN0mbykGoVzQzATPbiaxnmQc/view?usp=drivesdk</p> <p>3.https://www.slideshare.net/AmirHamidForoughAmer/notional-functional-syllabus</p> <p>4.https://youtu.be/1wu5oKy4m5s</p> | <p>Comprehension on curriculum, syllabus and textbook</p> <p>Slip test</p> |
| <p>5 PROMOTING PROFESSIONAL SKILLS</p> <p>1. Professional Competencies of a teacher of English</p> <p>2. Critical appraisal of an English textbook</p> <p>3. Error analysis and Remedial teaching</p> <p>4. Attitudes and attributes for Reflecting practice</p> <p>5. Action research- concepts, procedure and implications</p> | <p>Learn the professional skills of a teacher of English</p> | <p>(4 hrs) Lecture with resources from journals and textbook and demonstration</p> | <p>(4 hrs) Analyse an English textbook</p> <p>Prepare remedial teaching for slow bloomers</p> | <p>(1 hrs) Revision of the content taught</p> | <p>1.https://www.cambridge.org/core/books/methodology-in-language-teaching/english-teacher-as-professional/954B90EDAEE82772D63FB8650646B7D9#.ZC5c62gMpRM.whatsapp</p> <p>2.http://ndl.iitkgp.ac.in/document/UU01UzJ3S1JuN3N2ZGZXQUFhWlQ3OG82WFRDRm5ZbHB0VIdFYnZ3dWl0ZndtUUwrSG1KN2JyL1FDc2ZFdjNUNw</p> <p>3.http://egyankosh.ac.in/handle/123456789/20992</p> <p>4.http://egyankosh.ac.in/handle/123456789/10152</p> <p>5.https://www.youtube.com/live/DlbCRj2UKLc?feature=share</p> | <p>Group discussion on the attitudes and attributes of teachers for reflecting practice</p> <p>Model Examination</p> <p>Semester Examination</p> |

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM 16

Course Code and Title: **BEC1 - DISASTER MANAGEMENT**

No. of Credits : 3

No of Hours : 48

Semester : II

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|---|--|---|---|---------------|---|--|
| | | Lecture | Practical | Tutoring | | |
| Unit 1. Introduction To Disaster <ul style="list-style-type: none"> ➤ Concept of Disaster; ➤ Definitions of Disaster; ➤ Types, natural and man-made disasters ➤ Consequences of Disaster; ➤ Overview of Disaster scenes world over in India | internalize the basic principles and consequences of Disaster management | Lecturing with Teacher made PowerPoint | Outline the merits of various types of Disaster | Peer tutoring | <ul style="list-style-type: none"> ➤ https://www.physiopedia.com/Disaster-Management#:~:text=Disaster%20management%20is%20how%20we,disasters%20can%20have%20human%20origins ➤ https://restoreyoureconomy.org/main/types-of-disasters/ ➤ https://www.stlouis-mo.gov/government/departments/public-safety/emergency-management/about/Steps-of-Emergency-Management.cfm#:~:text=Preventio | Assign activity should be done through Google classroom and assigned by the teacher. |

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| <p>2.Understanding of Disaster cycle of natural disasters;</p> <ul style="list-style-type: none"> ➤ prevention, ➤ Preparedness, ➤ mitigation search, ➤ rescue, ➤ relief, ➤ rehabilitation reconstruction <p>3. Role of education in Disaster management</p> <p>Unit II:Environmental Hazards And Disaster:</p> <p>1. Man induced hazards & Disasters - Natural Hazards</p> <ul style="list-style-type: none"> ➤ Planetary Hazards / Disasters ➤ Extra Planetary Hazards / disasters - Planetary Hazards ➤ Endogenous Hazards - Exogenous Hazards | <p>analyze the types of Hazards and Disaster</p> | <p>Lecturing with Teacher made PowerPoint</p> | <p>Outline the various types of Disaster</p> | <p>Peer tutoring</p> | <p>n%2C%20mitigation%2C%20preparedness%2C%20response,five%20steps%20of%20Emergency%20Management</p> <ul style="list-style-type: none"> ➤ https://www.egyankosh.ac.in/bitstream/123456789/25414/1/Unit-7.pdf ➤ https://www.yogiraj.co.in/problems-of-guidance ➤ https://www.researchgate.net/publication/334641905_Natural_hazards_disaster_management_and_simulation_a_bibliometric_analysis_of_key_word_searches ➤ https://testbook.com/learn/man-made-hazards/ ➤ https://www.studocu.com/in/document/kannur-university/environmental-studies/types-of-disasters-disaster-management/23199776 ➤ https://www.preventionweb.net/files/8823_865DDFILEHazardsReportFinal2.pdf ➤ https://joint-research-centre.ec.europa.eu/scientific-activities-z/natural-and-man-made-hazards_en | <p>Flipgrid preparation</p> |
|--|--|---|--|----------------------|---|-----------------------------|

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|---|--|--|---|----------------------|---|----------------------------|
| <p>UNIT III : DISASTER PREPAREDNESS (L-6, P-2, T-2)</p> <ul style="list-style-type: none"> ➤ Vulnerability profile of India ➤ Initiatives of Government of India in <ul style="list-style-type: none"> ➤ strengthening, preparedness; ➤ revamping civil defense, fire services ➤ home guards; ➤ Role of NGOs- <ul style="list-style-type: none"> ➤ National and ➤ International ➤ Role of Corporate sector, Forecasting and Early warning | <p>Analyze effective Disaster preparedness Planning of Government of India</p> | <p>Lecturing with Teacher made Thinklink</p> | <p>Four corners (Cooperative learning Strategy)</p> | <p>Peer tutoring</p> | <ul style="list-style-type: none"> ➤ https://egyankosh.ac.in/bitstream/123456789/25896/1/Unit-10.pdf ➤ https://nidm.gov.in/PDF/pubs/NDMA/19.pdf ➤ https://egyankosh.ac.in/bitstream/123456789/25891/1/Unit-15.pdf ➤ https://sikkim.gov.in/DepartmentsMenu/land-revenue-disaster-management/Disaster%20Management/techno-legal-regime ➤ https://www.preventionweb.net/files/32007_hrpancd532013.pdf | <p>Canva preparation</p> |
| <p>UNIT IV : DISASTER RESPONSE (L-7, P-1, T-1)</p> <ul style="list-style-type: none"> ➤ Search and Rescue; ➤ evacuation ➤ Temporary relief camps; ➤ sectorial concerns in health, ➤ safe ➤ drinking water, ➤ sanitation, ➤ Community kitchen <p>Rehabilitation;</p> | <p>Analyse effective. types of Diasater response</p> | <p>Lecturing with Thinklink</p> | <p>Think pair share (cooperative learning strategy)</p> | <p>Peer tutoring</p> | <ul style="list-style-type: none"> ➤ https://egyankosh.ac.in/bitstream/123456789/25896/1/Unit-10.pdf ➤ https://nidm.gov.in/PDF/pubs/NDMA/19.pdf ➤ https://egyankosh.ac.in/bitstream/123456789/25891/1/Unit-15.pdf ➤ https://sikkim.gov.in/DepartmentsMenu/land-revenue-disaster-management/Disaster%20Management/techno-legal-regime ➤ https://www.preventionweb.net/files/32007_hrpancd532013.pdf | <p>Podcast preparation</p> |

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| <ul style="list-style-type: none"> ➤ physical, ➤ social, ➤ economic ➤ psychological aspects ➤ Reconstruction; ➤ role of enforcement of techno-legal regime with illustrations ➤ Human resource management/ ➤ Capacity development Engagement <p>UNIT V : EMERGING APPROACHES IN DISASTER MANAGEMENT (L-6, P-1, T-1)</p> <p>1. Pre-disaster Stage</p> <ul style="list-style-type: none"> ➤ Preparedness ➤ relief- ➤ recovery <p>2. Emergency Stage- disaster services</p> <p>3 Post Disaster stage</p> <ul style="list-style-type: none"> ➤ Rehabilitation | <p>Analyze the Pre disaster and Post disaster</p> | <p>Lecturing with PPT</p> | <p>Activity by using Concept map(Collaborative ICT Tool)</p> | <p>Peer tutoring</p> | <ul style="list-style-type: none"> ➤ https://www.gdrc.org/uem/disasters/1-dm_cycle.html ➤ https://www.studocu.com/in/document/kannur-university/disaster-management/post-disaster-stage-useful-notes/30695383 ➤ https://www.gktoday.in/topic/disaster-management-pre-disaster-and-post-disaster-phases/ ➤ https://www.fema.gov/sites/default/files/2020-07/pre-disaster-recovery-planning-guide-local-governments.pdf ➤ https://www.stlouis-mo.gov/government/departments/public-safety/emergency-management/about/Steps-of-Emergency-Management.cfm | <p>Powtoon preparation</p> |
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COURSE PLAN FOR HUMAN RIGHTS EDUCATION

COURSE CODE AND TITLE : **BEC2-HUMAN RIGHTS EDUCATION**

NO. OF CREDIT : **3**

NO OF HOURS : **48**

SEMESTER : **IV**

| S. No | UNIT | Course outcomes | Topics | Learning outcomes | Collaborative tasks | Learning sources | Assessment |
|-------|------------------------------|---|---|---|--|---|---------------------|
| 1. | HUMAN RIGHTS AND UDHR | Describe the etymology of right and evolution of human rights | Etymology of Rights – broadly defined Rights (natural, legal, claim, liberty, positive, negative, individual and group rights) Evolution of human rights Universal Declaration of Human Rights, Article and its importance. | Students will be able to; 1.Understand the concept of human rights. 2.Discuss the Etymology of Rights. 3.Recognize the broadly defined Rights. 4. Describe the Evolution of human rights. 5. Illustrate the Universal Declaration of Human Rights. | Scaffolding discussion with Socratic circle on human rights and its relation to human needs. | https://egyankosh.ac.in/bitstream/123456789/34064/1/Unit-16.pdf http://hdl.handle.net/123456789/35395 http://hdl.handle.net/123456789/23670 http://hdl.handle.net/123456789/35725 http://egyankosh.ac.in/handle/123456789/63525 | Internal assessment |

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| 2. | GENESIS OF HUMAN RIGHTS IN INDIA | Discuss the genesis of human rights in India | Human Rights and Indian Constitution- Fundamental Rights, Fundamental Duties and Directive Principles of State Policy National and State Human Rights Commissions | Students will be able to; 1.acquire knowledge on human rights in Indian context. 2.Demonstrate the Fundamental Duties of school students. 3. Elaborate the Directive Principles of State Policy. 4.Recognize the National Human Rights Commissions. 5. Analyses the functions of State Human Rights Commissions. | Organize the debate on significance of fundamental rights of man | http://hdl.handle.net/123456789/8274 http://hdl.handle.net/123456789/9902 http://egyankosh.ac.in/handle/123456789/53794 http://egyankosh.ac.in/handle/123456789/43834 http://egyankosh.ac.in/handle/123456789/43834n | Sessional test |
| 3. | HUMAN RIGHTS EDUCATION | Design curricular and co-curricular activities related to human rights education | Human Rights Education– Definition, Need, Objective, Principles of Human Right Education Teaching Human Rights Education through Curricular and Co-Curricular activities at Elementary, Primary, Secondary and higher secondary | Students will be able to; 1.Know the concept of Human Rights Education 2.Discuss the Need, Objective, Principles of Human Right Education 3. Differentiate Curricular and Co-Curricular activities in human rights education 4.Develop Co-Curricular activities at Elementary and Primary level 5.Identify the Curricular activities at Secondary and higher secondary level | Conduct of human rights awareness outreach activity | http://hdl.handle.net/123456789/8527 http://hdl.handle.net/123456789/9902 http://hdl.handle.net/123456789/8947 http://hdl.handle.net/123456789/8931 | Assignments |

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|----|---|--|--|---|--|---|--------------|
| 4. | METHODS AND TECHNIQUES FOR TEACHING HUMAN RIGHTS EDUCATION | Demonstrate the various methods of teaching human rights education | <p>Methods for teaching Human Rights Education- discussion, listening, problem solving, Case Study, Role Play, Simulation, Mock Trials, brainstorming, project method, and use of community resources</p> <p>Techniques for teaching Human Rights Education- carousel/work station, fish bowl, contest and awards, exhibition, multimedia technologies and small group works</p> | Students will be able to; <ol style="list-style-type: none"> 1. Incorporate the methods of teaching human rights to school students 2. Demonstrate the mocktrail on functions of NHRC 3. Use community resources to teach human rights education 4. utilize the various teaching techniques of human rights education 5. Explore the brainstorming and projective method for teaching human rights education | Celebrate a Human Rights Day with school children as an extension activity | <p>http://hdl.handle.net/123456789/8970</p> <p>http://hdl.handle.net/123456789/39104</p> <p>http://hdl.handle.net/123456789/8241</p> <p>http://hdl.handle.net/123456789/31613</p> | Mid Semester |
| 5. | AGENCIES FOR PROMOTING HUMAN RIGHTS AWARENESS | Analyse the role of various agencies to promote human rights awareness | <p>Agencies of Human Rights Education- Role of Family, Peer-group and Mass media</p> <p>Role of School and Teacher in creating awareness of Human Rights among children</p> | Students will be able to; <ol style="list-style-type: none"> 1. Understand the role of family in human rights education 2. Discuss the role peer group in human rights education 3. Learn the role of mass media in human rights education 4. Demonstrate the role of teacher in creating awareness human rights among children 5. Identify the role of school in creating awareness human rights among children | Conduct a rally on human rights awareness to near public | <p>http://hdl.handle.net/123456789/7919</p> <p>Chaundra.U, (2018).Human Rights.Allahabad Law agency Publications. Allahabad.</p> <p>Balakrishnan.A, (2014).Human Rights Violations. A.P.H. Publishing Corporation, Newdelhi.</p> | Model Exam |

COURSE PLAN FOR SCHOOL MANAGEMENT

COURSE CODE AND TITLE : **BEC3 – SCHOOL MANAGEMENT**

NO. OF CREDIT : **3**

NO OF HOURS : **48**

SEMESTER : **IV**

| Unit | Course Outcome to be Unit achieved | Teaching Learning Activities (with hours) | | | Resources | Assessment |
|--|--|--|---|-------------------------------|---|---|
| | | Lecture | Practical | Tutoring | | |
| <p align="center">UNIT I: SCHOOL MATHEMATICS (L-7, P-1, T-1)</p> <p>1. School management- Meaning, scope and function.</p> <p>School Organization -Meaning, characteristics</p> <p>2. School Administration and management – characteristics</p> <p>3. Principles of School management, roleof PTA in school management</p> | <p>understand the basic concept of School as an Organization of educational management</p> | <p>Lecturing with teacher made powerpoint (3 hours 30min)</p> <p>Lecturing with teacher made power point (3 hours 30min)</p> | <p>using Google slides (collaborative ICT tools) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://youtu.be/2mq6qWsqAg0</p> <p>https://youtu.be/UvDa8VzRies</p> <p>https://youtu.be/EO4XZEGJEoI</p> <p>https://youtu.be/b8vG9xSvDU0</p> | <p>Role play activity can be done by the students for a better school Management (1 hour)</p> |

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| <p style="text-align: center;">UNIT II:</p> <p style="text-align: center;">SCHOOL PLANT (L-8, P-1, T-1)</p> <p>1. School Building, Design of schoolbuilding</p> <p>2. Provisions of school plant – administrative building academic and Co-curricular activity provisions</p> <p>3. Physical provisions – playground lawnand garden, School library, lab, office and classroom.</p> | <p style="text-align: center;">Acquire knowledge about the school plant and design of school building</p> | <p style="text-align: center;">Lecturing with teachermade power point (4 hours)</p> <p style="text-align: center;">Lecturing with teachermade power point (4 hours)</p> | <p style="text-align: center;">Four corners (Cooperative learning strategy) (1 hour)</p> | <p style="text-align: center;">Peer tutoring (1 hour)</p> | <p style="text-align: center;">https://youtu.be/6xCmMwzuuZY</p> <p style="text-align: center;">https://youtu.be/xm8ivHQBZEQ</p> <p style="text-align: center;">https://youtu.be/6Ct4BcgAGYY</p> <p style="text-align: center;">https://youtu.be/4fGjOOAA2Nk</p> | <p style="text-align: center;">Poster presentationon good school building (1 hour)</p> |
| <p style="text-align: center;">UNIT III:</p> <p style="text-align: center;">INSTITUTIONAL PLANNING (L-8, P-1, T-1)</p> <p>1. Institutional planning – Definition and objectives, characteristics. Institutional planning – preparation</p> <p>2. Role of institutionin planning, implementing andevaluation. Decision making types</p> | <p style="text-align: center;">realize the multifaceted roleof a head teacher</p> | <p style="text-align: center;">Lecturing with infographic (4 hours) Lecturing with teachermade powerpoint (4 hours)</p> | <p style="text-align: center;">Think Pair Share (Cooperative learning strategy) (1 hour)</p> | <p style="text-align: center;">Peer tutoring (1 hour)</p> | <p style="text-align: center;">https://youtu.be/b1S8Otoqe2M</p> <p style="text-align: center;">https://youtu.be/umAx9SLiOAO</p> <p style="text-align: center;">https://youtu.be/qKh9jeJ3gIc</p> | <p style="text-align: center;">Reflective writing on different aspects of institutional planning</p> |

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| <p style="text-align: center;">UNIT IV: SCHOOL RECORDS AND REGISTERS (L-8, P-1,T-1)</p> <p>1. Need and Importance of school records, Advantages of school records.</p> <p>2. Essential requirements of school Records, Kinds of school records</p> | <p>know the School records and Registers</p> | <p>Lecturing with teacher made PPT (4 hours)</p> <p>Lecturing with teacher made powerpoint (4 hours)</p> | <p>Fish bowl (Cooperative learning strategy) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://youtu.be/mA6ZqSQ8T20</p> <p>https://youtu.be/oQBqbbYKqo0</p> <p>https://youtu.be/GvDi3knggwg</p> | <p>Mid Semester Examination</p> |
| <p style="text-align: center;">UNIT V: TEACHER AND HEAD MASTER IN SCHOOL MANAGEMENT (L-7, P-1, T-1)</p> <p>1. Role of teacher as a manager – planning, organizing, leading and controlling. Teacher as a facilitator, counsellor and community leader.</p> <p>2. Role of Head Master in planning, monitoring, supervision, evaluation, guidance and motivation.</p> | <p>understand the Programmes for effecting implementation</p> <p>Guidance programme at school level</p> | <p>Lecturing with teacher made power point (3 hours 30 min)</p> <p>Lecturing with teacher made powerpoint (3 hours 30min)</p> | <p>Four corner (Cooperative learning strategy) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://youtu.be/Afs_fez1UJ4</p> <p>https://youtu.be/YZk3JTDGtTg</p> <p>https://youtu.be/p4GF3guGLPs</p> | <p>Model Examination</p> <p>End Semester Examination</p> |

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM 16

COURSE CODE AND TITLE: SES3 - GENDER ISSUES

No. of Credits : 2

No of Hours : 32

Semester : IV

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|---|--|--|--|------------------------|---|---|
| | | Lecture | Practical | Tutoring | | |
| UNIT I : GENDER ISSUES: KEY CONCEPTS (L-4, P-1, T-1) 1. Gender, Sexuality, Patriarchy, 2. Masculinity and Feminism 3. Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region | develop basic understanding and familiarity with key concepts– gender, Gender bias, empowerment, gender parity, equity, and equality | Lecturing (1 hours) Lecturing (40 minutes) Lecturing (1 hours) | Prepare a report on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women . | Peer tutoring (1 hour) | https://www.youtube.com/watch?v=MxhB16trdfg&list=PLNsppmbLKJ8LBbw76ZsgUBQc2hEZ5JPi3 https://www.youtube.com/watch?v=jw2JjTarrVE&list=PLNsppmbLKJ8LBbw76ZsgUBQc2hEZ5JPi3&index=4 https://www.youtube.com/watch?v=G1EvoX6lf-Y | Based on the report prepared by the student |

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| 4. Issues and Concerns of Transgenders | | Lecturing (1 hours) | | Group discussion on Issues of Transgenders | https://www.youtube.com/watch?v=a4WuurpnSbc | |
| UNIT II: SOCIALIZATION PROCESSES (L-5, P-1, T-1) 1. Gender Identities and Socialisation Practices in: Family Schools other formal and informal organisation. 2. Gender Concerns related to Access, Enrolment, 3. Retention and Overall achievement. 4. Gender Issues in Curriculum – Gender, Culture, and Institution | understand the socialization process. | Lecturing (1 hour) Lecturing (1 hours) Lecturing (1 hours) Lecturing (2 hours) | Debates on violation of rights of girls and women Think Pair Share | Peer tutoring (1 hour) | https://www.youtube.com/watch?v=udSjBbGwJEg https://www.youtube.com/watch?v=odpXbEuaME&list=PLNsppmbLKJ8LBbw76ZsgUBQc2hEZ5JPi3&index=28 | Mid Semester Examination II (CIE) |
| UNIT III : GENDER STUDIES (L-4, P-2, T-1) | know the social reform movements | | | | | |

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| <p>1. Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education</p> <p>Contemporary period:</p> <p>2. recommendations of policy initiatives commissions and committees, schemes, programmes and plans.</p> | | <p>Lecturing with teacher made ppt (2 hour)</p> <p>Lecturing with teacher made ppt (2 hour)</p> | <p>Brainstorming (1 hour)</p> <p>Conducting Quiz</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.youtube.com/watch?v=Q_HWnEyxAI8&list=PLNsppmbLKJ8LBbw76ZsgUBQc2hEZ5JPi3&index=33</p> | <p>Organised quiz to assess students knowledge</p> |
| <p>UNIT IV : GENDER SEXUALITY, SEXUAL HARASSMENT AND ABUSES (L-4, P-1, T-1)</p> <p>1. Development of sexuality, including primary influences in the lives of children (such as gender,</p> | <p>analyse issues related to Sexual Harassment</p> | <p>Lecturing with teacher made ppt (50 minutes)</p> | | <p>Peer tutoring</p> | <p>https://www.youtube.com/watch?v=mNCgbqoCIgQ&list=PLNsppmb</p> | |

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| <p>body image, role models)</p> <p>2. Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions,</p> <p>3. POCSO (2012) act</p> <p>4. POSH (2013) act. Agencies perpetuating violence: Family, school, workplace and media (Print and electronic) Portrayal of women</p> | <p>at the workplace and Child Sexual Abuse.</p> | <p>Lecturing with teacher made ppt (50 minutes)</p> <p>Lecturing (1 hour)</p> <p>Lecturing (1 hour)</p> | <p>Analyse the video clipping on portrayal of women</p> <p>Prepare a report on POCSO (2012) act</p> <p>Panel Discussion on Agencies perpetuating violence</p> | <p>(1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>LKJ8LBbw76ZsgUBQc2hEZ5JPi3&index=11</p> <p>https://www.youtube.com/watch?v=zYedBDq--3E</p> <p>https://www.youtube.com/watch?v=fA6PblYFztk</p> | <p>Based on the report prepared by the student</p> <p>Mid Semester Examination II (CIE)</p> |
| <p>UNIT V: GENDER POWER AND EDUCATION (L-4, P-1, T-1)</p> <p>1. Theories on Gender Education:</p> | <p>know about gender power and education.</p> | <p>Lecturing (1 hour)</p> | | | | |

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| <p>Application in the Indian Context</p> <p>Socialisation theory,</p> <p>2. Gender difference, Structural theory, Deconstructive theory</p> <p>3. Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion)</p> | | <p>Lecturing with teacher made ppt (2 hour)</p> <p>Lecturing (1 hour)</p> | <p>Discuss the status of women in the current society</p> | <p>Peer tutoring</p> | <p>https://www.youtube.com/watch?v=rAnamLDxsbl</p> <p>https://www.youtube.com/watch?v=ZUOoXQc3As8&t=69s</p> | <p>Model Examination(CIE)</p> <p>End Semester Examination</p> |
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COURSE PLAN FOR CONSERVATION AND ENVIRONMENTAL REGENERATION

Course Code and Title : SES4 -Conservation And Environmental Regeneration
 No. of Credit : 2
 No of Hours : 32
 Semester : IV

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|--|--|---|---|---|---|--|
| | | Lecture | Practical | Tutoring | | |
| <p style="text-align: center;">UNIT I : ENVIRONMENTAL CONSERVATION (L-4, P-1, T-1)</p> <p>1) Importance of need and scope of environmental conservation and regeneration</p> <p>2) Structure and functions of different ecosystems</p> <p>3) Role of individual in conservation of natural resources: water, energy and food</p> <p>4) Introduction to climate change</p> | <p>know about the environmental conservation</p> | <p>Lecturing with Brain Storming (30 minutes)</p> <p>Lecturing With teacher made powerpoint (30 minutes)</p> <p>Lecturing With teacher made powerpoint (1 hour)</p> <p>Lecturing With teacher made powerpoint (1hour)</p> | <p>Conduct an essay writing competition on environmental issues for the school students in your surrounding and report.</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://mangaloreuniversity.ac.in/sites/default/files/2020/Course12%20Environmental%20Education%20(English%20Version).pdf</p> <p>https://gacbe.ac.in/pdf/ematerial/18BZO63C-U2.pdf</p> <p>https://ncert.nic.in/textbook/pdf/lebo114.pdf</p> <p>http://www.jiwaji.edu/pdf/course/pharmaceutical/Natural%20Resources.pdf</p> <p>https://www.slideshare.net/JasmineMariya1/role-of-an-individual-in-conservation-of-natural-resources</p> <p>http://unfccc.int/cop9/se/presentation/jenkins.pdf</p> | <p>Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring)</p> <p>(CIE)</p> |

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| | | | | | https://www.unicef.org/zimbabwe/media/1111/file/Child%20friendly%20climate%20change%20handbook.pdf | |
| <p>Unit II : ENVIRONMENTAL POLLUTION (L-5, P-1, T-1)</p> <p>Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear pollution</p> | understand the environmental pollution | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with brainstorming (2 hours)</p> | Conduct a photo exhibition related to the environmental conservation issues in your surroundings. | Peer tutoring (1 hour) | <p>https://anits.edu.in/online_tutorials/es/Unit%203.pdf</p> <p>https://www.slideshare.net/rvnaveen91/environmental-pollution-water-pollution-air-pollution</p> <p>https://www.nationalgeographic.org/encyclopedia/pollution/</p> <p>https://www.nios.ac.in/media/documents/333courseE/10.pdf</p> | Mid semester Examination (CIE) |
| <p>UNIT III : NATURAL RESOURCE MANAGEMENT (L-5, P-1, T-1)</p> <p>1) Sustainable land use management</p> <p>2) Traditional knowledge and biodiversity conservation</p> <p>3) Issues involved in enforcement of environment legislations</p> <p>4) Role of media and ecotourism in creating environmental awareness</p> | acquire skills natural resource management | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | Organize a rally about the Rainwater Harvesting in your living area. Report it with photographs. | Peer tutoring (1 hour) | <p>https://www.un.org/esa/sustdev/csd/csd16/documents/fao_faactsheet/land.pdf</p> <p>https://catalogue.unccd.int/838_Benefits_of_SLM_eng.pdf</p> <p>http://nbaindia.org/uploaded/docs/traditionalknowledge_190707.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/66177/1/Unit12.pdf</p> <p>https://www.academia.edu/40172587/Role_of_media_in_gen</p> | |

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| <p>5) Role of local bodies in environmental management</p> | | <p>Lecturing with teacher made ppt (1 hour)</p> | | <p>Peer tutoring (1 hour)</p> | <p>erating environmental awareness with special reference to environmental education Problems and prospects Submitted by https://egyankosh.ac.in/bitstream/123456789/90285/1/Unit-5.pdf</p> | |
| <p>UNIT IV : CONSUMERISM AND CONSUMPTION PATTERN (L-4, P-2, T-1)</p> <p>1) Consumerism and waste generation and its management</p> <p>2) Water consumption pattern in rural and urban settlement</p> <p>3) Environmental degradation and its impact on the health of people</p> <p>4) Organic farming</p> <p>5) Rain water harvesting and water resource management</p> | <p>understand consumerism and consumption pattern</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> | <p>Identify the eco-tourism spots in your district and prepare a suitable report with evidences.</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.un.org/esa/sustdev/natlinfo/indicators/methodology_sheets/consumption_production/waste_generation.pdf</p> <p>http://indiaenvironmentportal.org.in/files/Water%20consumption%20patterns.pdf</p> <p>https://www.slideshare.net/deepikabharti5/water-consumption-pattern</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8810485/</p> <p>https://www.researchgate.net/publication/259810628_Organic_Farming_Concept_and_Components</p> <p>https://www.researchgate.net/publication/262765948_Water_resources_management_through_rainwater_harvesting_in_arid_area</p> <p>https://cpwd.gov.in/Publication/rain_wh.pdf</p> | <p>Field Visit(CIE)</p> <p>Mid Semester Examination II (CIE)</p> |

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| <p style="text-align: center;">UNIT V: ISSUES IN ENVIRONMENTAL CONSERVATION (L-3, P-1, T-1)</p> <p>1) Environmental conservation in the globalised world</p> <p>2) Plastic recycling, Prohibition of plastic bags / cover and alternate sources for plastic and creating plastic free awareness among students</p> <p>3) Heat production and greenhouse gas emission, Global warming</p> <p>4) Impact of industry/mining/transport on environment</p> | <p>to identify the issues in environmental conservation</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Create a short video on the judicious usage of dustbins among the college students</p> | <p>Peer tutoring (1 hour)</p> | <p>https://portals.iucn.org/library/efiles/documents/wcs-004.pdf</p> <p>https://ncert.nic.in/textbook/pdf/keec109.pdf</p> <p>http://swachhbharaturban.gov.in/writereaddata/SBM%20Plastic%20Waste%20Book.pdf</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2873020/</p> <p>https://www.un.org/en/climatechange/science/causes-effects-climate-change</p> <p>https://byjus.com/biology/global-warming/</p> <p>https://www.researchgate.net/publication/336771253_Environmental_Impacts_of_the_Mining_Industry_A_literature_review</p> <p>https://www.elaw.org/files/mining-eia-guidebook/Chapter1.pdf</p> | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |
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B.Ed

SEMESTER I

COURSE PLAN FOR PHILOSOPHICAL FOUNDATIONS OF EDUCATION

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|------------------------------|---|---|
| COURSE CODE AND TITLE | : | MCC1- PHILOSOPHICAL FOUNDATIONS OF EDUCATION |
| NO. OF CREDIT | : | 4 |
| NO OF HOURS | : | 128 |
| SEMESTER | : | I |

| S. No | UNIT | Course outcomes | Topics | Learning outcomes | Collaborative tasks | Learning sources | Assessment |
|-------|------------|---|---|---|--|---|---------------------|
| 1. | PHILOSOPHY | Recognize the features and functions of educational philosophy. | Philosophy – Meaning, Definitions and Features of Philosophy Branches of Philosophy- Metaphysics Epistemology and Axiology Relation between Philosophy and Education Scope and Function of Educational | Students will be able to: 1. Understand the Philosophy – Meaning, Definitions and Features of Philosophy. 2. Explore the branches of philosophy 3. Acquire the knowledge on the relation between Philosophy and Education 4. Delineate the Scope of educational philosophy 5. Discuss the Functions of of Educational Philosophy | Analyse the relationship of philosophy with education for group discussion | https://www.youtube.com/watch?v=XuwYvFINGns https://www.youtube.com/watch?v=ml95d6kJ4kc https://egyankosh.ac.in/bitstream/123456789/9460/1/Unit-9.pdf Seetharamu, Philosophies of Education, A.P.H. Publishing Corporation, New Delhi, (2017). U.C.Vashishtha, Hemant Khandai, Anshu Mathur, Educational Philosophy, A.P.H. Publishing Corporation, New Delhi, (2011). Vijayakumari Kaushik , S.R. sharma, | Internal assessment |

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| | | | Philosophy | | | Philosophy of Education, A.P.H. Publishing Corporation, New Delhi, (2002). | |
| 2. | HETERODOX , AND ORTHODOX SYSTEM OF INDIAN PHILOSOPHY: | Compare and contrast the Heterodox system of Indian Philosophy. | Heterodox system: Charvaka, Jainism, Buddhism Orthodox system: Nyaya, Vaisesika, Sankhya, Mimamsa, Vedanta and Yoga | Students will be able to; 1. Understand the origin of orthodox system of philosophy. 2. Explain the Nyaya system of philosophy. 3. Explore the Vaiseika school of philosophy 4. Illustrate the Sankhya school of philosophy with reference to education. 5. Describe the Vedanta school of philosophy. | Organize the Debate on heterodox and orthodox system of Indian Philosophy | https://egyankosh.ac.in/bitstream/123456789/37927/1/Unit-1.pdf https://egyankosh.ac.in/bitstream/123456789/35203/1/Unit-4.pdf https://egyankosh.ac.in/bitstream/123456789/35400/1/Unit-4.pdf R. P. Pathak, Philosophical and sociological Perspectives of Education, New Delhi, (2011). Santhosh Vallikkal, Philosophies of Education, A.P.H. Publishing Corporation, New Delhi, (2018). | Sessional test |
| 3. | THOUGHTS OF INDIAN PHILOSOPHER S: | Evaluate the contribution of Indian Philosophy. | Rabindranath Tagore M.K.Gandhi Swami Vivekananda Sri Aurobindo J.Krishnamurti | 1. Elucidate the contributions of Rabindranath Tagore in Education. 2. Expound the contributions of M.K.Gandhi. 3. Explicate the contributions of Swami Vivekananda to Educational development of India. 4. Illustrate the contributions of Sri Aurobindo in the development of education. | Panel discussion on thoughts of Indian philosophers | https://www.youtube.com/watch?v=ddJg3gzYEb8&list=PLbMVogVj5nJQ2peNt_XPOq0qtLR5NMv4R Puligandle. R., Fundamentals of Indian Philosophy, New Bharatiya Book Corporation, New Delhi, (2007). Premila sharma, Philosophy of Education, A.P.H. Publishing Corporation, New Delhi, (2016). | Assignments |

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| | | | | 5. Discuss the educational thoughts of thr J. Krishnamurthi. | | | |
| 4. | BASIC CONCEPT OF WESTERN PHILOSOPHY | Examine the implication of western philosophy with reference to present education system. | Philosophies of Education- Idealism, Realism, Naturalism, Pragmatism and Existentialism | <ol style="list-style-type: none"> 1. Understand the concepts of philosophical foundations of education. 2. Appreciate the concepts of idealisms in education. 3. Recognize the merits of Naturalism in education. 4. Evaluate the implications of pragmatism 5. Explain the contributions of existentialism. | Prepare a multiple choice questions on philosophies of education | <p>https://www.youtube.com/watch?v=HCUv6Yx22O4&list=PLM6LeGBYW4gc0B0ddemhN8XkoVm_IJeKp</p> <p>https://egyankosh.ac.in/bitstream/123456789/22825/1/Unit-2.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/22513/1/Unit-13.pdf</p> <p>Kamal .S. Srinivasan, Sangeeta Srivastava, great Philosophers and Thinkers on Education, A.P.H. Publishing Corporation, New Delhi, (2011).</p> <p>Mujibal Hasan Siddiqui, Philosophical and Sociological Perspectives of Education, New Delhi, (2007).</p> | Mid Semester |
| 5. | THOUGHTS OF WESTERN PHILOSOPHERS | Critically analyse the perspectives of Western philosophers about education. | John Locke, John Dewey, Pestalozzi, Rousseau and Frobel | <ol style="list-style-type: none"> 1. Describe the contribution of John Locke in the process of education. 2. Explain the educational thoughts of John dewey. 3. Evaluate the contributions of Pestalozzi in the education. 4. Reflect the aims of education according to Rousseau. | Explore the aims of Western philosophers on the improvement of education for think -pair share | <p>https://egyankosh.ac.in/bitstream/123456789/38047/1/Unit-5.pdf</p> <p>Dash, Prof. Ramesh Ghanta, A New Approach to Teacher and Education in the Emerging Indian Society, Pvt Neelkamal Publication. Ltd, New Delhi, (2004).</p> | Model Exam |

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| | | | | 5.Illustrate the philosophical thoughts Frobel | discussion. | Dr.Girish Pachauri, Education in Emerging India, Vinay Rakheja, Meerut, (2014). | |
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COURSE PLAN FOR EDUCATIONAL STUDIES

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| COURSE CODE AND TITLE | : | MCC2 - EDUCATIONAL STUDIES |
| NO. OF CREDIT | : | 4 |
| NO OF HOURS | : | 128 |
| SEMESTER | : | I |

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|---|--|---|---|---|---|---|
| | | Lecture | Practical | Tutoring | | |
| <p style="text-align: center;">UNIT I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE (L-19, P- 5, T-6):</p> <p>-Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors Contemporary challenges -Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society -Need for a vision of school education and teacher education -Concepts of quality and excellence in education- it's relation to quality of life</p> | <p>recognise the concept of quality and excellence in education.</p> | <p>Lecturing with Brain Storming (30 minutes)</p> <p>Lecturing With teacher made powerpoint (30 minutes)</p> <p>Ppt presentation</p> | <p>Google slide in contemporary challenges in school education Outline the merits and demerits of various methods by using Google slides (collaborative ICT tools) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (2hours)</p> | <p>https://epathshala.nic.in/pages.php?id=download-app</p> <p>https://egyankosh.ac.in/</p> <p>https://www.youtube.com/user/cedusat</p> <p>https://thekashmirimages.com/2019/05/01/influence-of-society-on-the-process-of-education/</p> | <p>assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring) (CIE)</p> |

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| <p align="center">UNIT II THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE (L-19, P- 5, T-6)</p> <p>Interdisciplinary nature of education; relationships with disciplines/subjects (philosophy, psychology, sociology, management, economics, anthropology) Contribution of science and technology to education and challenges ahead Axiological issues in education: role of peace and other values, aesthetics in education Interrelation between education and development</p> | <p>appreciate the interdisciplinary nature of education.</p> | <p>Lecturing with infographics (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with brainstorming (2 hours)</p> <p>Lecturing with teacher made ppt (2 hours)</p> | <p>Think Pair Share (cooperative learning strategy) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://epathshala.nic.in/pages.php?id=download-app</p> <p>https://egyankosh.ac.in/</p> <p>https://www.youtube.com/user/cecedusat</p> <p>http://www.slideshare.net/pujashrivastav1/science-and-technology-in-education?from_m_app=android</p> | <p>Mid semester Examination (CIE)</p> |
| <p align="center">UNIT III: SOCIO-CULTURAL CONTEXT OF EDUCATION (L-12, P- 7, T-6)</p> <p>social purposiveness of education understanding indian society-with reference to multilingual and multicultural and other diversity process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community education of socio-economically deprived groups based on gender, locality, income differential and different disabilities as reflected in society</p> | <p>Analyse the diversity nature of Indian society</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Group discussion on social purposiveness of education</p> | | <p>https://epathshala.nic.in/pages.php?id=download-app</p> <p>https://egyankosh.ac.in/</p> <p>https://www.youtube.com/user/cecedusat</p> <p>https://shohanasite.wordpress.com/2018/04/02/multilingualism-and-multiculturalism/</p> | <p>Objective based test</p> |

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| <p style="text-align: center;">UNIT IV: SCHOOL CONTEXT (L-15, P -5, T-5)</p> <p>multiple schools contexts-rural/urban, tribal etc role of personnel in school management: teachers, headmasters, and administrators nurturing learner friendly school environment school as site of curricular engagement teacher's autonomy, professional independence and professional competence</p> | <p>Recognise the multiple school context and role of personnel in school management.</p> | <p>Lecturing with teacher made ppt (30 minutes)</p> <p>Lecturing with teacher (1 hour 30 minutes)</p> <p>Lecture with teacher (1 hour 30 min)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher (1 hour)</p> | <p>Analysis of the personal in school managem ent using padlet</p> <p>(collabora tive ICT tool)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://epathshala.nic.in/pages.php?id=download-app</p> <p>https://egyankosh.ac.in/</p> <p>https://www.youtube.com/user/cecedusat</p> <p>https://ijcrt.org/papers/IJCRT2208102.pdf</p> | <p>Mid Semester Examination II (CIE)</p> |
| <p style="text-align: center;">UNIT V: SUPPORT SYSTEMS OF EDUCATION (L-8, P- 5, T-5)</p> <p>principles and guidelines in organising the support systems teacher education-functional relation adequacy and contemporary issues as reflects in ncf (2005) and ncfte 2009 complementarity in participation of different stakeholders in school education- ngos, civil society groups and their support to curricular engagement in schools and monitoring and evaluation of schools reconceptualise of learning resources – textbooks, supplementary books, workbooks, school library, multimedia and ict</p> | <p>Acknowledg e the principles and guidelines in organizing the support systems.</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Seminar on participation of different stakeholders in school education</p> <p>Lecturing with teacher made ppt (1 hour)</p> | | <p>Peer tutoring</p> | <p>https://epathshala.nic.in/pages.php?id=download-app</p> <p>https://egyankosh.ac.in/</p> <p>https://www.youtube.com/user/cecedusat</p> <p>https://slideplayer.com/slide/14742104/</p> | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |

COURSE PLAN FOR TEACHER EDUCATION (PART 1)

COURSE CODE AND TITLE : **MTE1- TEACHER EDUCATION (PART 1)**

NO. OF CREDIT : **4**

NO OF HOURS : **128**

SEMESTER : **I**

| Unit | Course Outcome To Be Achieved | Teaching Learning Activities (With Hours) | | | Resources | Assessment |
|--|---|---|---|----------------------------------|--|---|
| | | Lecture | Practical | Tutoring | | |
| <p align="center">UNIT I L-18, P-6, T-6 TEACHING PROFESSION</p> <p>1) Teachers in India: changing profile, roles and responsibilities.</p> <p>2) Concept of profession-teaching as a profession.</p> <p>3) Nature of teacher education.</p> <p>4) Characteristics and demands of teaching profession.</p> <p>5) Teacher as professionals, professional ethics.</p> <p>6) Challenges in teacher education.</p> | <p>Know the characteristics and demands of teaching professionals</p> | <p>Lecture with demonstration.</p> | <p>Prepare a PPT regarding Teacher as professionals</p> | <p>Group discussion (1 hour)</p> | <p>https://classroom.google.com/c/MjU0NjU5ODQ1Nzk5/p/MzEwNzE1MjI2OTE2/details</p> | <p>Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring) (CIE)</p> |

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| <p align="center">UNIT II L-16, P-4, T-4 TEACHER EDUCATION SYSTEM IN INDIA</p> <p>1) Historical development of teacher education.</p> <p>2) Recent developments in teacher education.</p> <p>3) Recommendations of commission on teacher education.</p> <p>4) Levels of teacher preparations-ECE (Early Childhood Education) elementary and secondary.</p> <p>5) Preparation of teachers for specific areas: work education, vocational education, health and physical education and art education.</p> | <p align="center">Know the teacher education system in India.</p> | <p align="center">Lecture with power point.</p> | <p align="center">Prepare a video regarding recommendations of commission on teacher education</p> | <p align="center">Peer tutoring (1 hour)</p> | | <p align="center">Mid semester Examination (CIE)</p> |
| <p align="center">UNIT III L-15, P-6, T-4 STRUCTURE, CURRICULUM AND MODES OF PRE-SERVICE TEACHER EDUCATION</p> <p>1) Components of pre-service teacher education curriculum of NCERT and NCTE -foundations course, specialization and pedagogy, special fields, school-based practicum and internship.</p> | | <p align="center">Lecture with power point.</p> | | <p align="center">Interactive learning (1 hour)</p> | <p align="center">https://classroom.google.com/c/MjU0NjU5ODQ1Nzk5/p/MjY2NTMyNTgwMzk5/details</p> | |

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| <p>2) Modes of pre-service teacher education face to face, distance and online-merits and limitations.</p> <p>3) Preparations of trainees for teaching – model lessons, criticism lessons, block teaching/internship training, the role of co-operating schools and teacher supervision before classroom teaching, during class teaching.</p> <p>4) New trends in teacher preparation.</p> | <p>Understand the structure, curriculum and modes of pre-service in teacher education.</p> | <p>Lecture with power point.</p> | <p>Prepare a report regarding new trends in teacher preparation</p> | <p>Interactive learning (1 hour)</p> | | <p>Class Participation in class discussions and activities</p> |
| <p>UNIT IV L-14, P-6, T-6 IN-SERVICE TEACHER EDUCATION</p> <p>1) Concept, need for professional development of a teacher, purpose of an in-service teacher education programme, orientation, refresher, workshop, seminar and conference, their meaning and objectives.</p> <p>2) Structure for in-service teacher education-district, state, regional, national level agencies and institution.</p> <p>3) Modes and models of in-service teacher education.</p> | <p>Acquire knowledge in in-service teacher education.</p> | <p>Lecture with demonstration.</p> | | <p>Group activity (1 hour)</p> | <p>https://classroom.google.com/c/MjU0NjU5ODQ1Nzk5/p/Mjc5OTgxMzc0MTk2/details</p> | |

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| <p>4) Planning and in-service teacher education programme.</p> <p>5) Designing and in-service teacher education programme. Steps and guidelines, training curriculum preparation of courses material.</p> <p>6) Organizing an in-service teacher education programme.</p> <p>7) Qualities and characteristics of an in-service teacher educator.</p> | | Lecture with demonstration. | Four corners (Cooperative learning strategy) | Group discussion. (1 hour) | | Mid Semester Examination II (CIE) |
| <p>UNIT V L-15, P-4, T-4 NATIONAL AGENCIES AND TOTAL QUALITY MANAGEMENT.</p> <p>1) Total Quality Management (TQM) In teacher education: concept, need and importance</p> <p>2) Role and function of NCTE, NCERT, NAAC, NUEPA, UGC, DEC, MHRD, SCERT, DTER, RCI.</p> <p>3) Problems in teacher education and suggestion to remedy the problems.</p> | Understand the roles and functions of national agencies and Total Quality Management in teacher educator. | Lecture with power point | Outline the problems and suggestion of teacher education by using Google slides (collaborative ICT tools) | Group activity (1 hour) | https://classroom.google.com/c/MjU0NjU5ODQ1Nzk5/p/Mjk4MDg0MjIwNzIz/details | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |

COURSE PLAN FOR RESEARCH METHODOLOGY

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|------------------------------|---|------------------------------------|
| COURSE CODE AND TITLE | : | MTC1 - RESEARCH METHODOLOGY |
| NO. OF CREDIT | : | 4 |
| NO OF HOURS | : | 128 |
| SEMESTER | : | I |

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|---|--|--|--|-------------------------------|---|--|
| | | Lecture | Practical | Tutoring | | |
| <p>UNIT I: RESEARCH IN EDUCATION: CONCEPTUAL ISSUES (L-15, P-5, T-4)</p> <p>1) Meaning, purpose and areas of educational research</p> <p>2) Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics.</p> <p>3) Planning the research study: Sources of research problems, Criteria for selecting Research problems</p> <p>4) Review of the literature-purpose and resources, e-resource</p> <p>5) Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research</p> | <p>understand the conceptual issues of research in education</p> | <p>Lecturing with Brain Storming (30 minutes)</p> <p>Lecturing With teacher made powerpoint (30 minutes)</p> <p>Lecturing With teacher made powerpoint (2 hours)</p> | <p>Take an environmental issue in your school. Write a suitable research proposal to TANSCHÉ for conducting a research project to solve that issue. (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://youtu.be/Hb7n3O6azak</p> <p>https://egyankosh.ac.in/bitstream/123456789/41933/1/Unit-1.pdf</p> <p>https://archive.mu.ac.in/myweb_test/ma%20edu/Research%20Methodology%20-%20III.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/83267/1/Unit-9.pdf</p> <p>https://archive.mu.ac.in/myweb_test/ma%20edu/Research%20Methodology%20-%20III.pdf</p> <p>https://old.amu.ac.in/emp/studym/99991840.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/41939/1/Unit-4.pdf</p> <p>https://www.youtube.com/watch?v=R3pNZ349HSg</p> | <p>Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring)</p> <p>(CIE)</p> |

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| <p>6) Formulation of Hypotheses: Types and Characteristics</p> <p>7) Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals</p> | | <p>Lecturing With teacher made powerpoint (2 hours)</p> | | <p>Peer tutoring (2hours)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/8380/1/Unit-10.pdf</p> <p>https://byjus.com/physics/hypothesis/</p> <p>https://egyankosh.ac.in/bitstream/123456789/8381/1/Unit-11.pdf</p> <p>https://pressbooks.bccampus.ca/jibceresearchmethods/chapter/14-3-components-of-a-research-proposal/</p> | |
| <p>UNIT II: NON EXPERIMENTAL METHODS OF RESEARCH IN EDUCATION (L-15, P- 6, T-6)</p> <p>1) Steps in Non- Experimental Research</p> <p>2) Simple cases of Causal-Comparative and Correlational research</p> <p>3) Techniques of control: matching, holding the extraneous variable constant and statistical control</p> <p>4) Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective</p> <p>5) Classification by research objectives-Descriptive, Predictive and Explanatory</p> | <p>know the non-experimental methods of research in Education</p> | <p>Lecturing (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with brainstorming (2 hours)</p> <p>Lecturing with teacher made ppt (2 hours)</p> | <p>Construct tools for measuring perceptions and behavior intentions of B. Ed. students about New Education Policy 2020. Validate it. (1 hour)</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://saylordotorg.github.io/text_research-methods-in-psychology/s11-nonexperimental-research.html</p> <p>https://egyankosh.ac.in/bitstream/123456789/20914/1/Unit-4.pdf</p> <p>https://www.scribbr.com/methodology/extraneous-variables/</p> <p>https://www.scribbr.com/frequently-asked-questions/longitudinal-study-vs-cross-sectional-study/</p> <p>https://study.com/academy/lesson/purposes-of-research-exploratory-descriptive-explanatory.html</p> | <p>Mid semester Examination (CIE)</p> |

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| <p style="text-align: center;">UNIT III: EXPERIMENTAL METHODS OF RESEARCH IN EDUCATION (L-15, P- 7, T-5)</p> <p>1) Experimental research –Nature, Variables (independent, dependent and confounding variables)</p> <p>2) Experimental Research designs: Single-Group Pre-test-Post-test Design, Pre-test-Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design</p> <p>3) Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design</p> <p>4) Controlling threats to internal and external validity</p> | <p>know the experimental research in education.</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>To design a study on the effectiveness of blended learning approaches, identify the dependent, independent, and intervening variables. (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>http://www.youtube.com/watch?v=b7t9RrH3Mw</p> <p>https://egyankosh.ac.in/bitstream/123456789/72159/1/Unit-9.pdf</p> <p>https://www.youtube.com/watch?v=mF1vsqVir48</p> <p>https://youtu.be/Ntjd-dXxDaQ</p> <p>https://courses.lumenlearning.com/atd-herkimerresearchmethodsforsocialscience/chapter/chapter-10-experimental-research/</p> <p>https://egyankosh.ac.in/bitstream/123456789/20918/1/Unit-3.pdf</p> <p>https://www.youtube.com/watch?v=a08pgpXZvUk</p> | <p>Field Visit(CIE)</p> |
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| <p>UNIT IV: QUALITATIVE METHODS OF RESEARCH (L-12, P- 5, T-3)</p> <p>1) Qualitative Research: meaning, steps and characteristics</p> <p>2) Qualitative research approaches- Phenomenology, Ethnography, Case studies and Grounded theory- characteristics, types, data collection, analysis and report writing</p> <p>3) Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source</p> <p>4) Mixed Research-meaning, fundamentals principles, strength and weaknesses, types and, limitations</p> | <p>understand the Meaning steps and characteristics of qualitative research</p> | <p>Lecturing with teacher made ppt (30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>You wish to take up a study related to teacher educators' preparedness for NEP-2020. Design a sampling framework and sampling techniques for this study.</p> <p>Four corners (Cooperative learning Strategy) (1 hour)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/8376/1/Unit-8.pdf</p> <p>https://ohiostate.pressbooks.pub/swk3401/chapter/module-3-chapter-2-overview-of-qualitative-traditions/</p> <p>https://egyankosh.ac.in/bitstream/123456789/11202/1/Unit-2.pdf</p> <p>https://edge.sagepub.com/sites/default/files/44402_17%20rq%206th%20ed.doc</p> | <p>Mid Semester Examination II (CIE)</p> |
| <p>UNIT V: SAMPLING AND METHODS OF DATA COLLECTION (L-20, P- 5, T-5)</p> <p>1) Population- Concept and its importance</p> <p>2) Sample-concept of sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples</p> | | <p>Lecturing with teacher made ppt (1 hour)</p> | | <p>Peer tutoring</p> | <p>https://youtu.be/jJQvxTiVhGc</p> <p>https://www.simplilearn.com/tutorials/machine-learning-tutorial/population-vs-sample</p> | |

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| <p>3) Sampling Techniques -Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling. Non- Random Sampling Techniques: convenience sampling, purposive sampling, quota sampling and snowball sampling</p> <p>4) Tests: types, construction and uses. Identifying a tool using reliability and validity information</p> <p>5) Tools and techniques for data collection-Questionnaire: forms, principles of construction. Interview: types, characteristics and applicability, guidelines for conducting interviews.</p> <p>6) Rating scales and Inventories</p> <p>7) Qualitative and quantitative observation- use of the checklist and schedules, time sampling, field notes, role of researcher during observation</p> | <p>acquire knowledge on the sampling techniques and methods of data collection</p> | <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>For the study related to the drug abuse and student dropouts in Tamil Nadu, use the Google Scholar, Research Gate and other search engines to conduct literature survey. (1 hour)</p> | <p>Peer tutoring</p> | <p>https://egyankosh.ac.in/bitstream/123456789/39233/1/Unit-4.pdf</p> <p>https://youtu.be/jJQvxTiVhGc</p> <p>https://egyankosh.ac.in/bitstream/123456789/73586/3/Unit-7.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/42094/1/Unit-3.pdf</p> <p>http://dacee.du.ac.in/web/uploads/pdf/Online%20Study%20Material%20For%20M.Phil./Methods%20of%20Data%20Collection%20%20%20%20Pr of.%20V.%20K.%20Dixit.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/35860/5/Unit-17.pdf</p> <p>http://detsndt.ac.in/nmeict-files/nmeict-summary/edupsycho/ep16/16.6/</p> <p>https://egyankosh.ac.in/bitstream/123456789/23412/1/Unit-1.pdf</p> | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |
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SEMESTER II**COURSE PLAN FOR SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

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|------------------------------|---|---|
| COURSE CODE AND TITLE | : | MCC3 - SOCIOLOGICAL FOUNDATIONS OF EDUCATION |
| NO. OF CREDIT | : | 3 |
| NO OF HOURS | : | 48 |
| SEMESTER | : | II |

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
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| | | Lecture | Practical | Tutoring | | |
| EDUCATIONAL SOCIOLOGY <ul style="list-style-type: none"> ➤ Meaning, nature and scope of Educational sociology ➤ Need and importance of sociological approach in education ➤ Educational sociology and Sociology of education | know the basic concepts of educational sociology | (4 hrs) Lecture with appropriate resources from journals and video | (5 hrs) Discuss the importance of sociological approach in education Analyse the importance of sociological approach in education | (1 hr) Revision of the content and facts through BlooKet | https://nlist.inflibnet.ac.in/search/Record/nl-ej-2225 https://nlist.inflibnet.ac.in/search/Record/978-94-007-1576-9 Swayam Prabha Archived videos https://www.youtube.com/embed/149JxwiADSM https://www.youtube.com/embed/yiATPbdDn5I | e-quiz (Kahoot) Sessional Test |

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| | | | | | https://www.youtube.com/embed/x-9VbPczlCM | |
| <p>SOCIETY AND SOCIAL CHANGE</p> <p>Society- Meaning, Characteristics</p> <p>Social group- Definition, Characteristics, Structure and Types-Primary, Secondary, Tertiary</p> <p>Social Change – Definition, Characteristics and Causes of Social Change (Biological, Physical, Technological and Cultural)</p> <p>Education and social change- Education as a condition, as an instrument and as a result</p> | understand the concept of society, social group and social change | <p>(6 hrs)</p> <p>Lecture with appropriate illustrations</p> | <p>(2 hrs)</p> <p>Demonstrate the types of social group</p> <p>Prepare a concept map on the types of social change</p> | <p>(2 hrs)</p> <p>Revision of the content and Peer tutoring</p> | <p>https://nlist.inflibnet.ac.in/search/Record/EBC617172</p> <p>Swayam Prabha Archived videos</p> <p>https://www.youtube.com/embed/9ORCa7kDg9w</p> | <p>Conduct a debate on the topic ‘The Social Change influences Education Vs. Education influences Social Change’</p> <p>Mid-Semester</p> |
| <p>SOCIAL MOBILITY AND CULTURE</p> <p>Social mobility- definition, types- horizontal and vertical</p> <p>Forms of vertical social mobility- inter, intra and structural</p> <p>Culture- meaning, nature and elements</p> <p>Concept of sub culture,</p> | acquaint with the concept of social mobility and culture | <p>(4 hrs)</p> <p>Lecture with appropriate resources from journals and video</p> | <p>(4 hrs)</p> <p>Conduct a seminar on the forms and components of social mobility</p> | <p>(2 hrs)</p> <p>Revision of the content</p> | <p>Swayam Prabha Archived videos</p> <p>https://www.youtube.com/embed/tLJmcbRgXPc</p> | <p>Online quizzes</p> <p>Mid-Semester</p> |

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| ethnocentrism, cultural diffusion and cultural lag, acculturation and enculturation | | | | | | |
| <p>COMMUNITY AND MODERNIZATION</p> <p>Education and Community development- definition, elements and difference between society and community</p> <p>Education and modernisation- meaning, characteristics and dimensions</p> | analyse the trends of of democracy and and modernization | <p>(5 hrs) Lecture with appropriate resources from journals and video</p> | <p>(3 hrs) Discuss the differences between society and community</p> | <p>(2 hrs) Revision of the content and Peer tutoring</p> | <p>Swayam Prabha Archived videos https://www.youtube.com/embed/cDXnHkaRfv0</p> | <p>Class Test</p> <p>Preparation of term papers</p> |
| <p>SOCIALISATION AND SOCIAL PROCESSES</p> <p>Education and Socialization- Meaning, maturation and sociality</p> <p>Social processes- Cooperation, Competition, Conflict, Accommodation and Assimilation</p> <p>Agencies of socialization- Family, School, Peer Group, Religious Institution and</p> | acquire knowledge on social process and agencies of socialization | <p>(4 hrs) Lecture with demonstration</p> | <p>(4 hrs) Discuss the social processes happen at school</p> | <p>(1 hrs) Revision of the content</p> | <p>Swayam Prabha Archived videos https://www.youtube.com/embed/YIDz1Pi91AM https://www.youtube.com/embed/XbWO_fwJDU</p> | <p>Class Test</p> <p>Online quizzes</p> <p>Model Examination</p> <p>Semester</p> |

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| Mass Media | | | | | | | Examination |
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COURSE PLAN FOR ADVANCED EDUCATIONAL PSYCHOLOGY

COURSE CODE AND TITLE : **MCC4 ADVANCED EDUCATIONAL PSYCHOLOGY**

NO. OF CREDIT : **4**

NO OF HOURS : **128**

SEMESTER : **II**

| unit | Course learning outcomes to be achieved | Teaching learning activities with hours | | | Resources | Assessment |
|--|---|---|---|--|---|---|
| | | Lecture | Practical | tutoring | | |
| <p align="center">UNIT -1 PSYCHOLOGICAL BASIS OF EDUCATION AND LEARNER (L-2, P-7, T-5)</p> <p>1. Psychology as an applied science – Contributions of various schools of Psychology: Psychoanalysis – Sigmund Freud, Humanistic - Carl Rogers - Maslow, Behaviouristic - Watson, Cognitive – Piaget with reference to adolescence level.</p> <p>2. Methods of Psychology – Introspection, Descriptive, Observation, Case study, Survey, Experimental, Developmental.</p> | <p>Identify the behaviour of students by applying suitable methods of psychology.</p> | <p>Lecturing with teacher made power point (1hour)</p> <p>Lecturing with teacher made power point (1hour)</p> | <p>Highlight the key points of contribution of various schools of psychology using Google Slides (4hours)</p> <p>Discussion on methods of psychology Using Flipgrid (3 hours)</p> | <p>Peer tutoring (1hour 30 minutes)</p> <p>Peer tutoring (1hour 30 minutes)</p> <p>Co - operative learning strategy – One stray (2hours)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/39821/3/Block%202.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/23568/1/Unit-1.pdf</p> | <p>Through presentation in flipgrid</p> |

| <p align="center">UNIT -2 LEARNING & MOTIVATION (L-15, P-7, T-2)</p> | | | | | | |
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| <p>1.Learning – meaning, definition and importance factors.</p> <p>2.Theories –</p> <ul style="list-style-type: none"> • Developmental theory, • vygotsky’s theory, • Constructivist theory- • Kolb’s theory , • Field theory – • Kurt Lewin’s Field theory. <p>3.Motivation -meaning, Biogenic and Sociogenic motives</p> <p>4. Approaches:</p> <ul style="list-style-type: none"> • Behavioural, • Humanistic, • Cognitive and • Sociocultural <p>5. Theories:</p> <ul style="list-style-type: none"> • Instinct theory, • Arousal theory, • Vrooms • Expectancy model, • Level of Aspiration | <p>predict thedevelopmental tasks of infancy, childhood, adolescence, and adult.</p> <p>Apply the approaches of motivation for facilitating prospective teachers</p> | <p>Lecturing with teacher made ppt. (2hours)</p> <p>Lecturing with teacher made ppt. (5 hours)</p> <p>Lecturing with Brainstorming. (3 hours)</p> <p>Lecturing with teacher made ppt. (5 hours)</p> | <p>Think Pair Share(cooperative learning strategy) (2 hours)</p> <p>Fishbowl technique cooperative learning strategy) (3hours)</p> <p>Highlight the key points of theories related to motivation using padlet (2 hours)</p> | <p>Peer tutoring (1hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://www.egyankosh.ac.in/bitstream/123456789/46577/1/Unit-1.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/61469/2/Unit-9.pdf</p> <p>https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/</p> <p>https://egyankosh.ac.in/bitstream/123456789/62919/1/Unit-5.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/12221/1/Unit-10.pdf</p> | <p>Preparation of padlet</p> <p>Mid semester Examination (CIE)</p> |

| <p align="center">Unit -3 Intelligence And Creativity (L-15, P-7, T-7)</p> | | | | | | |
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| <p>1.Intelligence: Definition , Intelligence types, concept of IQ, Measurement of intelligence.</p> <p>2.Theories :</p> <ul style="list-style-type: none"> • Triarchic theory, • multiple intelligence theory, burtvernons' hierarchy theory, • cattell • carol theory and • PASS(Planing , attention, arousal, simultaneous and successive), • theory- • Educational implications <p>3.Creativity – Definition, factors affecting creativity</p> <p>4. Theories-</p> <ul style="list-style-type: none"> • Eysencks' theory, • addiction theory and • humanistic theory <p>5.Models-</p> <ul style="list-style-type: none"> • Geneplore and • Graham wallas • Model of creativity • Programmes and strategies to enhance creativity. | <p>Analyse the kinds of intelligence</p> | <p>Lecturing with teacher made power point (3hours 30 minutes)</p> <p>Lecturing with teacher made ppt (4 hours)</p> <p>Lecturingwith teacher made ppt (4hours)</p> <p>Lecturing with teacher made ppt (3hour 30 minutes)</p> | <p>Jigsaw activity (Cooperative learning strategy) (3hours)</p> <p>Think pair share (cooperative learning strategy) (4hours)</p> | <p>Peer tutoring (3 hours)</p> <p>Peer tutoring (2 hours)</p> <p>Peer tutoring (2hours)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/62926/1/Unit-8.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/20701/1/Unit-3.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/20700/1/Unit-4.pdf</p> <p>https://creativeagni.com/ezone/2012/01/creativity-techniques-creative-process-the-graham-wallas-5-stage-model-illustration-of-instructional-designer-elearning-course-developer-in-delhi-india/</p> | <p>By reflective action in sharing their points</p> |

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| <p style="text-align: center;">Unit- 4 Personality (L-13, P-7, T-6)</p> <p>1. Personality- meaning, definitions 2. Theories-</p> <ul style="list-style-type: none"> • type theory, • trait theory, • psychoanalytic theory <p>3. Measuring personality-</p> <ul style="list-style-type: none"> • subjective, • objective method and • projective techniques. | <p>Incorporate the strategies to measure personality</p> | <p>Lecturing with teacher made ppt (4hours)</p> <p>Lecturing with teacher made ppt (4hours 30 minutes)</p> <p>Lecturing with teacher made ppt (4hours 30 minutes)</p> | <p>Rally coach co-operative learning strategy (7 hours)</p> | <p>Peer tutoring (3 hours 30 minutes)</p> <p>Peer tutoring (2 hours 30 minutes)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/6513/3/Unit-9.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/21177/1/Unit-1.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/20815/1/Unit-3.pdf</p> | <p>By discussing the concept.</p> <p>Mid Semester Examination II (CIE)</p> |
| <p style="text-align: center;">Unit - 5 Mental health ad self-regulation (L-12, P-7, T-1)</p> <p>1. Mental Health Concept- strategies for strengthening mental health of students and teachers 2. Mental hygiene – concept and importance- students unrest and conflict: nature, cause, conflict resolution and management. 3. Adjustment – meaning and process- mechanism – adjustment problems of children and adolescences– maladjustment causes 4. Self – regulation: meaning- factors influencing self-regulation , components and types of self-regulation</p> | <p>Incorporate the strategies to measure suitable self-regulation strategies</p> | <p>Lecturing with teacher made ppt (3 hours)</p> <p>Lecturing with teacher made ppt (2 hours)</p> <p>Lecturing with teacher made ppt.(3 hours 30 minutes)</p> | <p>Four corners co operative Strategy (3 hours 30 minutes)</p> <p>Preparing concept map (3 hours 30 minutes)</p> | <p>Peer tutoring (1hour)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/39788/3/Unit-1.pdf</p> <p>https://www.wikilectures.eu/w/Mental_hygiene</p> <p>https://egyankosh.ac.in/bitstream/123456789/25756/1/Unit-7.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/8894/1/Unit-4.pdf</p> | <p>Using concept map activity</p> <p>Model Examination (CIE)</p> |

COURSE PLAN FOR GUIDANCE AND COUNSELLING

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|------------------------------|---|---------------------------------------|
| COURSE CODE AND TITLE | : | MCC5 -GUIDANCE AND COUNSELLING |
| NO. OF CREDIT | : | 4 |
| NO OF HOURS | : | 128 |
| SEMESTER | : | II |

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|--|---|---|---|----------------------|---|---|
| | | Lecture | Practical | Tutoring | | |
| <p style="text-align: center;">UNIT I: GUIDANCE AND GUIDANCE MOVEMENT IN INDIA (L-14, P-6, T-7)</p> <p>1. Guidance</p> <ul style="list-style-type: none"> ➤ Meaning, ➤ Definitions, ➤ Aims, ➤ Nature, ➤ Principles, ➤ Need and scope <p>2.Types</p> <ul style="list-style-type: none"> ➤ Education, ➤ Vocation, ➤ Avocation, ➤ Personal, ➤ Social, ➤ Health, ➤ Marital, ➤ Moral | <p>internalize the basic principles of Guidance and ways to improve guidance services</p> | <p>Lecturing with Teacher made PowerPoint</p> | <p>Outline the merits of various types of Guidance.</p> | <p>Peer tutoring</p> | <p>https://www.toppr.com/bytes/meaning-principles-and-need-of-guidance/</p> <p>https://archive.mu.ac.in/myweb_test/ma%20edu/M.A.%20Edu.%20Guid.%20&%20Coun..pdf</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/46269/1/Unit-7.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/47105/1/Unit-8.pdf</p> | <p>Assign activity should be done through Google classroom and assigned by the teacher.</p> |

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| <p>3. Group guidance –</p> <ul style="list-style-type: none"> ➤ Meaning, ➤ Definition, ➤ Objectives, ➤ Problems, ➤ Significance ➤ Techniques, Uses. <p>4. History of guidance movement in India</p> <p>5. Problems of guidance movement- ways to improve guidance services in India</p> | <p>analyze the significance of Group guidance</p> | <p>Lecturing with Teacher made PowerPoint</p> | <p>Outline the merits and various techniques of Group guidance</p> | <p>Peer tutoring</p> | <p>https://theselfdiscoveryblog.com/full-history-of-guidance-and-counseling-in-india-1947-to-date/</p> <p>https://www.yogiraj.co.in/problems-of-guidance</p> | |
| <p style="text-align: center;">UNIT - II GUIDANCE SERVICES IN SCHOOLS (L-13, P-6, T-6)</p> <p>1.Guidance services at</p> <ul style="list-style-type: none"> ➤ different school level ➤ Meaning, ➤ Significance, ➤ types and steps <p>2.Organisation and</p> <ul style="list-style-type: none"> ➤ administration of Guidance ➤ services in schools <p>3.Role of guidance personnel</p> | | | | | <p>https://www.egyankosh.ac.in/bitstream/123456789/46270/1/Unit-6.pdf</p> <p>https://www.yourarticlelibrary.com/india-2/education-india-2/guidance-services-provided-to-students-in-school-education/90003</p> | |

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| <p>4. Career and occupational</p> <ul style="list-style-type: none"> ➤ information ➤ sources, gathering, ➤ filing, and ➤ dissemination- ➤ career corner- ➤ career conference- ➤ career exhibitions <p>5.Guidance students with individual differences-</p> <ul style="list-style-type: none"> ➤ gifted and ➤ slow learners <p>6. Guidance for differently abled learners</p> <ul style="list-style-type: none"> ➤ physically challenged, ➤ visually challenged and ➤ hearing impaired <p>7.Guidance for dropouts and socially dis-advantaged children –</p> <ul style="list-style-type: none"> ➤ juvenile delinquents, Alcoholics, ➤ Addicts <p>8.Guidance services to eradicate</p> <ul style="list-style-type: none"> ➤ sexual harassment, ➤ Eve teasing, ➤ Gender discrimination in educational institutions | <p>Analyze effective guidance services in schools</p> | <p>Lecturing with Teacher made Thinklink</p> | <p>Four corners (Cooperative learning Strategy)</p> | <p>Peer tutoring</p> | <p>https://educationposter.blogspot.com/2013/01/guidance-and-counselling-educational.html</p> <p>https://www.academia.edu/14961895/Organization and Administration of Guidance</p> <p>https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf</p> | <p>Flip grid preparation</p> |
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| <p>UNIT III COUNSELLING (L-13, P-6, T-4)</p> <ol style="list-style-type: none"> 1. Counselling meaning, characteristics, objectives, need, functions and principles 2. Difference between Counselling and Guidance <ul style="list-style-type: none"> ➤ Types- ➤ directive, ➤ non-directive and ➤ eclectic counselling 3. Therapies in counselling- <ul style="list-style-type: none"> ➤ psycho- behavioural therapy, ➤ psycho - analytic therapy and ➤ gestalt therapy 4. Individual and group Counselling - meaning, requirements and uses | <p>Create effective. types of counselling</p> | <p>Lecturing with Thinklink</p> | <p>Think pair share (cooperative learning strategy)</p> | <p>Peer tutoring</p> | <p>https://www.edumilestones.com/blog/details/what-is-counselling-definition-types-process</p> <p>https://egyankosh.ac.in/bitstream/123456789/21206/1/Unit-1.pdf</p> <p>https://www.edumilestones.com/blog/details/what-is-counselling-definition-types-process</p> <p>https://lacounselling.com/2013/02/26/with-so-many-types-of-counselling-approaches-out-there-which-ones-right-for-you/</p> <p>https://egyankosh.ac.in/bitstream/123456789/21257/1/Unit-2.pdf</p> | <p>Canva preparation</p> |
| <p>UNIT IV BASIC COUNSELLING SKILLS AND ETHICS IN COUNSELLING (L-18, P-7, T-3)</p> <ol style="list-style-type: none"> 1. Counsellor – <ul style="list-style-type: none"> ➤ qualities and functions ➤ Counselling skills - observation skills, questioning, | | <p>Lecturing with PPT</p> | | <p>Peer tutoring</p> | <p>https://positivepsychology.com/counseling-skills/</p> <p>https://egyankosh.ac.in/bitstream/123456789/67297/1/Block-2.pdf</p> | |

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| <ul style="list-style-type: none"> ➤ communication skills (Listening, Feedback, Non-Verbal), making notes and reflections <p>2. Counselling interview –</p> <ul style="list-style-type: none"> ➤ interviewing ➤ Characteristics ➤ Types, ➤ Techniques ➤ developing case histories, collecting, documenting information, <p>3. working with other professionals</p> <ul style="list-style-type: none"> ➤ Ethics in counselling- professional ethics, ➤ need for ethical standards, ➤ ethical codes and guidelines | <p>apply and demonstrate the principles of counselling skills</p> | | <p>Activity by using Concept map(Collaborative ICT Tool)</p> | <p>Peer tutoring</p> | <p>https://egyankosh.ac.in/bitstream/123456789/39918/1/Unit-1.pdf</p> <p>https://work.chron.com/professional-personal-ethical-issues-responsibilities-concerns-counseling-27853.html</p> <p>https://www.counsellingconnection.com/index.php/2009/12/08/what-are-ethics/</p> | <p>Reflective writing on Developmental characteristics of Counsellor</p> |
| <p>UNIT V: TESTING AND NON –TESTING DEVICES IN GUIDANCE AND COUNSELLING (L-15, P-6, T-4)</p> <p>1. Testing devices in</p> <ul style="list-style-type: none"> ➤ guidance and counselling meaning, ➤ need, ➤ importance and limitations | | | | | | |

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| <p>2. Role of testing techniques in guidance and counselling</p> <p>3. Uses of psychological tests:</p> <ul style="list-style-type: none"> ➤ Intelligence tests, ➤ aptitude tests, ➤ personality inventories, ➤ attitude scales, ➤ achievement tests ➤ creativity tests <p>4. Uses of mitigating f frustration and</p> <ul style="list-style-type: none"> ➤ Conflict <p>5. Non-testing devices-</p> <ul style="list-style-type: none"> ➤ observation, ➤ cumulative record, ➤ anecdotal record, ➤ case study, ➤ autobiography, ➤ rating scale and ➤ sociometry | <p>employ the testing and non-testing devices while teaching</p> | <p>Lecturing with teacher made ppt</p> | <p>Fishbowl technique cooperative learning strategy)</p> | <p>Peer tutoring</p> | <p>https://egyankosh.ac.in/bitstream/123456789/46271/1/Unit-5.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/46271/1/Unit-5.pdf</p> <p>https://ccsuniversity.ac.in/bridge-library/pdf/Dept-Education-1705-MEd-IV-SEM-Testing-Devices.pdf</p> <p>https://www.verywellmind.com/feel-less-frustrated-when-stressed-3145200</p> <p>https://leverageedu.com/blog/types-of-psychological-tests/</p> | <p>Padlet preparation</p> |
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COURSE PLAN FOR TEACHER EDUCATION (PART II)

COURSE CODE AND TITLE : MTE2- TEACHER EDUCATION (PART II)

NO. OF CREDIT : 4

NO OF HOURS : 128

SEMESTER : II

| Unit | Course Outcomes To Be Achieved | Teaching Learning Activities With Hours | | | Resources | Assessment |
|--|---|---|-----------|------------------------|---|--|
| | | Lecture | Practical | Tutoring | | |
| <p align="center">UNIT I L-15, P-7, T-6 HISTORICAL BACKGROUND AND OBJECTIVES OF SECONDARY TEACHER EDUCATION IN INDIA</p> <p>1) Development of secondary teacher education during- pre-independence and post-independence period.</p> <p>2) Secondary teacher education: concept, objectives, scope.</p> | Understand the knowledge of historical background of secondary teacher education. | Lecture through videos. | | Peer tutoring (1 hour) | <p align="center">https://classroom.google.com/c/MjU0NjU5ODQ1Nzk5/p/MjYzMjE3MTU4MTEy/details</p> | Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring) (CIE) |

**UNIT II
L-13, P-6, T-4
STRUCTURE AND
MANAGEMENT OF TEACHER
EDUCATION**

- 1) Structure of teacher education system of India- its merits and limitations.
- 2) Universalization of secondary education and implications for teacher education at this secondary education.
- 3) Challenges and strategies of secondary education of India have been included.
- 4) Preparing teachers for different contexts of school education- structural and substantive arrangements in the TE programme.
- 5) Professional development of teachers and teacher educators- present practice s and avenues.
- 6) Systemic factors influencing the quality of pre and in-service education of secondary education.

Know the structure of secondary education.

Lecture through power point.

Interactive learning (1 hour)

<https://classroom.google.com/c/MjU0NjU5ODQ1Nzk5/p/MzEwNzE1MjI2OTE2/details>

<https://classroom.google.com/c/NDg1ODI0NzY4MzM2/p/NTE0NzUyODEwOTQ0/details>

<https://classroom.google.com/c/NDg1ODI0NzY4MzM2/p/NTIwMjkzNjI2NDQx/details>

Mid semester Examination (CIE)

UNIT III
L-15, P-8, T-7
CURRICULUM PLANNING AT
SECONDARY LEVEL

- 1) Structure of different school's boards at secondary level: Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), Indian Certificate of Secondary Education (ICSE) and State Board.
- 2) Types of school education: government, government aided and private-in-service and pre-service. Teacher education institution at secondary level.
- 3) Quality issues in secondary education
Quality: meaning and definitions-enrolment, dropout and achievement at secondary and higher secondary level.
- 4) Universalization of secondary education-Rastriya Madhyamik Shiksha Abhiyan
- 5) Equalities of education opportunities-education for girls, disadvantaged, differently abled children and slow learners.

Know the issues in secondary education.

Lecture through power point.

Group discussion (1 hour)

<https://classroom.google.com/c/NDg1ODI0NzY4MzM2/p/NDk0NTc3MTE2MDMz/details>

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| <p>UNIT IV (L-16, P-6, T-6) COMMISSION AND AGENCIES OF SECONDARY TEACHER EDUCATION</p> <p>1) Teacher education organisations at different levels: role and functions of BRCs, CRCs, DIETs (District level), NCERT, RIEs, NUEPA, NCTE, RCI (National level).</p> | <p>Organization of elementary education</p> | <p>Lecture through power point</p> | | <p>Group activity (1 hour)</p> | <p>https://classroom.google.com/c/NDg1ODI0NzY4MzM2/p/NDk0ODY5OTE5NjA4/details</p> | <p>Mid Semester Examination II (CIE)</p> |
| <p>UNIT V (L-10, P-5, T-4) ASSESSMENT AND EVALUATION IN TEACHER EDUCATION</p> <p>1. CCE in teacher education Formative and Summative Evaluation: Norm referenced, criterion referenced evaluation.</p> <p>2. Evaluation of school experience / internship programmes.</p> <p>3. Assessment of teaching proficiency: criterion, tools & techniques.</p> <ul style="list-style-type: none"> ➤ Portfolio assessment. ➤ Assessment of higher order cognitive abilities. ➤ Assessment of practical work/field experiences. | <p>Acquire of knowledge of assessment and evaluation in teacher education.</p> | <p>Lecture through demonstration and power point</p> | | <p>Group activity (1 hour)</p> | <p>https://classroom.google.com/c/NDg1ODI0NzY4MzM2/p/NDk0ODY5OTE5NjA4/details</p> | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |

SEMESTER III**COURSE PLAN FOR HISTORY AND POLITICAL ECONOMY OF EDUCATION**

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| COURSE CODE AND TITLE | : | MCC6 - HISTORY AND POLITICAL ECONOMY OF EDUCATION |
| NO. OF CREDIT | : | 4 |
| NO OF HOURS | : | 128 |
| SEMESTER | : | III |

| S. No | Unit | Course outcomes | Topics | Learning outcomes | Collaborative tasks | Learning sources | Assessment |
|-------|---|--|---|--|--|--|---------------------|
| 1. | EDUCATION IN PRE-INDEPENDENT INDIA | Recognize the historical perspective of education in pre and post independent India. | Ancient India: Vedic, Buddhist, Jain Medieval India: Sultanate and Mughal period Colonial Period: Oriental Vs. Anglicist Education, Macaulay's Minutes, Woods Despatch, Indian Education (Hunter) Commission, Hartog Committee. | Students will be able to; 1.Explain the significance of Vedic and Buddhist education 2.Illustrate the difference between Sultanate and Mughal period education 3.Acquire the knowledge of the historical perspective of education in pre and Post independent Indian 4. Describe the need of Hunter Commission in Indian Education | Group discussion on the education in post-independence | https://egyankosh.ac.in/bitstream/123456789/8276/1/Unit-11.pdf https://egyankosh.ac.in/bitstream/123456789/21705/1/Unit-20.pdf https://egyankosh.ac.in/bitstream/123456789/10118/1/Unit%201.pdf https://egyankosh.ac.in/bitstream/123456789/22088/1/Unit-26.pdf | Internal assessment |

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| | | | | 5. Explore the relevance Macaulay's Minutes and Woods Despatch | | | |
| 2. | EDUCATION FOR AN EQUITABLE SOCIETY IN A GLOBAL ERA | Explain the concept of education for an equitable society in a global era. | <p>Right to Education Act (RTE)</p> <p>Education for the marginalized group, Girls education and Inclusive education</p> <p>Right to Education, Implication of GATT, WTO for Education</p> <p>Education for all: Dakar Framework for action, Autonomy of Higher Education</p> | <p>Students will be able to;</p> <ol style="list-style-type: none"> 1. Analyze the importance of RTE Act 2. Describe the need of education for the marginalized group 3. Compare and contrast between GATT, WTO for Education. 4. Understand the implications of various contribution through education for an equitable society. 5. Elaborate the essentials of the Girls education in the society. | Round ronin discussion on RTE | <p>https://egyankosh.ac.in/bitstream/123456789/8527/1/Unit%206.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/27400/1/Unit-12.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/27418/1/Unit-22.pdf</p> | Sessional test |
| 3. | POLITICAL PERSPECTIVES OF EDUCATION | Identify the importance of political reforms and its influence on education. | <p>Concept of Politics and need in Education, Perspectives on the Politics of Education: Liberal, Conservative and Critical</p> <p>Approaches to understanding Politics: Behavioralism, Theory of Systems analysis and theory of rational choice</p> <p>Political reforms and</p> | <p>Students will be able to;</p> <ol style="list-style-type: none"> 1. Know the Concept of Politics in Education 2. Describe the Perspectives on the Politics of Education 3. Elloborate Theory of Systems analysis 4. Explain the Political reforms on Education 5. Illustrate the need of education for political | Group discussion on Approaches to understandi ng Politics | <p>https://egyankosh.ac.in/bitstream/123456789/8247/1/Unit-9.pdf</p> | Assignments |

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| | | | Education, Education for political development and Political socialization | development and Political socialization | | | |
| 4. | ECONOMICS OF EDUCATION | Describe the need of Economics of education. | <p>Concept, Need and Principles of Economics of Education</p> <p>Cost Benefit Analysis in Educational Planning: Meaning, purpose and cost benefit Vs Cost Effective analysis, Unit cost and Capital cost; Social and Individual cost; recurring and Non-recurring cost, Opportunity cost.</p> <p>Theories of economics and its influence on Education: Human capital theory, signalling theory</p> | <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Know the concept and need of Economics of Education. 2. Illustrate the purpose of Cost Benefit Analysis in Educational Planning. 3. Compare and contrast between cost benefit Vs Cost Effective analysis. 4. Explain the importance of Unit cost and Capital cost 5. Demonstrate the Theories of economics and its influence on Education. | Scaffolding discussion with Socratic circle on cost benefit Vs Cost Effective analysis | <p>https://egyankosh.ac.in/bitstream/123456789/42552/1/Unit-3.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/42551/1/Unit-2.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/6224/1/Unit-2.pdf</p> | Mid Semester |
| 5. | INDIAN ECONOMY | Analyse the influence of globalisation, liberalization and privatization on education. | <p>Globalization, liberalization and privatization of economic development.</p> <p>Environmental concerns</p> <p>Agrarian economy: key features, land ownerships, landlessness, agriculture production and marketing</p> <p>Social and political movements in Indian Economy.</p> | <p>Students will be able to;</p> <ol style="list-style-type: none"> 1. Develop the understanding of the Perspectives on Political economy of education. 2. Explain the importance of Environmental concerns. 3. explore the need of LPG in the present situation. 4. Describe Agrarian economy. | Group brainstorming discussion on features of agrarian economy | <p>https://egyankosh.ac.in/bitstream/123456789/8531/1/Unit-9.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/77589/1/Unit-14.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/20170/1/Unit-1.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/27284/1/Unit-29.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/37993/1/Unit-25.pdf</p> | Model Exam |

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| | | | 5.Determine Social and political movements in Indian Economy | | | |
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COURSE PLAN FOR CURRICULUM STUDIES

COURSE CODE AND TITLE : **MSC1- CURRICULUM STUDIES**

NO. OF CREDIT : **4**

NO OF HOURS : **128**

SEMESTER : **III**

| Unit | Course Outcomes To Be Achieved | Teaching Learning Activities (With Hours) | | | Resources | Assessment |
|---|---|--|-----------|-------------------------------|--|---|
| | | Lecture | Practical | Tutoring | | |
| <p>UNIT I (L-12, P-7, T-5) NATURE, PRINCIPLES AND DETERMINANTS OF CURRICULUM.</p> <p>1) Meaning and concepts of curriculum; curriculum as a body of organized knowledge, inert and live curriculum</p> <p>2) Components of curriculum; objectives, content, transaction mode and evaluation.</p> <p>3) Philosophical and ideological basis of curriculum.</p> <p>4) Principles of Integration.</p> <p>5) Theories of curriculum development (Descriptive, Prescriptive, Critical, Personal, Scientific, Naturalistic, Curriculum, Johnson's, Macdonald's).</p> <p>6) Determinants of curriculum.</p> | <p>Understands the nature of principles and determinants of curriculum.</p> | <p>Lecture with the help of videos and demonstration</p> | | <p>Peer tutoring (1 hour)</p> | <p>https://classroom.google.com/c/MjU0NjU5ODQ1Nzk5/p/MzkyNTQzOTMwMTU3/details</p> | <p>Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring) (CIE)</p> |

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| <p style="text-align: center;">UNIT II L-14, P-8, T-7 APPROACHES IN CURRICULUM STUDIES</p> <p>1) Subject centred, Learner centred, Community centred, and Humanistic curriculum, Role of the teacher in social Reconstructionist curriculum Relevance, Flexibility, Quality, Contextualise and Plurality.</p> <p>2) Curricular aspects in educational experiences in and out of school contexts.</p> <p>3) Curriculum frameworks of school education and teacher education.</p> | <p style="text-align: center;">Know approaches to and inquiry in curriculum studies.</p> | <p style="text-align: center;">Lecture through demonstration method</p> | | <p style="text-align: center;">Project-based learning (1 hour)</p> | <p style="text-align: center;">Mid semester Examination (CIE)</p> |
| <p style="text-align: center;">UNIT III L-6, P-7, T-1 MODELS OF CURRICULUM DEVELOPMENT</p> <p>1) Tylers-1949 model</p> <p>2) Hilda Taba-1962 model.</p> <p>3) Wiles and Bondi-1989 model</p> <p>4) Need, assessment model</p> <p>5) Futuristic model</p> <p>6) Vocational/Training model.</p> | <p style="text-align: center;">Acquire the process of curriculum development</p> | <p style="text-align: center;">Lecture with chalkboard teaching method</p> | | <p style="text-align: center;">Interactive learning (1 hour)</p> | <p style="text-align: center;">Mid semester Examination II (CIE)</p> |

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| <p style="text-align: center;">UNIT IV L-13, P-7, T-5 ISSUES IN CURRICULUM DEVELOPMENT</p> <ol style="list-style-type: none"> 1) Centralized vs Decentralized Curriculum. 2) Diversity in Teachers' competence and problem of curriculum load. 3) Participation of Functionary and Beneficiaries in Curriculum Development. | <p>Identify issues in curriculum development.</p> | <p>Lecture with power point presentation</p> | | <p>Peer tutoring (1 hour)</p> | | |
| <p style="text-align: center;">UNIT V L-13, P-6, T-4 CURRICULUM TRANSCATION AND EVALUATION</p> <ol style="list-style-type: none"> 1) Curriculum transaction – meaning, definition, components of curriculum transaction. 2) Basis of curriculum transaction, teaching-learning process and creating an effective environment. 3) Models of evaluation – Scientific, Positivistic, Tylerian, Stake's Congruence Contingency. 4) Types of evaluation – content, input, process and product. | <p>Understand the curriculum transaction and evaluation.</p> | <p>Lecture with proper resources and power point presentation</p> | | <p>Group discussion (Blended learning) (1 hour)</p> | | <p style="text-align: center;">Model Examination (CIE)</p> <p style="text-align: center;">End Semester Examination</p> |

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| <p>4) Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, characteristics of Normal Probability curve and its applications</p> <p>5) Asymmetrical distributions - Skewed, kurtic</p> | | <p>Lecturing With teacher made PowerPoint (2 hours)</p> <p>Lecturing With teacher made PowerPoint (2 hours)</p> | | <p>Peer tutoring (2hours)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/46958/1/Unit-15.pdf</p> <p>https://byjus.com/maths/normal-distribution/</p> <p>https://egyankosh.ac.in/bitstream/123456789/46958/1/Unit-15.pdf</p> <p>https://www.igntu.ac.in/eContent/IGNTU-eContent-467281593500-B.Com-4-Prof.ShailendraSinghBhadouriaDean&-BUSINESSSTATISTICS-All.pdf</p> | |
| <p>UNIT II: DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA-2 (L-16, P-5, T-5)</p> <p>1) Relative Positions: Percentile Rank, z-scores.</p> <p>2) Examining Relationships: Scatter plots and their interpretation, Product Moment; Rank, Biserial, Point-Biserial, Tetra-choric, Phi coefficient, Partial and Multiple correlations</p> <p>3) Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction</p> | <p>represent in tabular and graphical forms and compute relevant measures of average and measures of variation</p> | <p>Lecturing with infographics (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with brainstorming (2 hours)</p> | <p>Discuss the statistical techniques applied in an M.Phil thesis and suggest alternative statistical tools / methods which shall give better results.</p> | <p>Peer tutoring (1 hour)</p> <p>Peer tutoring (1 hour)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/46055/1/Unit-15.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/67239/1/Block-2.pdf</p> <p>https://us.sagepub.com/sites/default/files/upm-assets/78103_book_item_78103.pdf</p> | <p>Mid semester Examination (CIE)</p> |

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|---|--|---|---|-------------------------------|---|--|
| <p>UNIT III: INFERENCE ANALYSIS OF QUANTITATIVE DATA-1 (L-15, P-6, T-6)</p> <p>1) Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean</p> <p>2) Testing of Hypotheses- types of Error, Levels of Significance</p> <p>3) Testing the Significance of difference between the following statistics for independent and correlated samples: Proportions, Means (including small samples), Variances</p> | <p>examine relationship between and among different types of variables of research study</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p>Take a research report published in any journal. Identify the statistical techniques used in it and suggest alternative statistical techniques for testing the hypothesis with substantiation for your claims.</p> | <p>Peer tutoring (1 hour)</p> | <p>https://youtu.be/U5Cg-fCtkZ0</p> <p>https://egyankosh.ac.in/bitstream/123456789/20962/1/Unit-2.pdf</p> <p>https://www.mlsu.ac.in/econtents/1531_TYPE%201%20AND%202.pdf</p> <p>https://www.cimt.org.uk/projects/mepres/alevel/fstats_ch4.pdf</p> | |
| <p>UNIT IV: INFERENCE ANALYSIS OF QUANTITATIVE DATA-2 (L-15, P-6, T-5)</p> <p>1) Analysis of variance and Covariance (ANOVA and ANCOVA)- concept, assumptions and uses</p> <p>2) Analysis of Frequencies using Chi-square - Chi-square as test of goodness of fit and test of independence, contingency coefficient and its uses</p> <p>3) Non-Parametric statistics - assumptions and uses of sign test, rank test and median test</p> | <p>estimate the characteristics of populations based on their sample data</p> | <p>Lecturing with teacher made ppt (30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> | <p>Take the scores of dependent variables and some independent variables. Conduct a Regression Analysis and interpret the results. (Use SPSS / MS-Excel)</p> | <p>Peer tutoring (1 hour)</p> | <p>https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004150932360308shambhavi_ANOVA_SM.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/23473/1/Unit-1.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/20951/1/Unit-1.pdf</p> | <p>Mid Semester Examination II (CIE)</p> |

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| <p style="text-align: center;">UNIT V DATA ANALYSIS IN QUALITATIVE AND MIXED RESEARCH AND REPORT WRITING (L-14, P-6, T-4)</p> <p>1) Memoing, Analysis of visual data, segmenting, coding and developing category systems</p> <p>2) Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results</p> <p>3) Report Writing: General Principles, Format and Style (APA), Preparation of Research Abstracts/Executive Summary and References and Bibliography.</p> | <p style="text-align: center;">use appropriate procedures to analyse qualitative data</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> | <p style="text-align: center;">From the scores collected from the questionnaire, find out the reliability of the instrument using different correlation techniques</p> | <p style="text-align: center;">Peer tutoring</p> | <p>https://www.slideshare.net/SaritaAnand/coding-segmenting-categorizing-in-qualitative-data-analysis</p> <p>https://pdp.sjsu.edu/people/fred.prochaska/courses/ScWk242Spring2013/s2/Chapter-17-Qualitative-Data-Analysis_242-Session-2.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/43737/1/Unit-22.pdf</p> | <p style="text-align: center;">Model Examination(CIE)</p> <p style="text-align: center;">End Semester Examination</p> |
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COURSE PLAN FOR SECONDARY & HIGHER SECONDARY EDUCATION IN INDIA

COURSE CODE AND TITLE : **MSL1 - SECONDARY & HIGHER SECONDARY EDUCATION IN INDIA**

NO. OF CREDIT : **4**

NO OF HOURS : **128**

SEMESTER : **III**

| Unit | Course learning outcomes to be achieved | Teaching learning activities with hours | | | Resources | Assessment |
|--|--|--|--|---|--|---------------------------|
| | | Lecture | Practical | Tutoring | | |
| <p align="center">Unit 1 Introduction to secondary and higher secondary education (L-12, P-8, T-5)</p> <p>1. Concept, meaning, objectives, need and significance of secondary education</p> <p>2. Nature, scope, function and systems of secondary and higher secondary education</p> <p>3. Status of secondary and higher secondary education</p> <p>4. Socio-cultural, economic, political, and statutory environment of secondary and higher secondary education in India</p> | <p>outline the Status of Secondary and Higher Secondary Education in India</p> | <p>Lecturing with teacher made ppt (2hours 30minutes)</p> <p>Lecturing with teacher made ppt (4 hours 30minutes)</p> <p>Lecturing with teacher made ppt (5hours)</p> | <p>Flipgrid activity (2hours)</p> <p>Debate on status of higher secondary education in India (3hours)</p> <p>Collaborative learning Google slide activity (3hours)</p> | <p>Peer tutoring (2hours)</p> <p>Peer tutoring (3hours)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/71563/1/Unit-7.pdf</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/8339/1/Unit-1.pdf</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/79460/1/Unit-3.pdf</p> | <p>Flip grid activity</p> |

| <p style="text-align: center;">Unit 2</p> <p style="text-align: center;">POLICIES, PROGRAMMES AND COMMISSIONS (L-15, P-8, T-5)</p> | | | | | | |
|---|---|---|--|---|---|--|
| <p>1. Agencies of policy making-</p> <ul style="list-style-type: none"> ➤ NCERT, ➤ SCERT and ➤ NUEPA <p>2. Policies and schemes</p> <ul style="list-style-type: none"> ➤ National Policy of Education (NEP-1992), ➤ National Scheme of Incentives to Girls for Secondary Education (2008) <p>3. National Programmes-</p> <ul style="list-style-type: none"> ➤ Rashtriya Madhyamik Shiksha Abhiyan (RMSA) ➤ Inclusive Education for Disabled at Secondary Stage, ➤ The Adolescence Education Programme (AEP), ➤ NCF-2005. <p>4. Commissions –</p> <ul style="list-style-type: none"> ➤ Secondary Education Commission (1952-53) ➤ Kothari commission (1964-66), ➤ Programme of Action, ➤ National Policy of Education (NPE-1986) ➤ Ramamurti Review Committee (1990), ➤ Janardhan Reddy Committee (1992), ➤ Yashpal, Committee (1993) ➤ | <p>internalize the different Policies and Programmes of secondary and higher secondary Education in India</p> | <p>Lecturing with teacher made ppt (3hours)</p> <p>Lecturing with teacher made ppt (2hours)</p> <p>Lecturing with teacher made ppt (4hours 30minutes)</p> <p>Lecturing with teacher made ppt (6hours 30minutes)</p> | <p>Padlet activity (2hours)</p> <p>Podcast activity (2hours)</p> <p>Jigsaw activity Cooperative learning strategy (4hours)</p> | <p>Peer tutoring (2hours)</p> <p>Peer tutoring (3hours)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/8345/1/Unit-7.pdf</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/71552/1/Unit-3.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/46505/1/Unit-13.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/46289/1/Unit-13.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/43368/1/Unit-1.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/8526/1/Unit%205.pdf</p> | <p>Padlet and podcast activity</p> <p>Mid semester Examination (CIE)</p> |

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| <p style="text-align: center;">Unit 3 SYSTEM AND STRUCTURE OF DIFFERENT SCHOOL BOARDS (L-13, P-6, T-6)</p> <ul style="list-style-type: none"> ➤ Central Board of Secondary Education (CBSE), ➤ Secondary School Certificate Board (SSC) <ul style="list-style-type: none"> ➤ State Board, ➤ Higher secondary school Certificate Board (HSC), ➤ Indian Certificate of Secondary Education (ICSE) <p>2. Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special-Needs Schools</p> <p>3. Organizational Structure of school in India, Types of School Education (Government, Government aided, Private, International)</p> | <p>demonstrate the System and Structure of secondary and higher secondary education in India</p> | <p>Lecturing with teacher made ppt (5hours)</p> <p>Lecturing with teacher made ppt (3hours)</p> <p>Lecturing with teacher made ppt (5hours)</p> | <p>Debate on pros and cons of various boards of schools (1hour)</p> <p>School visit (5hours)</p> | <p>Peer tutoring (2hours)</p> <p>Peer tutoring (2hours)</p> <p>Peer tutoring (2hours)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/46992/1/Unit-2.pdf</p> <p>https://egyankosh.ac.in/handle/123456789/46913</p> <p>https://egyankosh.ac.in/bitstream/123456789/71559/1/Block-2.pdf</p> | <p>On reflective writing of school visit</p> |
| <p style="text-align: center;">Unit -4 PROBLEMS AND CHALLENGES OF SECONDARY AND HIGHER SECONDARY EDUCATION (L-13, P- 7, T-5)</p> <p>1. Problems and challenges - Universalization of secondary education and alternative schooling at secondary stage</p> | <p>investigate the problems and challenges of secondary and higher secondary education.</p> | <p>Lecturing with teacher made ppt (4hours)</p> | <p>Analyse and prepare a report on problems and challenges in universalization of secondary education (5hours)</p> | <p>Peer tutoring (2hours)</p> | <p>https://egyankosh.ac.in/handle/123456789/46505</p> | <p>On reflective journal writing</p> |

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| <p>2.Problems, challenges and strategies - Access, enrolment, dropout, achievement, equality of educational opportunities, education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problem</p> | | <p>Lecturing with teacher made ppt (9hours)</p> | <p>Think pair share cooperative learning strategy (2hours)</p> | <p>Peer tutoring (3hours)</p> | <p>https://egyankosh.ac.in/handle/123456789/7926 https://egyankosh.ac.in/bitstream/123456789/6939/1/Unit-7.pdf</p> | <p>Mid semester Examination II (CIE)</p> |
| <p style="text-align: center;">Unit -5 TEACHING AND LEARNING STRATEGIES (L-12, P-6, T-7)</p> <p>1. General principles to curricular approaches – Active Learning Methodology (ALM), Learning by observation, contextual learning, Virtual learning, field trips and explorations</p> <p>2. Group Methods- Team Teaching, Co-operative Learning, Inquiry Based Learning.</p> <p>3. Individualized Instruction Programmed Instruction, Computer Assisted Instruction, Self-Instructional Module.</p> | <p>devise different teaching and learning strategies for secondary and higher secondary education.</p> | <p>Lecturing with teacher made ppt. (5hours)</p> <p>Lecturing with teacher made ppt (3hours)</p> <p>Lecturing with teacher made ppt (4hours)</p> | <p>Four corners cooperative learning strategy (3hours)</p> <p>Collaborative learning Padlet activity (3hours)</p> | <p>Peer tutoring (2hours)</p> <p>Peer tutoring (2hours 30 minutes)</p> <p>Peer tutoring (2hours 30 minutes)</p> | <p>https://www.uobabylon.edu.iq/eprints/publication_6_22938_47.pdf https://files.eric.ed.gov/fulltext/EJ1184198.pdf https://ce.uwex.edu/tip-sheets/Inquiry-basedlearning.pdf https://egyankosh.ac.in/bitstream/123456789/7867/1/Unit-7.pdf https://egyankosh.ac.in/handle/123456789/46526 https://egyankosh.ac.in/bitstream/123456789/47145/1/Unit-7.pdf</p> | <p>By padlet activity</p> <p>Model examination</p> |

SEMESTER IV**COURSE PLAN FOR ADVANCED TECHNIQUES OF INSTRUCTION**

COURSE CODE AND TITLE : **MCC7 - ADVANCED TECHNIQUES OF INSTRUCTION**
NO. OF CREDIT : **4**
NO OF HOURS : **128**
SEMESTER : **IV**

| UNIT | COURSE OUTCOMES TO BE ACHIEVED | TEACHING LEARNING ACTIVITIES (WITH HOURS) | | | RESOURCES | ASSESSMENT |
|---|--|--|------------------|-------------------------|------------------|--|
| | | LECTURE | PRACTICAL | TUTORING | | |
| UNIT I L-12, P-7, T-4 TASK OF TEACHING 1) Teaching task- meaning, definition. 2) Variables in teaching- independent, dependent, inventing 3) Phases and operation of teaching task- pre-active, inter- active, post- active. 4) Levels of teaching task- Memory, | Acquire the knowledge of the concepts and phase of teaching task | Lecture through power point | | Group activity (1 hour) | | Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring) (CIE) |

understanding, and reflective level.

UNIT II

L-15, P-8, T-6

PRINCIPLES AND MAXIMS OF TEACHING

- 1) General principles of teaching- planning, flexibility, utilizing past experiences, individual differences, correlate with other subjects, conducive environment.
- 2) Psychological principles of teaching- repetition, feedback and reinforcement, sympathy and co-operation, utilizing group of dynamics, encouraging and remedial teaching.
- 3) Maxims of teaching- from known to unknown, simple to complex, concrete to abstract, particular to

Understands the principles and maxims of teaching

Lecture with appropriate resources and videos

Interactive learning (1 hour)

Mid semester Examination (CIE)

| | | | | | | |
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| <p>4) Factors contributing to effective teaching- Effective Classroom Communication.</p> | teaching | discussion method | | discussion (1 hour) | | (CIE) |
| <p>UNIT V L-11, P-6, T-5 MODELS OF TEACHING</p> | | | | | | |
| <p>1) Models of teaching- concept, definition, types and fundamental elements.</p> | | | | | | <p>Model Examination (CIE)</p> |
| <p>2) Bruner's concept attainment model</p> | <p>Understand the various models of teaching</p> | <p>Lecture with the help of videos and demonstration</p> | | <p>Peer tutoring (1 hour)</p> | | |
| <p>3) Glaser's classroom meeting model</p> | | | | | | |
| <p>4) Roger's Non- directive model</p> | | | <p>End Semester Examination</p> | | | |
| <p>5) Skinner's contingency management model</p> | | | | | | |
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COURSE PLAN FOR MSC2 EDUCATIONAL TECHNOLOGY AND ICT IN EDUCATION

COURSE CODE AND TITLE : **MSC2 EDUCATIONAL TECHNOLOGY AND ICT IN EDUCATION**

NO. OF CREDIT : **4**

NO OF HOURS : **128**

SEMESTER : **IV**

| Unit | Course learning outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|--|--|---|--|---|---|--|
| | | Lecture | Practical | Tutoring | | |
| <p align="center">Unit 1</p> <p align="center">Nature and scope of Educational Technology (L -13,P-7,T-5)</p> <p>1. Educational technology concept and nature</p> <p>2. Forms of ET- Teaching technology , instructional technology and behaviour technology</p> <p>3. Approaches to ET- hardware, software and system approach</p> <p>4. Instructional design – concept , process and stages.</p> | Recognises the forms of Educational technology | <p>Lecturing with teacher made ppt (3 hours)</p> <p>Lecturing with teacher made ppt (3hours)</p> <p>Lecturing with teacher made ppt (3hours 30 minutes)</p> <p>Lecturing with teacher made ppt (3 hours 30 minutes)</p> | <p>Jigsaw activity</p> <p>Co-operative strategy (3 hours 30 minutes)</p> <p>Think pair share</p> <p>Co-operative strategy (3 hours 30 minutes)</p> | <p>Peer tutoring (3 hours)</p> <p>Peer tutoring (2 hours)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/63861/1/Block-1.pdf</p> <p>https://specialeducationnotes.co.in/C15unit1.htm</p> <p>https://egyankosh.ac.in/handle/123456789/861</p> <p>https://www.egyankosh.ac.in/bitstream/123456789/70926/1/Unit-1.pdf</p> | On sharing their points in cooperative learning activity |

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| <p align="center">Unit -2 Communication modes in education (L- 15, P-6-T-5)</p> <p>1.Communication- concept, objectives, process, elements kinds and modes of communication</p> <p>2.principles of effective communication – techniques and strategies for effective classroom communication.</p> <p>3.Barriers in communication- suggestion to overcome barriers in communication (general classroom)</p> | <p>Acknowledges the barriers in communication</p> | <p>Lecturing with teacher made ppt (4 hours 30 minutes)</p> <p>Lecturing with teacher made ppt (5hour 30 minutes)</p> <p>Lecturing with teacher made ppt (5 hours)</p> | <p>Discussion on barriers and suggestion to overcome barriers in education by collaborative tool Flipgrid (6 hours)</p> | <p>Peer tutoring (2hours)</p> <p>Peer tutoring (3hours)</p> | <p>https://www.egyankosh.ac.in/bitstream/123456789/72742/1/Unit-1.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/17383/1/Unit-2.pdf</p> | <p>Through discussion activity</p> <p>Mid semester Examination (CIE)</p> |
| <p align="center">Unit – 3 Audio – visual Media In Education (L-14,P-8,T-5)</p> <p>1.Teleconferencing- audio ,video, web based conferencing</p> <p>2. audio – visual media – meaning and importance</p> <p>3. Radio broadcast and audio recordings- criteria for selection of instructional units, script writing, pre – production, post –production process and practices</p> <p>4. Role of AIR /Gyanavani in education</p> <p>5. Role EDUSAT In Education, Digital conferencing</p> | <p>Justify the role of audio visual media in Education</p> | <p>Lecturing with teacher made ppt (6 hours 30 minutes)</p> <p>Lecturing with teacher made ppt (7 hours 30 minutes)</p> | <p>Organize a teleconferencing programme among the students itself (4 hours)</p> <p>Write an audio – video script (3 hours)</p> <p>Fishbowl technique Co-operative strategy (1 hours)</p> | <p>Peer tutoring (3hours)</p> <p>Peer tutoring (2hours)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/8895/1/Unit-15.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/8967/1/Unit-3.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/46885/1/Unit-10.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/8366/1/Unit-3.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/41855/1/Unit-8.pdf</p> | <p>Through teleconferencing programme</p> |

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| <p align="center">Unit - 4 New horizons of educational technology (L-14,P-6,T-6)</p> <p>1. Online learning – concept , salient features and advantages</p> <p>2. E learning – concept, elements and advantages</p> <p>3. Artificial intelligence in education – meaning and history , AI integrated education, principles and objectives of AI integrated learning, role of schools in success of AI integrated learning, meeting of national goals through AI Integration, Assessment of AI integrated learning.</p> | <p>Internalize the new horizons of educational technology like teleconferencing online learning and E learning.</p> | <p>Lecturing with teacher made ppt (5 hours 30 minutes)</p> <p>Lecturing with teacher made ppt (8 hours 30 minutes)</p> | <p>Discuss the difference between online and E learning using Google slides (2hours)</p> <p>Analyse and write a report on scope of AI in Indian education (4hours)</p> | <p>Peer tutoring (2hours)</p> <p>Peer tutoring (4hours)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/41856/1/Unit-9.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/86439/1/Unit-1.pdf</p> | <p>Through reflective writing</p> <p>Mid semester Examination II (CIE)</p> |
| <p align="center">Unit -5 ICT In Education (L-14,P-6,T-4)</p> <p>1. ICT – limitations in Indian Education NP-tel virtual lab, OER</p> <p>2. ICT – Meaning , concept, dimensions , advantages and disadvantages</p> <p>3. Applications of Information and communication technologies: classroom and ICT internet and the web 1.0, web 2.0 and web 3.0 tools.</p> | <p>Adapt web 1.0, web 2.0, web 3.0, ICT tools in classrooms</p> | <p>Lecturing with teacher made ppt (5 hours 30 minutes)</p> <p>Lecturing with teacher made ppt (7 hours)</p> | <p>Highlight the pros and cons of ICT usage in Indian Education using Google slides (4hours)</p> | <p>Peer tutoring (2hours)</p> <p>Peer tutoring (2hours)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/46301/1/Unit-1.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/8353/1/Unit-3.pdf</p> <p>https://egyankosh.ac.in/bitstream/123456789/34887/1/Unit-6.pdf</p> | <p>Through google slides activity</p> <p>Model Examination (CIE)</p> |



COURSE PLAN FOR INCLUSIVE EDUCATION

| | | |
|------------------------------|---|---------------------------------|
| COURSE CODE AND TITLE | : | MTB1 INCLUSIVE EDUCATION |
| NO. OF CREDIT | : | 4 |
| NO OF HOURS | : | 128 |
| SEMESTER | : | IV |

| Unit | Course learning outcomes to be achieved | Teaching learning activities with hours | | | Resources | Assessment |
|---|--|---|--|--|---|---|
| | | Lecturing | Practical | Tutoring | | |
| <p style="text-align: center;">Unit -1 Introduction to Inclusive Education (L-13, P-7, T-4)</p> <p>1. Inclusive education- meaning, definition, concept and importance</p> <p>2. Historical perspectives of inclusive education</p> <p>3. Difference between special, integrated an inclusive education.</p> <p>4. Advantages Of inclusive education in the context of right to education.</p> | <p>understand the concept of inclusive education</p> | <p>Lecturing with teacher made ppt (4hours)</p> <p>Lecturing with teacher made ppt (3hours)</p> <p>Lecturing with teacher made ppt (3hours)</p> <p>Lecturing with teacher made ppt (3hours)</p> | <p>Padlet activity (4hours)</p> <p>Flipgrid activity (3hours)</p> | <p>Peer tutoring (2hours)</p> <p>Peer tutoring (2hours)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/8496/1/Unit-12.pdf</p> <p>https://www.youtube.com/watch?v=zwg2VBg5Fkc</p> <p>https://www.youtube.com/watch?v=uq051BD6xG8</p> <p>https://www.youtube.com/watch?v=u4Gdco4jeSQ</p> | <p>Through flip grid and pad let activity</p> |

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| <p style="text-align: center;">Unit -2</p> <p style="text-align: center;">Current Issue in Inclusive Education ((L-15, P-7, T-7))</p> <p>1.Early identification and placement in inclusive school</p> <p>2.Development of plus curriculum</p> <p>3.Co-ordination and utility of resources</p> <p>4. NCF and adaptation of teaching learning material</p> <p>5.Research priority in inclusive education</p> | <p>Recognizes current issues in inclusive education.</p> | <p>Teacher made ppt (3hours)</p> <p>Teacher made ppt (3hours)</p> <p>Teacher made ppt (3hours)</p> <p>Teacher made ppt (3hours)</p> <p>Teacher made ppt (3hours)</p> | <p>Think pair share (3hours)</p> <p>Collaborative learning Google slide activity (4hours)</p> | <p>Peer tutoring (3hours)</p> <p>Peer tutoring (4hours)</p> | <p>https://www.youtube.com/watch?v=s9GzbMmqvp4</p> <p>https://egyankosh.ac.in/handle/123456789/51942</p> <p>https://egyankosh.ac.in/bitstream/123456789/35093/1/Unit-12.pdf</p> | <p>Through collaborative learning</p> <p>Mid semester Examination (CIE)</p> |
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| <p style="text-align: center;">Unit -3</p> <p style="text-align: center;">National and international initiatives</p> <p style="text-align: center;">(L-15, P-7, T-5)</p> <p>1. Recommendations of the Indian Education Commission (1964-66)</p> <p>2. Scheme of Integrated Education for Disabled Children</p> <p>3. National Policy on Education (NPE) 1986 and 1992</p> <p>4. The Persons with Disabilities Act (PWD Act, 1995)</p> <p>5. National Curriculum Framework, 2005</p> <p>6. The Mental Health Act 1987</p> <p>7. Rehabilitation Council of India Act, 1992</p> | <p>Understand the framework of National and International Initiatives</p> | <p>Teacher made ppt (3hours)</p> <p>Teacher made ppt (2hours 30 minutes)</p> <p>Teacher made ppt (2hours)</p> <p>Teacher made ppt (3hours)</p> <p>Teacher made ppt (2hours)</p> <p>Teacher made ppt (2hours 30 minutes)</p> | <p>Jigsaw activity (2hours)</p> <p>Four corners (3hours)</p> <p>Concept map (2hours)</p> | <p>Peer tutoring (2hours)</p> <p>Peer tutoring (2hours)</p> <p>Peer tutoring (1hour)</p> | <p>https://egyankosh.ac.in/bitstream/123456789/46471/1/Unit-7.pdf</p> <p>https://www.youtube.com/watch?v=rWmsSpjV34s</p> <p>https://www.youtube.com/watch?v=D2PalZlmSwk</p> <p>https://egyankosh.ac.in/bitstream/123456789/8526/1/Unit%205.pdf</p> <p>https://www.youtube.com/watch?v=3jjhvIRyCDA</p> | <p>Through concept map preparation</p> |
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| <p style="text-align: center;">Unit -4</p> <p style="text-align: center;">Teacher preparation for Inclusive Education</p> <p style="text-align: center;">(L-13, P-6, T-5)</p> <p>1. Teaching skills, competencies, and professional ethics for teachers in inclusive education</p> <p>2. Role of teacher training institutions in preparing teachers for inclusive education</p> <p>3. Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School</p> <p>4. Use of Information Communication Technology (ICT) in inclusive classroom</p> | <p>Apply the Teaching competency skills of Inclusive Education</p> | <p>Teacher made ppt (4hours 30 minutes)</p> <p>Teacher made ppt (4hours)</p> <p>Teacher made ppt (2hours 30 minutes)</p> <p>Teacher made ppt (4hours)</p> | <p>Special school visit (5hours)</p> <p>Reflective journal writing on school visit</p> | <p>Peer tutoring (2hours)</p> <p>Peer tutoring (3hours)</p> | <p>https://www.youtube.com/watch?v=FgrM4QzuZVM</p> <p>https://egyankosh.ac.in/bitstream/123456789/46322/1/Unit-15.pdf</p> | <p>Through reflective journal writing on school visit</p> <p>Mid semester Examination II (CIE)</p> |
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| <p style="text-align: center;">Unit -5</p> <p style="text-align: center;">Planning and management of inclusive education</p> <p style="text-align: center;">(L-12, P-7, T-5)</p> <p>1. Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource, and Instructional Practices</p> <p>2. Curriculum and Curricular Adaptations for Diverse Learners</p> <p>3. Classroom Evaluation Practices</p> <p>4. Management of Inclusive Education Classrooms</p> | <p style="text-align: center;">Recognize the Planning and management of inclusive education</p> | <p>Teacher made ppt (3hours)</p> <p>Teacher made ppt (2hours)</p> <p>Teacher made ppt (3hours)</p> <p>Teacher made ppt (4hours)</p> | <p>Plan two activities for co-operative learning in inclusive classrooms (3hours)</p> <p>Discussion on Curriculum and Curricular Adaptations for Diverse Learners (4hours)</p> | <p>Peer tutoring (3hours)</p> <p>Peer tutoring (2hours)</p> | <p>https://www.youtube.com/watch?v= S_Z3sJeIHic</p> <p>https://www.youtube.com/watch?v=z_MqOfW4iKh8</p> <p>https://www.youtube.com/watch?v=cnJ4uZCtCcc</p> | <p>Through discussion activity</p> <p>Modal Examination (CIE)</p> |
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COURSE PLAN FOR EDUCATIONAL ADMINISTRATION AND LEADERSHIP

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| COURSE CODE AND TITLE | : | MTB2 - EDUCATIONAL ADMINISTRATION AND LEADERSHIP |
| NO. OF CREDIT | : | 4 |
| NO OF HOURS | : | 128 |
| SEMESTER | : | IV |

| S. No | UNIT | Course outcomes | Topics | Learning outcomes | Collaborative tasks | Learning sources | Assessment |
|--------------|--|--|---|--|---|---|---------------------|
| 1. | EDUCATIONAL ADMINISTRATION AND MANAGEMENT | Recognize stages in the management process | <p>Meaning, definition, objectives and characteristics</p> <p>Levels of management- Top, Middle and Low level</p> <p>Stages in the Management Process – Planning, organizing, leading, controlling</p> <p>Principles of democratic administration</p> <p>Administrative structure of education at different levels and transparency in educational administration</p> | <p>Students will be able to;</p> <p>1. Know the Meaning, definition, objectives and characteristics of educational administration</p> <p>2. Explain the Levels of management</p> <p>3. Illustrate the Stages in the Management Process</p> <p>4. Elaborate Principles of democratic administration</p> <p>5. Understand the concept of Administrative structure of education at different levels</p> | Round ronin discussion on characteristics of a good administrator | <p>https://educationssce.blogspot.com/2019/03/med-notes-unit-i.html</p> <p>https://educationssce.blogspot.com/2019/03/med-unit-i-notes.html</p> <p>Balsara, Maitrya,(2002). Administration Reorganization of Teacher. New Delhi: Kaniska.</p> <p>Gitika Dutta, (2020). Managing Academic Institution for Educational Excellence, Delhi Neelkamal Publications.</p> <p>https://www.youtube.com/watch?v=BFm0LRGwluU</p> | Internal assessment |

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| 2. | INSTITUTIONAL PLANNING | Identify the aims and objectives of institutional planning | <p>Meaning, definition and characteristics</p> <p>Aims and objectives of Institutional Planning</p> <p>Steps in preparation of institutional planning</p> <p>Role of head in institutional planning</p> <p>Areas of Institutional planning- administration, academic, curricular activities, evaluation, discipline, school records and registers, school community relationship and health and physical education</p> | <p>Students will be able to;</p> <ol style="list-style-type: none"> 1. Describe the Meaning and characteristics of Institutional Planning 2. Acquire the aims and objectives of Institutional Planning 3. Analyze the Steps in preparation of institutional planning 4. Illustrate the Role of head in institutional planning 5. Acquire the Areas of Institutional planning | Submit a report on institutional plan for starting a primary school in your area. | <p>Balaramulu, D, Sujatha, M, & Seshasree, V. (2020), School Culture, Leadership & Teacher Development, Delhi; Neelkamal Publications.</p> <p>Dash, B.N. (2020). School Organisation, Administration and Management, Delhi: Neelkamal Publications.</p> | Sessional test |
| 3. | EDUCATIONAL LEADERSHIP | Categories the styles of leadership | <p>Leadership – Meaning and nature</p> <p>Theories of Leadership- great man theory, path-goal theory, participative theory</p> <p>Styles of Leadership – (democratic, autocratic and laissez faire)</p> <p>Time management techniques and manager as a good leader</p> <p>Principal characteristics of effective educational leadership</p> | <p>Students will be able to;</p> <ol style="list-style-type: none"> 1. Elaborate the importance Educational leadership 2. Describe briefly about the Theories of Leadership 3. Illustrate the Styles of Leadership 4. Assimilate the Time management techniques and manager as a good leader 5. Explore the effectiveness educational leadership | Round Robin discussion on time management techniques | <p>Jagannath Mohanty, (2020). Educational Management Supervision, School Organisation, Delhi: Neelkamal Publications.</p> <p>Kaushik, V.K. (2002). School Administration & Organization. New Delhi: Anmol Prakashan.</p> <p>https://www.youtube.com/watch?v=zwoPdmj0Oh4</p> <p>https://www.youtube.com/watch?v=BOxFvaqQ8k</p> <p>https://www.youtube.com/watch?v=4c23BuordZA</p> | Assignments |

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| 4. | <p style="text-align: center;">TQM IN EDUCATION AND MANAGEMENT OF RESOURCES</p> | <p>Recognize the application of total quality management in education</p> | <p>Concept, need and principles of TQM in Education Basic elements in TQM Application of TQM in education - physical resources, human resource development and health practices Management of Finance and Budgeting</p> | <p>Students will be able to; 1.Know the concept and principles of TQM in Education 2. Analyze the Basic elements in TQM 3. Elaborate the - physical resources, human resource development in TQM 4.Describe the health practices in TQM 5. Assimilate the Management of Finance and Budgeting</p> | <p>Group discussion on co-curricular activities for promoting human rights education at secondary level</p> | <p>https://educationssce.blogspot.com/2019/05/key-principles-of-tqm.html Mohanti, B.(2001).School Administration and Supervision. New Delhi: Deep and Deep. Vashist, S.R.(2002). Classroom School Administration. New Delhi: Anmol Prakashan</p> | <p>Mid Semester</p> |
| 5. | <p style="text-align: center;">HEAD OF INSTITUTION AND LEADERSHIP ROLES</p> | <p>Describe the role of head of the institutions</p> | <p>Qualities of successful Principal- Professional, Educational and Human personality Importance of head of institution and functions or duties of principals Principals relationship with staff, pupils and parents Principal's role in leading and managing educational change and improvement – gender issues, diversity and multiculturalism</p> | <p>Students will be able to; 1.Elaborate the Qualities of successful Principal 2.Elaborate the functions and duties of principals 3. Explain of principals relationship with staff, pupils and parents 4.Describe the Principal's role in leading and managing educational change 5. understand and describe the gender issues, diversity and multiculturalism</p> | <p>Visit different schools and observe the daily work schedule of the school Head</p> | <p>https://educationssce.blogspot.com/2020/05/educational-change-unit-5.html Mohanti, J.(2002). Education Administration, Supervision and School Management. New Delhi: Deep and Deep. Pandya, S.R. (2001). Administration and Management of Education. Mumbai: Himalya. 10. Shukla, S.P.(2000). Education Administration, Organization and Health Education. Agra: Vinod Prakashan.</p> | <p>Model Exam</p> |

COURSE PLAN FOR VALUE EDUCATION

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|------------------------------|---|-------------------------------|
| COURSE CODE AND TITLE | : | MOE1 - VALUE EDUCATION |
| NO. OF CREDIT | : | 4 |
| NO OF HOURS | : | 128 |
| SEMESTER | : | IV |

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
|---|--|---|--|--|--|--|
| | | Lecture | Practical | Tutoring | | |
| UNIT I: VALUES L-14, P-6, T-5 values definition, objectives, Classification core values and sub values constitutional values, human values resolution of value conflict need for developing value system | recognise the concept of quality and excellence in education. Identify the value and value crisis | Lecturing with Brain Storming (30 minutes) Lecturing With teacher made powerpoint (30 minut Lecturing With teacher made powerpoint (2 hours) Lecturing With teacher made powerpoint (2 hours) | Outline the merits and demerits of various methods by using Google slides (collaborative ICT tools) (1 hour) | Peer tutoring (1 hour) Peer tutoring (2hours) | https://www.iberdrola.com/talent/value-education#:~:text=Value%20education%20therefore%20promotes%20tolerance,the%20conservation%20of%20the%20environment https://epathshala.nic.in/pages.php?id https://egyankosh.ac.in/ https://www.youtube.com/user/cecedusat | Assigned activity should be done and reported to leaders and leaders should be reported through Google spread sheets (Peer tutoring) (CIE) |
| UNIT II VALUE EDUCATION | appreciate the interdisciplinary | Lecturing with brainstorming (2 hours) | Using collaborative learning | Peer tutoring (1 hour) | https://www.youtube.com/user/cecedusat | Mid semester Examinatio |

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| <p>L-13, P-7,T-6</p> <p>value education definition, need, objectives, and importance.</p> <p>Approaches to value education DPT,ICA, CIA,TAA</p> <p>evolution of value oriented education - ancient, mediaeval, modern periods</p> <p>various commission and value oriented education</p> | <p>nature of education.</p> | <p>Lecturing with teacher made ppt (2 hours)</p> | <p>strategy think pair share</p> <p>Value educator</p> | <p>Peer tutoring (1 hour)</p> | <p>https://egyankosh.ac.in/</p> <p>https://epathshala.nic.in/pages.php?id=download-app</p> <p>https://www.skedsoft.com/books/human-values-prof-ethics-1/evolution-of-value-oriented-education</p> | <p>n (CIE)</p> |
| <p>UNIT III:</p> <p>VALUES HIGHLIGHTED IN MAJOR RELIGIONS AND BY PERSONALITIES</p> <p>L-15, P-7,T-5</p> <p>values emphasized in different religious scriptures and religions – vedas and upanishads bhagavadgita, bible, kuran, jainism, buddism values advocated by ramakrishna paramahansa, sri sarada devi, swami vivekananda, swami chidbhavananda, mahatma gandhi</p> | <p>Analyse the diversity nature of Indian society</p> <p>Recognise the importance of values highlighted by great personality</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1hour)</p> | <p>Using blended learning approach Four corners</p> <p>Values emphasized religious and personality</p> | <p>Peer tutoring (1 hour)</p> | <p>https://epathshala.nic.in/pages.php?id=download-app</p> <p>https://youtu.be/Y5RxM8f32IA</p> <p>https://egyankosh.ac.in/</p> <p>https://www.youtube.com/user/cecedusat</p> | <p>Objective based test</p> |
| <p>UNIT IV:</p> <p>VALUE INCULCATION AND VALUE ASSESSMENT AND EVALUATION</p> <p>(L-14, P -7, T-5)</p> | <p>Apply the method of teaching values, value based curriculum and</p> | <p>Lecturing with teacher made ppt (30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30)</p> | <p>Analysis of the personal in school</p> | <p>Peer tutoring (1 hour)</p> | <p>https://epathshala.nic.in/pages.php?id=download-app</p> | <p>Mid Semester Examination II (CIE)</p> |

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| <p>methods of teaching values- value based curriculum – curricular, co-curricular and extra- curricular activities. identification of proper values for school children at different levels and righteous living - elementary, secondary and higher secondary</p> <p>nature of evaluation scheme in value oriented education three tier system of evaluation – observation, value scales, and situational tests.</p> | <p>value assessment</p> | <p>minutes)</p> <p>Lecturing with teacher made ppt (1 hour 30 minutes)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (1 hour)</p> <p>Lecturing with teacher made ppt (30 minutes)</p> | <p>management using padlet (collaborative ICT tool)</p> | | <p>https://egyankosh.ac.in/</p> <p>https://www.youtube.com/user/cecedusat</p> <p>https://www.parents.com/parenting/better-parenting/values-to-teach-your-child-by-age-10/</p> | |
| <p>UNIT V: ROLE OF DIFFERENT AGENCIES IN INCULCATING VALUES TO STUDENTS (L-14, P- 6, T-4)</p> <p>role of teacher in value inculcation professional ethics and code of conduct of teacher</p> <p>role of school in inculcating values</p> <p>role of parents, community and mass media in creating value based society</p> | <p>Realize the role of family, school, society, mass media, values.</p> | <p>Lecturing with teacher made ppt (1 hour)</p> <p>Seminar on participation of different stakeholders in school education</p> <p>Using blended learning approach using of ICT tool padlet</p> | | <p>Peer tutoring</p> | <p>https://epathshala.nic.in/pages.php?id=download-app</p> <p>https://www.saraswatiborsad.org/blog/role-of-teachers-in-inculcating-values-among-students/?amp=1</p> <p>https://egyankosh.ac.in/</p> | <p>Model Examination (CIE)</p> <p>End Semester Examination</p> |

COURSE PLAN FOR WOMEN STUDIES

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|------------------------------|---|---------------------------|
| COURSE CODE AND TITLE | : | MOE2 WOMEN STUDIES |
| NO. OF CREDIT | : | 4 |
| NO OF HOURS | : | 128 |
| SEMESTER | : | IV |

| Unit | Course outcomes to be achieved | Teaching learning Activities (with hours) | | | Resources | Assessment |
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| | | Lecture | Practical | Tutoring | | |
| <p>Unit 1 CONCEPT AND NEED OF WOMEN'S STUDIES (I-12, P-5, T-7)</p> <p>1. Women's Studies</p> <ul style="list-style-type: none"> ➤ Concept ➤ Need ➤ Scope <p>2. Fundamentals of Women Studies</p> <p>3. Women's movements</p> <ul style="list-style-type: none"> ➤ Pre-independent ➤ Post independent ➤ Current women's movement <p>4. Government organizations for women</p> <p style="padding-left: 40px;">Department of women Child Development (DWCD)</p> | <p>internalize the fundamentals of women's studies</p> | <p>Lecturing with Teacher made PowerPoint</p> | <p>Outline the merits of various periods of women's studies</p> | <p>Peer tutoring</p> | <p>https://www.encyclopedia.com/history/united-states-and-canada/us-history/womens-studies</p> <p>https://www.sciencedirect.com/topics/social-sciences/womens-studies</p> <p>https://www.yourarticlelibrary.com/essay/womens-movements-in-india-pre-independence-womens-movements/32975</p> <p>https://www.researchgate.net/publication/330220960_Status_of_Women_in_Post-Independence_India</p> <p>https://editions.covecollective.org/chronologies/new-woman-movement-0#:~:text=The%20New%20Woman%20social%20movement,%2C%20educated%2C%20and%20career%20driven</p> <p>https://www.godigit.com/guides/government-schemes/women-empowerment-schemes-in-india</p> | <p>Assign activity should be done through Google classroom and assigned by the teacher.</p> |

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| <p style="text-align: center;">UNIT II: FEMINISM (L-14,P-6, T-6)</p> <p>1.Liberal Feminism</p> <ul style="list-style-type: none"> ➤ Rationality ➤ Freedom ➤ Education <p>2.Marxist Feminism</p> <ul style="list-style-type: none"> ➤ Production ➤ Reproduction ➤ Class ➤ Alienation ➤ Marriage and Family <p>3. Radical Feminism</p> <ul style="list-style-type: none"> ➤ Gender ➤ Patriarchy ➤ Reproductive Technology ➤ Motherhood <p>4. Socialist Feminism</p> <ul style="list-style-type: none"> ➤ Class and gender ➤ Division of Labour ➤ Unified and Dual System ➤ Exploitation | <p style="text-align: center;">analyze the types of Feminism</p> | <p style="text-align: center;">Lecturing with Teacher made PowerPoint</p> | <p style="text-align: center;">Outline the various types of Feminism</p> | <p style="text-align: center;">Peer tutoring</p> | <p style="text-align: center;"> https://simplysociology.com/liberal-feminism.html https://blog.ipleaders.in/marxist-feminism/ https://study.com/learn/lesson/radical-feminism-theory-examples.html https://scholarworks.smith.edu/cgi/viewcontent.cgi?article=1014&context=swg_facpubs https://www.researchgate.net/publication/265195529_What_Is_Socialist_Feminism </p> | <p style="text-align: center;">Flipgrid preparation</p> |
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| <p style="text-align: center;">UNIT III WOMEN'S RIGHTS AND EMPOWERMENT (L-15,P-7,T-5)</p> <ol style="list-style-type: none"> 1. Legal right to women 2. Ten important specific laws for women Empowerment in India 3. Government policies and Schemes for women Empowerment | <p>Analyze the specific laws for women Empowerment</p> | <p>Lecturing with Teacher made Thinklink</p> | <p>Four corners (Cooperative learning Strategy)</p> | <p>Peer tutoring</p> | <p>https://www.writinglaw.com/legal-rights-of-indian-women/ http://ncw.nic.in/important-links/List-of-Laws-Related-to-Women https://lawplanet.in/10-women-laws-everyone-should-know-for-women-empowerment-in-india/ https://www.indiatimes.com/trending/social-relevance/government-schemes-for-women-empowerment-534032.html https://wcd.nic.in/schemes-listing/2405</p> | <p>Canva preparation</p> |
| <p>UNIT IV: HEALTH STATUS OF WOMEN (L-14, P-7, T-5)</p> <ol style="list-style-type: none"> 1. Health status of women in India 2. Mortality and Morbidity factors influencing health 3. Nutrition and health-HIV and AIDS control programme 4. Role of Government in public health issues 5. Material and Child Health (MCH)approaches 6. Health issues of old age women | <p>Analyze the health status of adult and old age women</p> | <p>Lecturing with Thinklink</p> | <p>Think pair share (cooperative learning strategy)</p> | <p>Peer tutoring</p> | <p>https://medcraveonline.com/MOJPB/health-status-of-the-indian-women-a-brief-report.html https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1421050/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3114612/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5802097/ https://www.who.int/news-room/fact-sheets/detail/ageing-and-health</p> | <p>Podcast preparation</p> |

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| <p style="text-align: center;">UNIT V IMPACT OF MEDIA ON WOMEN (L-13, P-5, T-7)</p> <p>1. Portrayal of women in Mass Media</p> <ul style="list-style-type: none"> ➤ Cinema, ➤ TV, ➤ Print media <p>2. Role of women in media</p> <ul style="list-style-type: none"> ➤ Development Communication Skills ➤ Alternative media ➤ Folk ➤ Art ➤ Street play ➤ Theatre <p>3. Women as change agents</p> <p>4. Indecent representation of women</p> <ul style="list-style-type: none"> ➤ Prohibition Act 1986 <p>5. Impact of media on women</p> | <p>Analyze the media on women</p> | <p>Lecturing with PPT</p> | <p>Activity by using Concept map(Collaborative ICT Tool)</p> | <p>Peer tutoring</p> | <p>https://indiafoundation.in/articles-and-commentaries/women-in-indian-media/</p> <p>https://www.bartleby.com/essay/Effects-of-Media-on-Women-and-Children-FKRCWC34KRZYA</p> <p>https://www.un.org/en/climatechange/climate-solutions/womens-agents-change</p> <p>https://www.researchgate.net/publication/284431132_PORTRAYAL_OF_WOMEN_IN_MEDIA</p> <p>https://wcd.nic.in/act/indecent-representation-women-prohibition-act-1986</p> <p>https://www.ipl.org/essay/The-Impact-Of-Media-On-Women-P3XUURH4AJPR</p> | <p>screenastify Preparation</p> |
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