



TAMILNADU COUNCIL FOR OPEN AND DISTANCE LEARNING

Accredited by International Council for Open & Distance Education (ICDE), Oslo, Norway

Internationally Accredited Institution Registered under Tamilnadu Govt Act

CURRICULUM STRUCTURE OF BACHELOR OF EDUCATION (B.Ed)

Eligibility : Any Bachelor Degree

Duration : 1 Year

Examination : Academic (June) / Calendar (December)

BACHELOR OF EDUCATION (B.Ed)

Sl. No.	Course Code	Course Description	Maximum Marks
1.	B.Ed 1	Teacher In Emerging Indian Society	100
2	B.Ed 2	Development of Learner And Teaching - Learning Process	100
3.	B.Ed 3	Development Of Educational System In India	100
4.	B.Ed 4	Guidance And Counselling	100
5.	B.Ed 5	Educational Psychology	100
6.	B.Ed 6	Environmental Education	100
7.	B.Ed 7	Assessment of Learning	100
8.	B.Ed 8	Essentials Of Educational Technology And Management	100
9.	B.Ed 9	Elective Subject : Teaching English / Teaching Mathematics/Teaching Science/Teaching of History / Teaching of Geography / Teaching of Sociology /Teaching of Computer Science/Teaching of Commerce And Accountancy/Teaching of Economics	100
10.	B.Ed 10	Micro Teaching	100
11.	B.Ed 11	Work Experience	100

1. TEACHER IN EMERGING INDIAN SOCIETY

UNIT –I

Education: nature and meaning-its objectives in relation to the time and place. Education in the western context: with specific reference to Rousseau. Pestalozi, Dewey, Russell, their impact on educational thought and class room practices, in term of progress trends in education. Indian thought and its contribution to educational practices.

UNIT –II

Philosophy and education: significance of studying philosophy in understanding educational practices and problem. Major philosophical systems-their salient features and their impact on education.

- Realism with reference to Aristotle and Jainism.
- Naturalism with reference to the views of Rousseau and Rabindranath Tagore.
- Idealism with reference to Plato, Socrates and Advaita Philosophy.
- Pragmatism with reference to Dewey “Instrumentalism and Experimentalism.
- Humanism-Historical & Scientific and Buddhists.

UNIT –III

- Educational thinkers and their contribution in developing principles education.
- M.K. Gandhi: Basic tenets of Basic education.
- Swami Vivekananda: Man making education.
- Sri Aurobindo: Integral education, its basic premises; stages of development.
- Froebel: The play way method.
- Montessori: The didactic apparatus.

UNIT –IV

Knowledge about the directive principles in Indian Constitution; various articles mentioned in the constitution that are related to education; meaning of secularism, social goals; democracy and socialistic pattern of society; meaning of term “National integration and Emotional integration”, factors contributing for achieve them.

UNIT –V

Sociological basis of education, education as an agent of social change, education as a means of National welfare through the immediate welfare of the society, education and human resource development.

UNIT –VI

Meaning of National integration and its need, role of teacher and educational institution in achieving National Integration through democratic interaction, explanation of cultural heritage, contributions of different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.

UNIT –VI

Meaning of new social order, eradication of illiteracy, objectives of NAEP; provisions made and channels started for educating socially, culturally and economically deprived, State’s new programmes and Nations Programmes like NCC, NSS, etc.

2. DEVELOPMENT OF LEARNER AND TEACHING - LEARNING PROCESS

UNIT –I

Nature of psychology and learners

- Psychology: Its meaning, nature, methods and scope, functions of educational psychology.
- Stages of human development; stage specific characteristics and development tasks.
- Adolescence in Indian context-characteristics and problems of adolescents; their needs and aspirations.
- Guiding and counselling adolescents..

UNIT –II

Learning and motivation

- Nature of Learning; learning theories-Behaviourists (Skinner's), Pavlov's Classical conditioning, Thorndike's connectionism and Kohler's insight learning theory.
- Factors influencing learning and teaching process; learner related; teacher related; process related and content related.
- Motivation-nature, types; techniques of enhancing learner's motivation.

UNIT –III

Intelligence

- Nature and characteristics of intelligence and its development.
- Theories of intelligence, two factor theory-Multifactor Theory (PMA) and SI Model.
- Measuring intelligence-Verbal, non-verbal and Performance test (one representative of group test and individual test of each).

UNIT –IV

Exceptional Children

- Concept of exceptional children types, and characteristics of each type including children with learning disabilities.
- Individual differences-nature; accommodating individual differences in classroom.
- Learner centred techniques for teaching exceptional children.

UNIT –V

Personality-Definition, meaning-nature; development of personality; type & theories of personality.

UNIT –VI

Educational Statistics

- Data, Frequency distribution and tabulations.
- Calculation and uses-Central tendencies (Mean and mode) and variability with special reference to standard deviation.
- Correlation (Rank difference; meaning uses and calculation).

3.DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

UNIT –I

Education in India during (a) Vedic, (b) Buddhist and (c) Medieval periods.

UNIT –II

- Macaulay's minutes and Bentinck's resolution of 1835, Adam's report and its recommendations.
- Wood's Dispatch -1854.
- Lord Curzon's educational policy, Growth of national consciousness, National education movement.

UNIT –III

- Recommendations of Indian Education Commission-1882 its influence on the subsequent development of education.
- Essential features of Sadler Commission Report- 1917.
- Wardha scheme of education- 1937.

UNIT –IV

- University Education Commission (1948-49).
- Secondary Education Commission (1952-53).
- Indian Education Commission (1964-66).
- National Policy of Education (1986).
- Revised National Policy 1986 with modification made 1992.

UNIT –V

Development of teacher education in India

- Objectives.
- Problems of teacher education in India.
- Role and functions of N.C.T.E.

UNIT –VI

- Primary education and its major problems (Universalization wastage and stagnation).
- Secondary education and its major problems (Expansion and vocationalization).
- Higher education and its major problems (Autonomy and privatization).

4. GUIDANCE AND COUNSELLING

UNIT –I

Understanding Guidance and counselling

- Guidance: Concept, aims, objectives, functions and principles.
- Role of guidance in growing up.
- Difference between guidance and counselling
- Ethical consideration while imparting these programs
- Technique and procedures of counselling
- Need & Procedure for (Educational, Psychological and Social) guidance
- Group Guidance: Concept, Need, Significance and Principles, Organization of Guidance programs in schools. Major issues.

UNIT –II

Approaches of Counselling

- Counselling: Meaning, Principles and approaches of counselling, Individual and Group Counselling.
- Process of counselling (Initial disclosure, In-depth Exploration & Commitment to Action) identification of problems.
- Qualities (including Skills for Listening, Questioning, Responding, Communicating) & Qualifications of a good / effective Counsellor
- Role of teacher as a Counsellor, Professional Ethics and Code of Conduct
- Different approaches to counselling
- Special counselling population, challenges of multi-cultural counselling.

UNIT –III

Techniques and Procedures of Guidance

- Need and procedure of guidance in educational, psychological and social difficulties;
- Assessment in guidance: Standardized (viz. Aptitude, attitude, interest, achievement, personality) and non-standardized tests (viz. questionnaire, observation, scale, anecdotal record, case study, interviews) technique.

UNIT –IV

Occupational Information and Guiding Students with Special Needs

- Meaning, collection, types, classification & dissemination of occupational information, Career development: Teacher's role in career planning. Vocational training and placement opportunities for CWSN.
- Behavior problems of students with special needs, viz. socio-emotional problems of children with disabilities and deprived groups such as SC, ST and girls, provision of facilities at governmental and non-governmental level and their utilization. Behaviour modification techniques
- Ethical and legal guidelines
- Dealing with depression and academic stress (with regard to their identification and intervention)

5. EDUCATIONAL PSYCHOLOGY

UNIT –I

Psychology of teaching: meaning, scope, Indian & Western concept and its relevance from the point of view of teachers, Stages in teaching: Pre active, Interactive & Post active, Levels in teaching: memory level, understanding level and reflective level. Psychology of development: meaning of development, difference between development & growth, characteristics related to cognitive, social and emotional development during childhood & adolescence and their educational implications.

UNIT –II

- Psychology of learning: meaning, factors affecting learning, transfer of learning: meaning, types and its educational implications, Motivation: meaning, various techniques for motivating the students.
- Theories of learning: Classical, Operant, Gestalt and Cognitive theory of Piaget and Bruner, Main features and their educational implications..

UNIT –III

- Psychology of intelligence: meaning, concept, theories of intelligence: cognitive, associative and punitive. IQ, EQ and SQ: their implications for organizing teaching learning processes. Use of intelligence tests and its limitations. Indian concept of intelligence.
- Psychology of Adjustment: meaning, process of adjustment, characteristics of a well adjusted person. Stress: concept, coping mechanism and its educational implications for teacher & learner .Ensuring wellness life style: determinants of wellness and scales to measure wellness life style..

UNIT –IV

- Psychology of personality: meaning, its Indian and Western conceptualizations: development of personality, measurement of personality.
- Psychology of exceptional children: creative, gifted, slow learner and mentally retarded children their characteristics and implications for providing education.

6. ENVIRONMENTAL EDUCATION

UNIT –I

Nature and scope of environmental education

- Nature, need and scope of environmental education and its conservation
- Environmental education: a way of implementing the goals of environmental protection.
- Present status of environmental education at various levels
- India as a mega biodiversity Nation, Different ecosystems at national and global level.
- Role of individual in conservation of natural resources: water, energy and food
- Role of individual in prevention of pollution: air and water
- Equitable uses of resources for sustainable livelihoods
- Environmental legislation: awareness and issues involved in enforcement
- Role of information technology and media in environment awareness/consciousness

UNIT –II

Community Participation and Environment

- Community participation in natural resource management in water, forests, etc.
- Change in forest cover over time
- Deforestation in the context of tribal life
- Sustainable land use management
- Traditional knowledge and biodiversity conservation
- Developmental projects, including Government initiatives and their impact on biodiversity
- Conservation

- Issues involved in enforcement of environment legislations
- Role of media and ecotourism in creating environmental awareness
- Role of local bodies in environmental management
- Shifting cultivation and its impact on environment

UNIT –III

Environmental Issues and concerns

- Consumerism and waste generation and its management
- Genetically-modified crops and food security: Impacts positive and negative
- Water consumption pattern in rural and urban settlement
- Ethno-botany and its role in the present day world
- Environmental degradation and its impact on the health of people
- Economic growth and sustainable consumption
- Organic farming
- Agricultural waste: Their impact and management
- Rain water harvesting and water resource management
- Biomedical waste management
- Changing patterns of energy and water consumption.

UNIT IV

Initiatives by various agencies for Environment Education

- Environmental conservation in the globalised world in the context of global problem
- Alternative sources of energy
- Impact of natural-disaster/man-made disaster on environment
- Biological control for sustainable agriculture
- Heat production and green house gas emission
- Impact of industry/mining/transport on environment
- Sustainable use of forest produces.
- Governmental and non-government initiatives.
- Supreme Court order implementation of Environmental Education (EE)

7. ENVIRONMENTAL EDUCATION

UNIT –I

Overview of Assessment and Evaluation

- Perspective on assessment and evaluation of learning in a constructivist paradigm
- Distinction between 'Assessment of Learning' and 'Assessment for Learning'
- Purpose of assessment in a 'constructivist' paradigm
 - ✓ Engage learners' minds in order to further learning in various dimensions.
 - ✓ Promote development in cognitive, social and emotional aspects.
- Developing distinctions between the terms
 - ✓ assessment, evaluation, test, examination, measurement
 - ✓ formative and summative evaluation
 - ✓ continuous and comprehensive assessment
- Understanding notions of 'Subject-based Learning' in a constructivist Perspective

UNIT –II

Dimensions to consider for Assessment

- Dimensions and levels of learning
- Retention/recall of facts and concepts; Application of specific skills
- Manipulating tools and symbols; Problem-solving; applying learning to diverse situations
- Meaning-making propensity; Abstraction of ideas from experiences;
- Seeing links and relationships; Inference; Analysis; Reflection

- Originality and initiative, Collaborative participation, Creativity, Flexibility
- Contexts of assessment- Subject-related, Person-related

UNIT –III

Teacher Competencies in Evolving Appropriate Assessment Tools

- Visualizing appropriate assessment tools for specific contexts, Content, and student
- Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Scope for original responses
- Evolving suitable criteria for assessment
- Organizing and planning for student portfolios and developing rubrics for portfolio assessment
- Using assessment feedback for furthering learning.

UNIT IV

Examination System: Reforms

- Place of marks, grades and qualitative descriptions
- Examination for social selection and placement
- Introducing flexibility in examination-taking requirements
- Improving quality and range of questions in exam papers school-based credits
- Examination management
- Role of ICT in examination

UNIT V

Data Analysis, Feedback and Reporting

- Statistical tools, Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation
- Graphical representation of results.
- Feedback as an essential component of formative assessment
- Use of assessment for feedback; For taking pedagogic decisions
- Types of teacher feedback (written comments, oral); Peer feedback
- Developing and maintaining a comprehensive learner profile
- Purposes of reporting: To communicate
- Progress and profile of learner
- Basis for further pedagogic decisions
- Reporting a consolidated learner profile.

8. ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT

UNIT –I

- Definition of educational technology, Distinction between hardware and software technologies.
- Their role in modern educational practices.
- Hardware technologies: Important accessories and their application-OHP, Still and Movie
- Projectors, Audio-Video recording instruments; TV, Computers, New technologies like e-mail; internet; etc.
- Use of strategies like teleconferencing, micro teaching, programmed instruction, CAI, language laboratory.

UNIT –II

- Psychological uses for use of modern technologies-Core of experience (Edger Dale), Multisensory Instruction-advantages.
- Developing programmed instructional material-linear, branching programmes, try-outs and validation etc.

UNIT –III

Strategies of teaching-Meaning and special features with special reference to lecture, question answer, demonstration, discovery, heurism, project, assignment, tutorial group, brain storming and role playing.

UNIT IV

Managing Teaching

- Planning.
- Organizing.
- Leading.
- Controlling.

UNIT V

- Evaluating institutional performance-Methods used-pupil evaluation, teacher evaluation, evaluation of Institutional performance.
- Methods of teacher evaluation-use of pupil rating, peer rating, supervisor rating, community ratings used for Institutional improvement.
- Accountability in school education-methods used for assessing accountability.
- Use of professional norm and ethics.

9. ELECTIVE SUBJECT

TEACHING ENGLISH

UNIT –I

Nature And Scope Of English

Meaning-Definition-Scope of English-Importance of learning English –Difference between language as a school subject and language as a means of learning and communication- English Teacher with Various Skills - Constitutional provisions and policies of language education in India- English as a link language in global context.

UNIT –II

Aims And Objectives Of Teaching English

Aims of teaching English at the Primary level, Secondary level & Higher Secondary level-General Instructional Objectives-Objectives of teaching English as a second language-Behavioural or Specific Learning Outcomes relating to Cognitive, Affective & Psychomotor domains based on Blooms Taxonomy Educational Objectives-The four skills of English language.

UNIT –III

Microteaching

Microteaching- Definition-Origin-need and procedure-Microteaching cycle-Skills of Microteaching-Skill of reinforcement-Skill of Introducing, Skill of Explaining, Skill of Stimulus Variation, Skill of Probing Questioning, Illustration with examples and closure- Link practice- Need for Link practice.

UNIT IV

Planning For Teaching-Learning English

Macro teaching-Importance of lesson plans- Format of a typical Lesson Plan-Instructional objectives both general & specific-Teaching aids-Motivation-Presentation-Application-Recapitulation-Evaluation & Assignment- unit plan year plan – Study Skills – Teaching Grammar.

UNIT V

Evaluation In English

Introduction- Objectives and Need of Evaluation-Characteristics of good test type of test-Achievement test in English-Subjective and Objective tests-Blueprint preparing model question paper for English subject based on Blueprint Introduction-Objectives and Need of Evaluation- Characteristics of good test type of test- Achievement test in English- Subjective and Objective tests- Blueprint- preparing model question paper for English subject based on Blueprint.

TEACHING MATHEMATICS

UNIT –I

Nature And Scope Of Mathematics

Meaning-Definition-Scope of Mathematics-Importance of learning Mathematics-Structure, Abstractness, Symbolism, Precision-Mathematics as a Science of measurement and quantification-Aesthetic sense in Mathematics-Mathematics and its relationship with other disciplines-History of Mathematics-Indian Mathematicians-Western Mathematicians.

UNIT –II

Aims And Objectives Of Teaching Mathematics

Aims: Practical-Social-Disciplinary and Cultural-Instructional Objectives: General Instructional Objectives (G.I.O's) and behavioural or Specific Learning Outcomes (S.L.O's)-relating to Cognitive, Affective and Psychomotor domains-based on-Bloom's Taxonomy Educational Objectives.

UNIT –III

Microteaching

Microteaching-Definition-Origin, Need, & Procedure-Microteaching Cycle-Skills of Microteaching - Skill of Set Induction, Skill of Explanation, Skill of Probing Questioning, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Blackboard Writing and Skill of Closure - Link Practice - Need for Link practice

UNIT IV

Planning For Teaching-Mathematics

Macro teaching - Year plan - Unit plan - Lesson planning - Importance of lesson plans - Herbartian Steps – Format of a typical Lesson Plan – G.I.O's & S.L.O's – Teaching aids – Motivation, Presentation, Application, Recapitulation, Evaluation and Assignment.

UNIT V

Evaluation in Mathematics

Introduction-Objectives & Need of Evaluation-Characteristics of good test-Types of tests Achievement test in Mathematics-Subjective and Objective tests-Blue Print-Preparing model question paper based on Blueprint.

TEACHING SCIENCE

UNIT –I

Nature And Scope Of Science

Science: Meaning, Definition, Scope, Characteristics - The Utility of the Subject-The Cultural Values of the Subject-Importance of Teaching Science based on the Nature of Science-Impact of Science and Technology on Modern Living-Inter Disciplinary Approach - Science and its relationship with other disciplines-History of Science Indian scientists-Western scientists.

UNIT –II

Aims And Objectives Of Teaching Science

Taxonomy of Educational Objectives-Classification of Educational Objectives-Bloom's Taxonomy- Categories in Cognitive Domain, Affective Domain and Psycho-motor Domain-Writing objectives in behavioural terms-Objectives of Education at Various Levels-Aims of Teaching Science at different levels: Primary, Secondary and Higher Secondary Levels.

UNIT –III

Microteaching

Microteaching: Meaning, Definition, Origin, Need and Procedure - Microteaching Cycle – Skills of Microteaching: Skill of Reinforcement, Skill of Introducing a Lesson, Skill of Explaining, Skill of Stimulus

Variation, Skill of Probing Questioning, Skill of Illustrating with examples and Closure - Link Practice - Need for Link practice.

UNIT IV

Planning For Teaching- Learning Of Science

Macro teaching-Lesson planning-Importance of lesson plans-Herbartian Steps-Lesson Plan: Characteristics of a good Lesson Plan-Format of a typical Lesson Plan:Criteria for Writing G.I.Os & S.L.Os, Teaching aids, Motivation, Presentation, Application, Recapitulation, Evaluation-Assignment-Unit Plan-year Plan.

UNIT V

Evaluation in Science

Introduction – Objectives and Need of Evaluation – Characteristics of good test – Types of tests – Achievement test in science – Subjective and Objective tests - Blue Print – Preparing model question paper based on Blueprint.

TEACHING HISTORY

UNIT I

Aims and objectives of teaching History

History : Meaning-nature-scope-Aims and objectives of teaching History in schools – Need and significance of teaching History - Values of teaching History.

UNIT II

Planning for Instruction

Steps in planning a lesson: Setting lesson goals-Designing a unit plan-Designing a lesson plan-Bloom's Taxonomy of educational objectives-Formulating instructional objectives at cognitive, affective and psychomotor levels-Structure of a four-fold lesson plan-Preparation of a model lesson plan-Types of test-items - Constructing test-items for formative evaluation in class.

UNIT III

Practising the Teaching Skills in History

Meaning of teaching – Understanding major teaching skills: Introducing - explaining – questioning-varying the stimulus-non-verbal cues-reinforcement-closure-fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes); Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation - interaction - reflection and summing up – Practising mini-lesson (for 20 minutes); Observation and feedback on miniteaching.

UNIT IV

Methods of Teaching History

Teacher-centered methods: Lecture method-Demonstration method-Dramatization method-Team-teaching-Source method. Learner-centered methods: Project method-Peer tutoring / teaching by students-Individual activities-experimental learning-Teacher-guided learning-Small group/whole-class interactive learning: Student seminar-Group discussion-Mixed-ability grouping. Recent trends: Constructivist learning-Problem-based learning-Brain-based learning-Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

UNIT V

Resources for Teaching History

Print resources: Newspapers-Journals-Magazines-Reference books - History /Humanities Encyclopaedias. Audio resources: Radio talk-audio tapes-DVDs / CDs. Visual resources: Cartoons Charts-Comics-Flash-cards-Graphs-Maps-Photographs-Pictures-Posters-Diagrams-Models-Specimens. ICT resource: Radio-TV – Internet – Multimedia - Interactive whiteboard. Community

resources: Fieldtrips-museum-archives-library-excavated archaeological sites-monuments-History resource centre-History club-Characteristics of a good History textbook-Qualities of a History teacher.

TEACHING GEOGRAPHY

UNIT I

Aims and objectives of teaching Geography

Geography: Meaning, nature and scope – Aims and objectives of teaching Geography in schools – Need and significance of teaching Geography – Values of teaching Geography.

UNIT II

Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives – Formulating Instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test items for formative evaluation in class.

UNIT III

Practicing the Teaching Skills in Geography

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills (for 20 minutes) - Observation and feedback on the practice of integration of skills –Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practising a mini-lesson (for 20 minutes) - Observation and feedback on mini-teaching

UNIT IV

Methods of Teaching Geography

Teacher-centered methods: Lecture method - Demonstration method - Team teaching. Learner-centered methods: Project method - Peer tutoring/teaching by students - Individual activities-experiential learning-Teacher-guided learning-Problem-solving method-Small group/whole-class interactive learning; Student seminar-Group discussion-Mixed-ability grouping. Recent trends: Constructivist learning-Problem-based learning-Brain-based learning Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

UNIT V

Resources for Teaching Geography

Print resources: Newspapers-Journals-Magazines-Geography encyclopaedias. Audio resources: Radio talk-audio tapes-DVDs/CDs. Visual resources: Pictures-charts-posters-photographs-flash cards-maps-specimens-models. ICT resources: Radio-TV- internet-multimedia-interactive whiteboard. Community resources: Fieldtrips-exhibitions/fair-Geography Resource Centre-Geography Club-Qualities of a good geography textbook-Qualities of a Geography teacher.

TEACHING SOCIOLOGY

UNIT I

Basic Concepts

Nature and scope of sociology, emergence of sociology as an independent discipline; sociology in India; relationship of sociology with other social science disciplines, acquisition of sociological perspective to critically explore and question familiar social reality; critical enquiry of the popular

perception that sociology is a non-utility subject; objectives of teaching sociology as a school subject; teaching to develop capacity for critical analysis rather than teaching definitions and concepts.

UNIT II

Curriculum and Textbooks of Sociology

Analysis of the sociology syllabus and textbooks developed under NCF-2005 for Grades XI and XII; critical analysis of the topics, presented with a sociological perspective, in upper-primary level social science textbooks; Role of textbooks for pedagogic challenges (problem-posing education); contextualization; nature of questions; types of data utilized for grasping social reality, use of patterns in understanding society.

UNIT III

Understanding Indian Society

Use of locally relevant content in the teaching-learning process; Resources of data to develop a sociological understanding of Indian society: Census, National Sample Surveys, National Crime Records Bureau, UNIECF and UNESCO Reports, health and education related data, and so on; Analysis of language, social customs, myths, folk lore, music and popular music as a source of data to study social institutions, relationships and division of labour and power in Indian society. family, kinship, caste; tribe; religion; language; social change; customs, rituals, beliefs; modernity and modernization; role of education;

UNIT IV

Lesson Planning

Value, importance and types of lesson planning, Steps of lesson planning Action Research; Meaning need and process of action research.

UNIT V

Assessment and Evaluation

Role of assessment in expanding the student's learning in sociology; interest in social phenomenon; capacity for objective analysis; grasp of theory; ability to apply concepts for making sense of everyday social reality and situations; capacity to relate sociological insights with other social sciences

TEACHING COMPUTER SCIENCE

UNIT –I

Nature And Scope Of Computer Science

Meaning and introduction of computer-Importance of Computer Science-Computer curriculum-Its place relationship with other subjects-Interdisciplinary approaches in school curriculum-Various branches of computer science-Computer generations-types of computers-Significant discoveries-Hardware-Software-Programming languages-Computer Network-Computer virus and protection-Use of computers in education.

UNIT –II

Aims And Objectives Of Teaching Computer Science

Aims and objectives of teaching computer science-Bloom's Taxonomy: Cognitive, Affective and Psychomotor domains-Computer science teaching at different levels: Primary, Secondary and Higher Secondary Attainment of the objectives of computer science teaching.

UNIT –III

Microteaching

Microteaching-Definition, origin, need, & procedure-Microteaching Cycle-Communication skills: verbal and non-verbal communication-Types of Skills-Skill of Introducing, Explaining, Stimulus variation, Questioning, Demonstration, reinforcement, verbal and non-verbal cues, Illustration with examples, and Closure Link Practice - Need for Link practice.

UNIT IV

Planning For Teaching- Learning of Computer Science

Lesson planning-Importance of lesson plans-Writing Instructional Objectives-Planning for specific behavioural changes-Preparation and use of Unit Plan-Teaching and Teaching aids-Evaluation, Recapitulation and Assignments.

UNIT V

Evaluation in Computer Science

Difference between Measurement, Assessment and Evaluation-Characteristics of good Measurement-Diagnostic Test and Remedial Teaching-Criterion Referenced Testing and Norm Referenced Testing-Different types of items-Multiple Discriminant Type Item-Development and Standardization of Achievement Test in Computer Science.

TEACHING COMMERCE AND ACCOUNTANCY

UNIT –I

Nature And Scope Of Commerce And Accountancy

Meaning-Definition-Nature Scope of Commerce & Accountancy-need-Importance of learning Commerce and Accountancy-Commerce Education-History of Commerce Education-Introduction-meaning-relationship of commerce with other subjects-International business.

UNIT –II

Aims And Objectives Of Teaching Commerce And Accountancy

Aims: Teaching and learning-educational goal-Aims of Teaching Commerce-Values of Commerce and Accountancy-Practical-Social-Disciplinary and Cultural-Instructional Objectives: General Instructional Objectives (G.I.O's) and behavioral or Specific Learning Outcomes (S.L.O's)-relating to Cognitive, Affective and Psychomotor domains-based on-Bloom's Taxonomy Educational Objectives.

UNIT –III

Microteaching

Microteaching – Definition - origin, need, and procedure – Microteaching Cycle – Steps - Skills of Microteaching-Skill of Introducing - Skill of Explaining, Skill of Stimulus Variation, Skill of Probing Questioning - Skill of Reinforcement Skills of black board usage and Closure –link practice - need for link practice.

UNIT IV

Planning For Teaching- Learning of Commerce And Accountancy

Unit plan-Year plan-Macro teaching-Lesson planning-Importance of lesson plans-Difference between unit planning and lesson planning-various approaches in the preparation of daily lesson plan Format of a typical Lesson Plan – G.I.O's & S.I.O's – Teaching aids – Motivation, Presentation, Application, Recapitulation, Evaluation and Assignment.

UNIT V

Evaluation in Commerce And Accountancy

Introduction-Objectives and Need of Evaluation-Characteristics of good test-Types of tests Achievement test in Commerce and Accountancy-Subjective and Objective tests - Blue Print-Preparing model question paper based on Blueprint-Item Analysis.

TEACHING ECONOMICS

UNIT –I

Need And Nature Of Teaching Economics

Meaning-Definitions-Scope and nature of economics-Importance of economics education-The nature of subject materials and learning experiences included in the study of teaching economics. Need for economics in the school curriculum.

UNIT –II

Aims And Objectives Of Teaching Economics

Distinction & relationship among educational aims, objectives & goals of teaching-aims of teaching economics-objectives & goals of teaching Economics at higher secondary level-attainment of objectives through economics Teaching.

UNIT –III

Microteaching

Origin, need, procedure-micro teaching cycle-uses of microteaching-stages in microteaching principle and steps in microteaching skills-meaning, definition components-Skill of introducing lesson, skill of explaining, skill of illustrating with examples, skill of blackboard writing, skill of reinforcement, skill of stimulus variation-skill of probing question-skill of questioning-skill of closure.

UNIT IV

Planning For Teaching- Learning of Economics

Lesson Planning-Meaning-difference between lesson and unit plan-importance of lesson plan various approaches in planning lesson-Herbartian approach in planning lesson. stages in lesson plan. Unit planning-measuring, difference between lesson plan and unit plan-characteristics of good unit-steps in preparation of unit-advantages and disadvantages.

UNIT V

Evaluation in Economics

Introduction-Objectives and Need of Evaluation-Characteristics of good test-Types of tests Achievement test in Economics-Subjective and Objective tests

10. MICRO TEACHING

11. WORK EXPERIENCE

