

தமிழ்நாடு ஆசிரியர் கல்வியியல்

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Chennai – 600 097



SYLLABUS – SEMESTER -I

B.Ed Degree Programme

(Semester Pattern Under CBCS)

(With effect from the Academic Year 2021 – 2022)

SEMESTER – I

Course Code: BD1EP	Credits: 5
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EDUCATIONAL PSYCHOLOGY

COURSE OBJECTIVES

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

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

CO3: Understand motivation and its influence on human behavior

CO4: Comprehend in-depth concepts of intelligence and creativity

CO5: Explain the concepts and theories of personality

Unit-I: EDUCATIONAL PSYCHOLOGY AND HUMAN GROWTH AND DEVELOPMENT

Psychology: Meaning and definitions-Educational psychology: Meaning, scope and significance - Dimensions of human growth and development: Physical, cognitive, emotional, social, moral and language – Phases of developmental and development tasks - Infancy, childhood and adolescence.

Unit - II: ATTENTION, PERCEPTION AND MEMORY

Attention: Meaning, nature and determinants of attention – Sensation and perception – Laws of perception - Errors in perception: Illusion and hallucination - Memory: Meaning, types - of memory and Strategies for improving memory.

Unit - III: MOTIVATION AND LEARNING

Motivation: Meaning and definitions-Maslow's theory of motivation and its educational implications – Level of aspiration – Learning: Theories of learning and its educational implications –Cognitive Theory: Jean Piaget, - Behaviourist Theory- Pavlov's Classical, Conditioning, Skinner's Operant Conditioning and Thorndike Connectionism – Constructivist Theory: John Dewey – Humanistic Theory – Carl Rogers.

Unit - IV: INTELLIGENCE AND CREATIVITY

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

Unit - V: PERSONALITY

Personality: Meaning, definitions, and determinants of personality - Theories of Personality: Type, trait, and psychoanalytic - Assessment of personality: Projective and non-projective techniques

PSYCHOLOGY PRACTICAL

The student teachers should perform **any five Psychological Experiments** and **any five Psychological Tests** from the list of psychology given in Semester –III. The activities regarding this shall be carried out during the first semester and the completed practical record should be submitted at the time of practical examinations.

SUGGESTED ACTIVITIES

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

TEXT BOOKS

1. Bert Laura, E. (2014). Child development. New Delhi: PHI Learning.

2. Chauhan, S.S. (2002). Advanced educational psychology. New Delhi: Vikas Publishing House.
3. Hurlock, Elizabeth, B. (2015). Child development. New Delhi: McGraw Hill Education
4. Mangal, S.K. (2002). Advanced educational psychology. New Delhi: Prentice Hall of India.
5. Matthews. G.,Deary, L. J.,& Whiteman, M.C. (2009). (2nd ed.). Personality: Theory and research. New York: Guilford Publications.

SUPPLEMENTARY READINGS:

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

E-RESOURCES

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

COURSE OUTCOMES

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

CO1: acquire knowledge about various methods of psychology

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

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

CO5: familiarize with the concepts and theories of personality

[illegible]

SEMESTER – I

Course Code: BD1CE	Credits: 5
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CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES

- CO1:** Understanding of the nature of social diversity and the educational demands of the diverse communities.
- CO2:** Develop understanding of the issue in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.
- CO3:** Develop an understanding of the educational policies and programs during the pre independent and post-independent periods.
- CO4:** Examine the issues of language policy in education.
- CO5:** To develop an understanding of the educational policies and programs during the preindependent and post-independent periods.

Unit- I: EDUCATION IN CONTEMPORARY INDIA, CONSTITUTIONAL CONTEXT

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

Unit- II: UNDERSTANDING THE SOCIAL DIVERSITY

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

Unit- III: EDUCATIONAL DEMANDS OF INDIVIDUALS AND DIVERSE COMMUNITIES

Universalization of primary education – programmes to achieve universalization of education: SSA, RMSA, RUSA, integrated education and Inclusive education; Challenges in achieving universalization of education; Education for collective living and peaceful living;

Four pillars of education as viewed by Delor's Commission Report.

Unit- IV: LANGUAGE POLICY IN EDUCATION

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

Tagore, Gandhi, Vivekananda.

Unit-V: IMPLICATIONS OF EQUALITY OF EDUCATIONAL OPPORTUNITIES

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

SUGGESTED ACTIVITIES

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

TEXT BOOKS

1. Aggarwal, J.C. (2013) Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi.
2. Arya, P. P. (2006) Higher Education and Global Challenges: System and Opportunities. New Delhi: Deep and Deep Publications.
3. Chaube, S.P. (2014) History of Indian Education. Agra: Shri Vinod Pustak Mandir.
4. Chauhan, C.P.S. (2013) Modern Indian Education: Policies, Progress and Problems. New Delhi: Kanishka Publishers and Distributors.
5. Dash, M. (2004) Education in India: Problems and Perspectives. Atlantic Publishers, New Delhi
6. Ghosh, S.C. (2007). History of education in India. The University of Michigan: Rawat Publications.

SUPPLEMENTARY READINGS

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

E-RESOURCES

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

COURSE OUTCOMES

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

CO1: identify aims of education and types of education.

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

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

C04: iNfer about the Language policies during Pre-independent and Post-independent India.

CO5: summarize about equality in constitutional provisions and elimination of social inequalities through education.

OUTCOME MAPPING

[illegible]

SEMESTER – I

Course Code: BD1TL	Credits: 5
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TEACHING AND LEARNING

COURSE OBJECTIVES

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

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

CO3: Critically evaluate the theory of constructivism.

CO4: Explore the possibility of teaching in diverse class room

CO5: Examine the importance of teaching profession.

Unit - I: NATURE OF LEARNING AND TEACHING

Learning: meaning and definitions - Basic principles of learning - Rote learning vs. meaning full learning - Techniques of active learning and their implications - Self-learning - Teaching: meaning and definitions - Characteristics of good teaching.

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

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

Unit- III: THEORY OF CONSTRUCTIVISM AND LEARNER CENTERED TEACHING

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

Unit - IV: MODELS OF TEACHING

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

Unit - V: TEACHING AS A PROFESSION

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

SUGGESTED ACTIVITIES

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

TEXT BOOKS

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

SUPPLEMENTARY READING

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

E- RESOURCES

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

COURSE OUTCOMES

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

CO1: generalize the Principles of Language across the Curriculum

CO2: practice Language proficiency skills.

CO3: distinguish the models of curriculum integration.

CO4: summarize the theories of language learning.

CO5: interpret the language related issues.

OUTCOME MAPPING

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

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

SEMESTER – I

Course Code: BD1LC	Credits: 5
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LANGUAGE ACROSS THE CURRICULUM COURSE

OBJECTIVES

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

CO2: Develop the skill of enhancing language proficiency

CO3: Acquire knowledge of integrated curriculum and language education

CO4: Understand the theories of language learning

CO5: Analyse the language related issues

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

Language Across the Curriculum, meaning, concept goals, aims, needs and importance of Plurilingualism. - Modes of human activities involving language -Language Objectives: relationship between language and thinking – development of conceptual literacy – Basic

tenets of language across the curriculum. - principles of language across the curriculum – integration across the curriculum: personal and pedagogical integration.

UNIT - II: ACADEMIC AND SOCIAL LANGUAGE

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

UNIT-III: INTEGRATED CURRICULUM AND LANGUAGE EDUCATION

Integrated Curriculum types, meaning, key features, objectives types of integration – levels of curriculum integration – Models of curriculum integration: Multidisciplinary interdisciplinary trans disciplinary and spiral curricula – Coyle's 4C's of curriculum. – Content and language integrated learning approach in the classroom - National Curriculum Framework (NCF-2005) - Recognition of mother tongue.

UNIT - IV: THEORIES OF LANGUAGE LEARNING

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

UNIT - V: LANGUAGE RELATED ISSUES

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

SUGGESTED ACTIVITIES

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

TEXT BOOKS

1. Earl Stevick.W.(1982). Teaching and Learning Languages. Cambridge: Cambridge University Press.
2. Krashen,S.D. (1981). The study of second language acquisition and second language learning. Oxford: Oxford University Press.
3. Richards,J.C.(2006). Communicative language teaching today. Cambridge: Cambridge University Press.
4. Widdowson, H. (1978). Aspects of language teaching. Oxford: Oxford University Press.
5. Wallace, M.J. (1998). Study skills in English. Cambridge: Cambridge University Press.

SUPPLEMENTARY READINGS

1. Agnihotri, R.K. (1995), Multilingualism as a classroom resource. Heinemann Educational Books.

E- RESOURCES

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

COURSE OUTCOMES

CO5: Interpret the language related issues.

[illegible]

SEMESTER – I

Course Code: BD1EN	Credits: 5
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PEDAGOGY OF ENGLISH- I

COURSE OBJECTIVES

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

CO2: Comprehend the Micro-teaching and its skills.

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

CO4: Define various methods in teaching of English.

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

UNIT-I: AIMS AND OBJECTIVES OF TEACHING

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives: Instructional objectives and Behavioural Objectives – Need and Importance of Instructional Objectives.

Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

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

UNIT – III: APPROACHES OF TEACHING ENGLISH

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

UNIT - IV: METHODS OF TEACHING

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

UNIT- V: INSTRUCTIONAL MEDIA

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

SUGGESTED ACTIVITIES

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

TEXT BOOKS

1. Allen, Edward and Rebecca M. Valette (1977). Classroom Techniques: Foreign Languages and English as a Second Language. New York: Harcourt Brace Jovaniche Inc.
2. Bright J A and McGregor G P (1970). Teaching English as a Second Language. Essex: E L B S and Longman.
3. Chastain, Kenneth (1976). Developing Second Language Skills: Theory to Practice. Chicago: Rand McNally Publishing Company.

4. Crystal, David (1987). The Cambridge University Encyclopaedia of Language. Cambridge: Cambridge University Press.
5. Davis, Fiona and Rimmer, Wayne (2011). Active Grammar (Level 1, 2 & 3). Cambridge University Press.
6. Doff, Adrian (1990). Teach English: A Training course for Teachers. Cambridge: Cambridge University Press.
7. Krashen, Stephen D (1982). Principles and Practice in Second Language Acquisition. New York: Pergamon Press.

SUPPLEMENTARY READINGS

1. MarziehRezaie (2015), Reviewing Different Aspects of Classroom Discourse, *International Journal of English and Education*, 4(4), 449-459, 2278-4012.
2. ParupalliSrinivasa (2020), Mobile Pedagogy for English Language Teaching and Learning: A Case Study on the English as Second Language Learners, *Academia an International Multidisciplinary Research Journal*, 10 (1), 5-22, 2249-7137
3. SubhanZein (2017), The Pedagogy of Teaching English to young Learners- Implication for teacher education, *Indonesian Journal of English Language Teaching*, 12(1), 61-77, 0216-1281.

E – RESOURCES

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

COURSE OUTCOMES

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

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

CO2. practice micro teaching skills in the class.

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

CO4.handle various methods of teaching English.

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

OUTCOME MAPPING

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

SEMESTER – I

Course Code: BD1MA	Credits: 5
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PEDAGOGY OF MATHEMATICS -1

COURSE OBJECTIVES

CO1: Explain the Aims and Objectives of teaching Mathematics.

CO2: Analyse the Micro teaching skills in teaching Mathematics.

CO3: Construct a model Lesson Plan for teaching Mathematics.

CO4: Recognise the various methods of teaching Mathematics.

CO5: Develop ICT knowledge in Mathematics.

Unit-I: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives: Instructional objectives and Behavioral Objectives – Need and Importance of Instructional Objectives.

Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor

Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains – Correlation between subjects.

Unit-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps, Cycle, Micro-teaching Vs Macro-Teaching -

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

Unit – III: APPROACHES OF TEACHING

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

Unit-IV: METHODS OF TEACHING

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

Unit-V: INSTRUCTIONAL MEDIA

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

SUGGESTED ACTIVITIES

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

TEXT BOOKS

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

SUPPLEMENTARY READINGS

- 1 DPEP-SSA. (2009). Teaching of Mathematics at upper primary level (Vol I and II). New Delhi: Distance Education Programme-SarvaShikshaAbhiyan
- 2 NCERT (2005). National Curriculum Framework-2005. New Delhi: NCERT
- 3 NCERT (2012). Pedagogy of Mathematics, Textbook for Two Year B.Ed Course, New Delhi: NCERT.
- 4 Sharma, R. A. (2001). Technological foundations of education, R. Lal Book Depot.
- 5 Sharma, Sita Ram & A.L. Vohra. (1993). Encyclopedia of educational technology. Anmol.

E – RESOURCES

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

COURSE OUTCOMES

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

CO1: understand the aims, objectives, need and significance of teaching Mathematics.

CO2: develop appropriate Micro Teaching Skills in Macro teaching.

CO3: prepare a Lesson Plan to teach Mathematics.

CO4: analyze various Teacher Centered Methods and Learner Centered Methods of teaching Mathematics.

CO5: utilize ICT skills for teaching Mathematics.

OUTCOME MAPPING

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

SEMESTER – I

Course Code: BD1PS	Credits: 5
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PEDAGOGY OF PHYSICAL SCIENCE – I

COURSE OBJECTIVES

- CO1. Understand the aims and objectives of teaching Physical Science.
- CO2. Comprehend the various teaching skills.
- CO3. Learn instructional objectives for a Lesson
- CO4. Identify different methods in teaching Physical Science
- CO5. List the various resources in teaching Physical Science

UNIT-I: AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE

Physical Science: Meaning, Nature, Scope, Need and Significance of teaching Physical Science - Values, Aims and Objectives of teaching Physical Science in Schools - Instructional objectives and Behavioural Objectives of Physical Science - Need and Importance of

Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl).

UNIT-II: TEACHING SKILLS

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

UNIT – III: APPROACHES OF TEACHING

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

UNIT-IV: METHODS OF TEACHING

Teacher Centered Instruction: Lecture method, Demonstration and Team Teaching – Learner Centered Instruction: Self-Learning – Forms of Self-Learning: Programmed Instruction,

Investigatory approach, Collaborative learning, experimental learning, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM) - Advanced Active Learning Method (AALM)-Concept Map.

UNIT- V: INSTRUCTIONAL MEDIA

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

SUGGESTED ACTIVITIES

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

TEXT BOOKS

1. Bawa,M.S.&Nagpal,B.M.(2010).*Developingteachingcompetencies*.NewDelhi: Viva Book House.
2. Bhatia,K.K.(2001)*Foundationsofteachinglearningprocess*.Ludhiana:TandonPublications
3. Bloom,S.Benjamin, (1984). *Taxonomyofeducationalobjectives:Book1Cognitivedomain*. NewYork: Longmans,Green.
4. Gupta,S.K.(1985). *Teachingofphysicalscienceinsecondaryschools*.New Delhi: SterlingPublications.
5. Joyce & Weil ,(2004). *Modelsofteaching*.NewDelhi: PrenticeHallofIndia.

SUPPLEMENTRY READINGS

1. VenkatRao N & Ramuluch A (2016). Pedagogy of Physical Science, Hyderabad: Neelkamal Publisher
2. Panneerselvam A & Rajendiran K (2009). Teaching of physical science, Chennai: Shantha Publishers
3. Pramod Kumar N K. Ramaiah N K & Sreedharachayulu K (2016). Pedagogy of Physical Sciences, Hyderabad: Neelkamal Publishers.
4. Arul Jothi D. L. Balaji & Vijay Kumar (2019). Teaching of physical Science –I New Delhi: Centrum Press Publishers
5. Kulshrestha S P GayaSingh (2019). Pedagogy of School Subject Physical Science, Meerut: R.LALL Book Publishers
6. AmalKantiSarkar (2020). Pedagogy of Science Teaching Physical Science, Kolkata: Rita Publications
7. Josh S R (1985). Teaching of Science, New Delhi: APH Publishing Corporation
8. Pedagogy of Science PART-I, National Council of Educational Research and Training
9. Amit Kumar (2002). Teaching of Physical Sciences, Bangaluru: Anmol Publications Pvt Ltd
10. Radha Mohan (2012). Teaching of Physical Science, Hydrabsd: Neelkamal Publisher

E - RESOURCES

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

COURSE OUTCOMES

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

- CO1. examine the need and significance of teaching Physical Science.
- CO2. formulate the instructional objectives of a lesson.
- CO3. practise the microteaching skills in Physical Science.
- CO4. interprets various methods of teaching Physical Science.

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

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
C01										*						*									
C02						*				*			*		*		*								
C03												*									*		*		
C04		*					*											*			*		*		
C05					*												*							*	

SEMESTER – I

Course Code: BD1BS	Credits: 5
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PEDAGOGY OF BIOLOGICAL SCIENCE -I

COURSE OBJECTIVES

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

CO2: Understand the steps in planning a lesson.

CO3: Comprehend the teaching skills in Biological Science.

CO4: Identify the various methods of teaching Biological Science.

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

UNIT- I: AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

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

UNIT-II: TEACHING SKILLS

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

UNIT – III: APPROACHES OF TEACHING

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

UNIT-IV: METHODS OF TEACHING

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

UNIT-V: INSTRUCTIONAL MEDIA

Print Resources: Newspapers – Journals and magazines – Science Encyclopaedias. Audio Resources: Radio talk – Audio Tapes – DVDs/CDs. Visual resources: Pictures – Flash cards – charts – Posters – Photographs – Models. ICT Resources: Radio – Television- Internet, Multimedia, Interactive whiteboard, Online Teaching Resources. Community resources:

Zoological gardens, Botanical gardens, Eco-park- Aquarium – Science Exhibition / Fair – Fieldtrip – New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality - Qualities of a good Biology Textbook – Qualities of a Biology teacher.

SUGGESTED ACTIVITIES

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

TEXT BOOKS

1. Nunn, Gordon (1951), Handbook for Science Teachers in Secondary Modern Schools, London: John Murray.
2. Thurber, Walter (1964), Teaching of Science in Today's Secondary Schools, New Delhi: Prentice Hall.
3. Vaidya, N. (1971), The impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.
4. Voss, Burton F.A. and Bren, S.B., Biology as Inquiry: A Book of Teaching Methods.
5. Waston, N.S. (1967), Teaching Science Creativity in Secondary School, London U.B. Saunders Company.

SUGGESTED READINGS

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

COURSE OUTCOMES

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

- CO1: examine the Aims and Objectives of pedagogy of economics.
- CO2: discuss the ways of planning for instruction.
- CO3: analyse the importance of teaching skills.
- CO4: construct a lesson plan for teaching economics.
- CO5: use the resources for teaching economics.

OUTCOME MAPPING

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

SEMESTER – I

Course Code: BD1CS	Credits: 5
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PEDAGOGY OF COMPUTER SCIENCE -1

COURSE OBJECTIVES

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

UNIT-I: AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives: Instructional objectives and Behavioural Objectives – Need and Importance of Instructional Objectives.

Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

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

UNIT – III: APPROACHES OF TEACHING

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

UNIT-IV: METHODS OF TEACHING

Teacher Centered Instruction: Lecture method, Demonstration and Team Teaching – Learner Centered Instruction: Self-Learning – Forms of Self-Learning: Programmed

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

UNIT-V: INSTRUCTIONAL MEDIA

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

SUGGESTED ACTIVITIES

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

TEXT BOOKS

1. Arulsamy, S. (2010). Computers in Education. Hyderabad: Neelkamal Publications.
2. Chauhan, S.S. (1985). Innovation in Teaching and Learning of Process. New Delhi: Vikas Publishing House.
3. Dennis, P. Curtin., et al. (1999). Information Technology – The Breaking Wave. New Delhi: Tata McGraw Hill Publishing.
4. Goel Hemant Kumar. (2010). Teaching of Computer Science. Meerut: R.LALL Book Depot.
5. Hasnain Qureshi. (2004). Modern Teaching of Computer Science. New Delhi: Anmol Publications.

6. Hemant Kumar Goyal. (2004). Teaching of Computer Science. Meerut: R.Lall Book Depot.
7. Passi, B.K. (1976). Becoming Better Teacher, Micro Teaching Approach. Ahemedabad: SahityaMudranalaya.

SUPPLEMENTARY READINGS

1. Rajaraman, V. Fundamentals of Computers. New Delhi: Prentice Hall of India.
2. Rajasekar, S. (2004). Computer Education and Educational Computing. New Delhi: Neelkamal Publications.
3. Rajasekar, S. Computer Education and Educational Computing. Hyderabad: Neelkamal Publications.
4. Ram Babu, A. (2015). Essentials of Micro Teaching. Hyderabad: Neelkamal Publications.
5. Singh, Y.K. (2005). Teaching of Computer Science. New Delhi: APH Publishing Corporation.

E-RESOURCES

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

COURSE OUTCOMES

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

- CO1: explain the aims and objectives of teaching Computer Science.
- CO2: select and use appropriate teaching skills in their teaching.
- CO3: write lesson plans and unit plans on their own.
- CO4: develop programmed instruction for the lessons in Computer Science.
- CO5: explain the various instructional media to be used in teaching Computer Science.

OUTCOME MAPPING

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

SEMESTER – I

Course Code: BD1HI	Credits: 5
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PEDAGOGY OF HISTORY – I

COURSE OBJECTIVES

CO1: Understand the Aims and Objectives of Teaching History.

CO2: Gain mastery of the Teaching skills.

CO3: Know various approaches in Teaching History.

CO4. Apply various methods in Teaching History.

CO5. Use various instructional media in Teaching History.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING HISTORY

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives - Instructional Objectives and Behavioural Objectives – Need and Importance of Instructional Objectives.

Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

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

UNIT – III: APPROACHES OF TEACHING

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

UNIT-IV: METHODS OF TEACHING

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

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

UNIT-V: INSTRUCTIONAL MEDIA

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

SUGGESTED ACTIVITIES

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

TEXT BOOK

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

SUPPLEMENTARY READINGS

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

E-RESOURCES

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

COURSE OUTCOME

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

CO1: describe the need and importance of Teaching History.

CO2: demonstrate the various Teaching skills.

CO3. prepare a Lesson Plan.

CO4. handle various Methods of Teaching History.

CO5. utilize various instructional media in Teaching History.

OUTCOME MAPPING

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

SEMESTER – I

Course Code: BD1CA	Credits: 5
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PEDAGOGY OF COMMERCE AND ACCOUNTANCY - 1

COURSE OBJECTIVES

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

CO2. Comprehend instructional objectives for a lesson.

CO3. Gain mastery of the teaching skills.

CO4. Identify various methods in teaching Commerce and Accountancy.

CO5. List various resources in teaching Commerce and Accountancy.

UNIT- I AIMS AND OBJECTIVES OF TEACHING COMMERCE AND ACCOUNTANCY

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

UNIT-II: TEACHING SKILLS

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

UNIT – III: APPROACHES OF TEACHING COMMERCE AND ACCOUNTANCY

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

UNIT - IV: METHODS OF TEACHING

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

UNIT- V: INSTRUCTIONAL MEDIA

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

SUGGESTED ACTIVITIES

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

TEXT BOOKS

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

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

SUPPLEMENTARY READINGS

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

E- RESOURCES

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

COURSE OUTCOMES

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

- CO1. analyze the aims and objectives of teaching of Commerce.
- CO2. practice micro teaching skills in the class.
- CO3. write model lesson plans for teaching Commerce and Social Science.
- CO4. handle various methods of teaching Commerce and Social Science
- CO5. analyse the different use of Mass Media in classroom instruction.

OUTCOME MAPPING

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