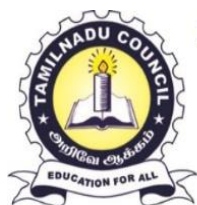


**TAMILNADU COUNCIL FOR OPEN &
DISTANCE LEARNING**

INTEGRATED B.A.B.Ed.

REVISED SYLLABUS



TAMILNADU COUNCIL FOR OPEN AND DISTANCE LEARNING

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

Internationally Accredited Institution Registered under Tamilnadu Govt Act

CURRICULUM STRUCTURE OF INTEGRATED BA.B.Ed

Eligibility: A Pass in 10+2 from any Recognized Board

Duration : 4 Years

FIRST YEAR

Sl. No	Course Code	Course Description	Maximum Marks
01	IBED-CA1	English Grammar and Composition	100
02	IBED-CA2	Basics of Computers	100
03	IBED-CA3	History of India	100
04	IBED-CA4	Indian Polity and Constitution	100
05	IBED-CA5	Physical and World Geography	100
06	IBED-CA6	Teacher in Emerging Indian Society	100

1. ENGLISH GRAMMAR AND COMPOSITION

UNIT-I Brief History of England

Tudor England- Stuart England -Restoration England -Revolutions -Eighteenth Century-19th Century Education- 20th Century

UNIT-II Literary Texts

R.K. Narayan- An Astrologer's Day and Sarojini Naidu - Bangle Sellers

UNIT-III Reading Comprehension

Definition of Comprehension- Types of Comprehension- Reading Materials- Vocabulary- Critical Reading- Effective Reading- Exercises

UNIT-IV Functional Grammars and Vocabulary

Parts of Speech- Tenses-Articles -Prepositions and Linkers –Punctuation-Common Mistakes -Polite Expression-Affixes

UNIT-V Language Skills

Reading Skills: SQ3R Technique -Writing Skills -Dictionary Use

2. BASICS OF COMPUTERS

UNIT-I:

Basics of Computers: Definition of a Computer - Characteristics of computers, Applications of Computers – Block Diagram of a Digital Computer – I/O Devices, hardware, software humanware, application software, system software, Memories - Primary, Auxiliary and Cache Memory. MS Windows – Desktop, Recycle bin, My Computer, Documents, Pictures, Music, Videos, Task Bar, Control Panel.

UNIT-II:

MS-Word: Features of MS-Word - MS-Word Window Components - Creating, Editing, Formatting and Printing of Documents – Headers and Footers – Insert/Draw

Tables, Table Auto format – Page Borders and Shading – Inserting Symbols, Shapes, Word Art, Page Numbers, Mail Merge.

UNIT-III:

MS-Excel: Overview of Excel features – Creating a new worksheet, Selecting cells, Entering and editing Text, Numbers, Inserting Rows/Columns –Changing column widths and row heights, Formulae, Referencing cells, Changing font sizes and colours, Insertion of Charts, Auto fill, Sort.

UNIT-IV:

MS-PowerPoint: Features of PowerPoint – Creating a Presentation - Inserting and Deleting Slides in a Presentation – Adding Clip Art/Pictures -Inserting Other Objects, Audio, Video -Resizing and scaling of an Object – Slide Transition – Custom Animation.

3. History of India

UNIT- I

Geographical Features – Sources of Indian History – Pre- and Proto History - Harappan Civilization - Megalithic Culture– Ancient Tamil Civilization – Early Vedic Age – Later Vedic Age.

UNIT -II

Buddhism and Jainism – Greek and Persian Invasions of India– Alexander's Invasion - Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.

UNIT- III

Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya -Samudragupta –Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities

UNIT- IV

Vardhanas - Harshavardhana - Administration - Religious Contributions - Provincial Dynasties - Chalukyas - Rashtrakutas - Paramaras - Palas - Senas - Art and Architecture - Cultural contributions.

UNIT-V

Rajputs - Cultural Contributions - Arab Conquest of Sind - Mahmud of Ghazni - Invasions - Mohammed of Ghor - Battles of Tarain

UNIT-VI

Establishment of Sultanate Rule in India - Slave Dynasty - Qutb-uddin-Aibak - Iltutmish-Sultana Raziya - Balban - Khilji Dynasty - Jalaluddin Khilji - Alauddin Khilji - Malik Kafur's Invasion

UNIT-VII

Tughlaq Dynasty - Mohammed-bin-Tughlaq - Feroz Shah Tughlaq - Sayyids and Lodis -Administrative System under Delhi Sultanate - Bhakti Movement - Sufi Movement

UNIT-VIII

Advent of Mughals - Babur - Humayun - Sher Shah Administration- conquests of Akbar- Mughal administration- Mughal Art and Architecture

UNIT-IX

Jehangir -Chain of Justice- Shah Jahan - Aurangzeb - Rise of the Marathas - Life and Career of Shivaji - Shivaji's Administration

UNIT-X

Bahmini Kingdom - Vijayanagar Empire - Administration - Art and Architecture- Position of Women in Medieval Period

UNIT-XI

European Penetration into India: Early European Settlements - European Trading companies -The Portuguese, The Dutch, The English and the French trading companies-
-Trading concessions – Golden Firman- Dastaks

UNIT-XII

The Struggle for Supremacy: Anglo – French Rivalry- Carnatic Wars– Robert Clive
–Dupleix - -Battle of Plassey – Battle of Buxar- Treaty of Allahabad-Later Mughals and
their struggle for Survival

UNIT-XIII

British Expansion and Paramountcy in India: Ring Fence policy (1765 – 1813) –
Policy of Subordinate Alliance (1813-1823) – Policy of Lapse and Annexations by
conquests (1823 -1858)-Anglo- Mysore wars (1767-1799) - Anglo Maratha wars (1775-
1818)–First Anglo Afghan war (1839-1842) – Anglo-Burmese wars (1823-1885) – Anglo-
Sikh conflicts (1844-1849)

UNIT-XIV

British Colonial Administration: Early Administrative Structure of the British Raj
– Regulating Act- Pitt's India Act – Charter Acts -1813,1833,1853-Economic Impact of
British colonial Rule – Land Revenue Administration –Permanent Land Revenue
settlement- Ryotwari system- Mahalwari system - Commercialisation of Agriculture-
Drain of Wealth – Economic Transformation of India- Railways –Roadways - Telegraph
and Postal services – Famine Commissions.

UNIT-XV

Indian Response to British Rule: Early Peasant movement and Tribal Uprisings –
KolUprising, (1820-1837) Moplah Uprisings (1841 -1920)–Bhil Uprisings (1818 -1831) –
The Great Revolt of 1857 – Jhansi Rani

UNIT-XVI

Poliger revolt- South Indian Revolution – Vellore Mutiny- 1857 Mutiny, Queen's Proclamation – Transition from Company to Crown –Socio-Religious Reform Movements and National Awakening in the 19th Century

UNIT-XVII

Indian National Movement: Indian National Congress: Moderates – Extremists – Partition of Bengal – Swadeshi Movement – Birth of Muslim League – Surat Congress – Minto-Morley Reforms – Communal Electorate - Home Rule Movement – Montague-Chelmsford Reforms – Dyarchy

UNIT-XVIII

Gandhian Era– Jallianwala Bagh Massacre – Non-Cooperation Movement – Swaraj Party – Simon Commission – Rise of Communist Party – Civil Disobedience Movement – Gandhi –Irwin Pact – Round Table Conference and the Communal Award –Act of 1935 – Provincial Autonomy –1937 elections – Cripps Mission

UNIT- XIX

Rise of the Left Politics – Rise and Growth of Revolutionary Movements – Social Reform Movements in the Twentieth Century – Role of Communists - Periyar E V Ramasamy.

UNIT-XX

Quit India Movement – Subash Chandra Bose and Indian National Army – Simla Conference – Cabinet Mission – Mountbatten Plan – Partition of India.

4. Indian Polity and Constitution

UNIT-I: Introduction to Indian Constitution

Historical background of Indian Constitution - Making of the Constitution and Constituent Assembly - Preamble and its significance - Salient features of the Constitution - Sources of the Indian Constitution

UNIT II Fundamental Rights and Duties

Fundamental Rights: nature, scope, and types - Directive Principles of State Policy: classification and implementation - Fundamental Duties: significance and impact - Comparison with other constitutional rights frameworks

UNIT-III Union Government

President: election, powers, and functions - Prime Minister and Council of Ministers - Parliament: structure, functions, and law-making process - Legislative procedures and control mechanisms - Supreme Court: jurisdiction, powers, and independence of judiciary

UNIT-IV State Government and Administration

Governor: role and powers - Chief Minister and State Council of Ministers - State Legislature: structure and powers - High Courts and subordinate judiciary - Centre-State relations: legislative, administrative, and financial aspects

UNIT-V Constitutional Bodies and Emergency Provisions

Election Commission of India - Union Public Service Commission (UPSC) - Comptroller and Auditor General (CAG) - Finance Commission - Emergency Provisions: National, State, and Financial Emergencies

UNIT-VI Local Self-Government and Amendments

73rd and 74th Constitutional Amendments - Panchayati Raj Institutions - Urban Local Bodies and their governance - Constitutional Amendment Procedure (Article 368) - Important Constitutional Amendments and their impact

UNIT-VII Current Developments and Landmark Judgments

Recent constitutional reforms and amendments - Key Supreme Court judgments: Kesavananda Bharati, Maneka Gandhi, etc. - Electoral reforms and political debates - Federalism, judicial activism, and emerging issues in Indian polity. Teacher in Emerging Indian Society

5. Physical and World Geography

UNIT-I Introduction to Geography

Definition, scope, and significance of Geography - Branches of Geography: Physical, Human, and Regional Geography - Recent trends in Geography - Concepts of time and space

UNIT-II Geomorphology

Earth's structure and composition - Origin and evolution of Earth - Plate tectonics and continental drift - Earthquakes and volcanoes - Landforms produced by fluvial, glacial, aeolian, and coastal processes

UNIT-III Climatology

Composition and structure of the atmosphere - Insolation and heat budget of the Earth - Atmospheric pressure and wind systems - Monsoons and climatic regions of the world - Cyclones and anticyclones

UNIT-IV Oceanography

Distribution of land and water - Ocean bottom topography - Ocean currents and their effects - Tides and waves - Marine resources and ocean pollution

UNIT-V Biogeography

Concepts of ecosystem and ecology - Distribution of flora and fauna - Biomes and biodiversity hotspots - Conservation of biodiversity - Environmental degradation and management

UNIT-VI World Geography: Major Physical Features

Mountains, plateaus, plains, and river systems of the world - Deserts, grasslands, and forests of the world - Major climatic regions and their characteristics - Natural disasters and their global distribution

UNIT-VII Human and Economic Geography

World population distribution and growth - Migration patterns and urbanization - Agricultural systems and food security - Major industries and global trade patterns - Environmental issues and sustainable development

6. 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

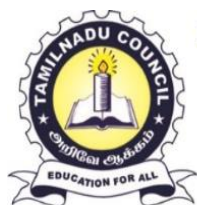
Meaning of National integration and its need, role of teacher and educational institution in achieving National Integration through democratic interaction, explanation of cultural heritage, contributions of different religions (Hinduism, Buddhism, Sikhism,

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.





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SECOND YEAR

Sl. No	Course Code	Course Description	Maximum Marks
01	IBED-CA7	English Literature	100
02	IBED-CA8	Introduction to Sociology	100
03	IBED-CA9	Geography of India	100
04	IBED-CA10	Environment, Climate Change and Biodiversity	100
05	IBED-CA11	Economic Theory	100
06	IBED-CA12	Development of Learner and Teaching – Learning Process	100

1. English Literature

UNIT-I

Francis Bacon “Of Truth, Of Studies” Oliver Goldsmith “The Man in Black” Joseph Addison “Sir Roger at the Church” Sir Richard Steele “The Coverley Household”

UNIT-II

Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper John Keats - Endymion Bk-I

UNIT-III

P.B. Shelly – Ozymandias William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks in Beauty John Milton - Paradise Lost Bk 4.

UNIT-IV

Christopher Marlowe - Dr. Faustus Francis Beaumont and John Fletcher - Philaster Oliver Goldsmith - She Stoops to Conquer

UNIT-V

Mary Shelly - Captain Walton’s Conclusion-Frankenstein Jonathan Swift - Voyage to Lilliput/Houyhnhnms-Gulliver’s Travels Charles Dickens - Recalled to Life- A Tale of Two Cities.

2. Introduction to Sociology

UNIT-I Sociology

Meaning, Definition, Nature and scope of Sociology – Origin and Development – Importance of the Study of Sociology – Relationship with other social sciences and uses of sociology.

UNIT-II MAN AND SOCIETY

Society – Origin – Nature of society – Relationship between Individual and Society – Socialization – Meaning – Functions – Agencies of Socialization.

UNIT-III BASIC CONCEPTS

Community, Association, Institution. Social Processes: Associative and dissociative processes. Social Groups: Meaning, Characteristics, Classification and functions of Social Groups. Social change – Meaning, Factors and Theories of Social Change.

UNIT-IV SOCIAL INSTITUTIONS AND SOCIAL CONTROL

Concept- definition-characteristics of Institution. Types-Family, Marriage, Kinship, Religion, Caste, Education, Economy and Politics. Merits and demerits of Social Institutions. Social Control – Meaning- definition and goals of social control. Methods - agencies and Importance of social control.

UNIT-V CULTURE AND CIVILIZATION

Culture –Meaning – types of culture – features and elements of culture – Civilization – Relationship and differences between Culture and Civilization – Cultural lag.

3. Geography of India

UNIT-I Introduction to Geography of India

Location and extent of India - Physiographic divisions of India - Geological structure and formation - Drainage systems and river basins - Natural disasters: earthquakes, floods, landslides

UNIT-II Climate and Weather Patterns

Factors influencing India's climate - Seasonal patterns: monsoon, winter, summer, and retreating monsoon - Climatic regions of India - Temperature and rainfall patterns - Climatic hazards and variability

UNIT-III Soils and Natural Vegetation

Types of soils in India and their distribution - Soil formation and conservation - Classification and distribution of natural vegetation - Forest types and their economic importance - Conservation of forests and biodiversity

UNIT-IV Water Resources and Agriculture

Surface and groundwater resources - Irrigation methods and major projects - Types of farming and cropping patterns - Green Revolution and agricultural development - Problems and prospects of Indian agriculture

UNIT-V Mineral and Energy Resources

Distribution and production of metallic and non-metallic minerals - Coal, petroleum, and natural gas reserves - Renewable energy sources: solar, wind, hydro, and biomass - Energy crisis and sustainable management

UNIT-VI Industries and Transport

Location and distribution of major industries: iron and steel, cotton textiles, IT, and automobiles - Industrial regions of India - Transport infrastructure: roadways, railways, airways, and waterways - Communication systems and networks

UNIT-VII - Population and Urbanization

Population distribution and density - Growth, composition, and demographic trends - Migration: causes and consequences - Urbanization and metropolitan development - Regional disparities and planning

4. Environment, Climate Change and Bio-diversity

UNIT-I Introduction to Environment and Ecology

Definition, scope, and components of environment - Concept of ecology and ecosystem - Structure and function of ecosystems - Food chains, food webs, and ecological pyramids - Biogeochemical cycles: carbon, nitrogen, phosphorus, and water cycles

UNIT-II Environmental Pollution and Management

Types of pollution: air, water, soil, and noise - Sources and effects of pollution - Solid waste management and treatment technologies - Environmental impact assessment (EIA) - Environmental management practices and policies

UNIT-III Climate Change: Causes and Effects

Greenhouse effect and global warming - Causes of climate change: natural and anthropogenic factors - Effects of climate change on weather, agriculture, biodiversity, and human health - Climate change models and predictions - Adaptation and mitigation strategies

UNIT-IV International and National Efforts on Climate Change

United Nations Framework Convention on Climate Change (UNFCCC) - Kyoto Protocol and Paris Agreement - Intergovernmental Panel on Climate Change (IPCC) reports - India's initiatives: National Action Plan on Climate Change (NAPCC) - Role of NGOs and civil society in climate governance

UNIT-V Biodiversity: Concepts and Conservation

Definition and levels of biodiversity: genetic, species, and ecosystem diversity - Biodiversity hotspots and distribution - Importance of biodiversity for ecosystems and humans - Threats to biodiversity: habitat loss, invasive species, overexploitation - In-situ and ex-situ conservation strategies

UNIT-VI Environmental Legislation and Policies in India

Major environmental laws: Environment Protection Act, Wildlife Protection Act, Forest Conservation Act, Water and Air Acts - Role of National Green Tribunal (NGT) - Policies for sustainable development and green economy - Environmental ethics and sustainable living practices

UNIT-VII Contemporary Issues and Case Studies

Climate refugees and migration - Deforestation and desertification - Urbanization and its environmental impacts - Case studies on conservation success stories and climate change mitigation projects - Emerging technologies for environmental protection

5. Economic Theory

UNIT-I - Introduction to Economics

Nature, scope, and importance of economics - Microeconomics and macroeconomics: meaning and differences - Positive and normative economics - Basic economic problems and economic systems - Concept of equilibrium

UNIT-II - Theory of Consumer Behaviour

Law of demand and determinants of demand - Elasticity of demand: price, income, and cross elasticity - Utility analysis: cardinal and ordinal approaches - Indifference curve analysis and consumer equilibrium - Income, substitution, and price effects

UNIT-III - Theory of Production and Cost

Production function and laws of production - Isoquants and returns to scale - Cost concepts and cost curves: short-run and long-run - Economies and diseconomies of scale - Relationship between production and cost

UNIT-IV - Market Structures and Pricing

Perfect competition: characteristics and price determination - Monopoly: price and output decisions - Monopolistic competition: features and price output determination - Oligopoly: kinked demand curve and price leadership - Price discrimination and its conditions

UNIT-V - Theory of Distribution

Marginal productivity theory of distribution - Wage determination under perfect and imperfect competition - Rent theories: Ricardian and modern - Interest theories: classical,

loanable funds, and Keynesian theories - Profit theories: risk, uncertainty, and dynamic theories

UNIT-VI - Macroeconomic Concepts

National income: concepts, measurement, and difficulties - Classical and Keynesian theories of employment and income - Consumption function and investment function - Multiplier and accelerator concepts - Business cycles: phases and theories

UNIT-VII

Money, Banking, and Public Finance - Functions and role of money - Quantity theory of money: Fisher and Cambridge approaches - Commercial and central banking: functions and role - Monetary and fiscal policies - Public revenue, public expenditure, and public debt.

6. 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).



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THIRD YEAR

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01	IBED-BA15	English Literature-II	100
02	IBED-BA16	Theory of Sociology	100
03	IBED-BA17	Computer Awareness and Information Technology	100
04	IBED-BA18	World History	100
05	IBED-BA19	Institutions of World	100
06	IBED-BA20	Development of Educational System in India	100

1. ENGLISH LITERATURE-II

UNIT-I

Ten short answer questions based on the entire course

UNIT-II

Types of Prose and Prose Style

Autobiography/Biography and Memoir

Travelogue

Periodical Essay

Formal Essay

Personal Essay

UNIT-III

Bacon 'Of Studies'

Richard Steele 'Recollections of Childhood'

Joseph Addison 'Sir Roger at Church'

Charles Lamb 'The Convalescent'

UNIT-IV

Dr. Johnson 'Letter To Lord Chesterfield'

G.K.Chesterton 'On Running After One's Hat'

R.L.Stevenson 'An Apology For Idlers'

A.G.Gardiner 'On Shaking Hands'

UNIT-V

Robert Lynd 'A Disappointed Man'

J.B.Priestley 'On Doing Nothing'

HilaireBellock 'OnSpelliings'

E.V.Lucas 'Bores'

2. THEORIES OF SOCIOLOGY

UNIT-I

- Karl Marx: Historical Materialism, Dialectical Materialism, Class and Class Struggle.
- Emile Durkheim: The Rules of Sociological Method, Division of Labour, Suicide
- *Georg Simmel: Formal Sociology, Money, Culture
- Max Weber: Verstehen, Protestant Ethics and Spirit of Capitalism, Bureaucracy

UNIT-II

- Structuralism – locating the theoretical paradigm (the discussion would throw light on how structuralism developed as a distinct theoretical model)
- Understanding structuralism through the works of Claude Levi Strauss,
- Functionalism –locating the theoretical paradigm
- Understanding functionalism through the works of Radcliff Brown

UNIT-III

- Critical Theory Before and After the Frankfurt School
- Theodor Adorno and Max Horkheimer
- Walter Benjamin
- Herbert Marcuse

UNIT-IV

- Discursive practice
- Social construction of the body and emotions
- Phenomenology and the body
- The affective turn

UNIT-V

- Social Construction of Gender: Biology, Sex, Culture, Gender, Socialization,
- Masculinity, and Femininity

- Theorising Gender and Sexuality: Feminisms and Beyond
- Gender, Sexuality, Institutions and Power Relations: Classed, Raced, Gendered and Sexualised Embodiments and Imaginings.
- Feminist Methods & Methodologies in Researching Gender : Critiquing Main Stream.
- Male – Stream Sociological Method & Methodologies

3. COMPUTER AWARENESS AND INFORMATION TECHNOLOGY

UNIT-I

Introduction to Computer Science: History of Computers - Parts of a Computer - Sound and Video - Setting up the Computers - Buying a Computers - Starting the Computers - Mouse and Key Board - Monitor - disk drives - Printer and Scanner.

UNIT-II

Computer architecture - CPU - Memory - Communication between various units of a computer system - storage devices.

UNIT-III

Computer program - developing a program - algorithm - Flowchart -program testing and debugging - program documentation - Computer languages - Software.

UNIT-IV

I/O devices - Types - Keyboard - Mouse - Monitor classification of output devices.

UNIT-V

Internet basis - Evolution- Basic Internet Terms - Getting connected Internet - Internet applications - e-mail - searching the Web.

4. WORLD HISTORY

UNIT-I

Renaissance in Italy - England, Spain and France - Reformation in Germany, England, France and Switzerland - Counter Reformation Geographical Discoveries - New Inventions Rise of Nation States - Nationalism - Thirty Years War-Age of Benevolent Despotism - Louis XIV of France - Frederick II of Prussia – Joseph II of Austria – Peter the

Great of Russia - Catherine of Russia - Louis XV - Louis XVI - Ancient Regime - France on the eve of the French Revolution

UNIT-II

Abraham Lincoln - Civil War - Causes, Course and Results - Reconstruction and its kinds - end of the Reconstruction. Rise of Big Business - Rail Roads - Growth of Industry - Labour Movement - Granger- Populist Movement. Growth of Imperialism - the Spanish - American War, 1898 - Open Door Policy - The Westward movement (1861-1900) - End of Frontier. Theodore Roosevelt - Progressive Reforms - Foreign Policy - W.H. Taft - Dollar Diplomacy - Woodrow Wilson - New Freedom. USA and First World War - 14 points - Treaty of Versailles - Warren Harding - Coolidge Prosperity - Hoover - Great Depression.

UNIT-III

Boxer Rebellion - Manchu Reforms - Revolution of 1911 - Decline of Manchus. Dr. Sun YatSen - Yuan Shi Kai - China and the first World War - May 4th movement Washington conference. Rise of Kuomintang party - Chiang Kai Shek - Birth of communism in China - civil-war in China - Manchurian Crisis - second sino - Japanese war. Mao's era - Establishment of Peoples Republic of China - cultural Revolution - China Since the cultural Revolution - Estimate of Mao. Post Mao era in China - China in the World affairs

UNIT-IV

Arabia on the eve of the rise of Islam - Geographical features - al - Hijaz - pre -Islamic Arabs - Social, political and Religious life. Muhammad, the Prophet - his life, mission, character, personality, message of Islam -Islam its impact - Re-organization of Bedouin Society. The orthodox caliphate - The concept - Abubacker Umar - I - Usman Ali - society -Culture. The Umayyads - Amir Muawiyah - Tragedy of Karbala - Abdul Malik, Al - Walid- I Umar bin Abdul Aziz. Decline of the Umayyads - Administrative setup under Umayyads- Intellectual developments under Umayyads.

UNIT V

Early History - Rise of Kiev and Moscow - The Rule of Michael Romanov. Russia in the 17th Century - Peter the great and Catherine the great - Russia in the Napoleonic struggle and after. Alexander I - Nicholas I - Alexander II - the conquest of central Asia - Russia and the Eastern question. Decline of liberalism - Alexander III, Nicholas II - Russo Japanese war - Russia and the first world war

5. INSTITUTIONS OF WORLD

UNIT I

- Multilateralism and Global Governance
- Global IOs: The League of Nations and the UN
- Collective Security: UN Security Council
- NATO and European Security
- Regional Organization and Integration: European Union
- Economic Governance: The WTO
- International Development: Bretton Woods Institutions
- Law and Justice: International Courts and Humanitarianism
- Global Environmental and Health Regimes
- Global Civil Society

UNIT II

- The Nature of International Relations Theory
- History and scope of the Discipline
- Traditional and Scientific Approaches in International Relations
- Post-positivist Approach
- Major Concepts
- State, Sovereignty; Power/Hegemony, National interest; Security, Anarchy
- Civil Society; Citizenship, Identity; Gender; Cosmopolitanism

- Globalisation, Poststructuralism, Green Politics

UNIT III

- Traditional Theories in IR
- Realisms
- Liberalisms
- Marxism
- International Society/English School

UNIT IV

- Emerging Theories in IR: An Introduction
- Critical Theories
- Constructivism
- Post-Structural Theories

UNIT V

- Indian Writings of International Relations
- Anti-colonialism
- Nonalignment
- Survey of Indian Writings in IR

6.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

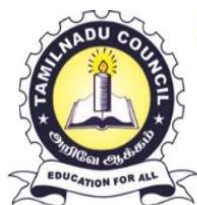
- University Education Commission (1948-49).
- Secondary Education Commission (1952-53).
- Indian Education Commission (1964-66).
- National Policy of Education (1986).
- Revised National Policy 1986 with modification made 1992.

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).



TAMILNADU COUNCIL FOR OPEN AND DISTANCE LEARNING

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

Internationally Accredited Institution Registered under Tamilnadu Govt Act

CURRICULUM STRUCTURE OF INTEGRATED BA.B.Ed

Eligibility : A Pass in 10+2 from any Recognized Board

Degree Duration : 4 Years

FOURTH YEAR

Sl. No	Course Code	Course Description	Maximum Marks
01	IBED-BA19	Guidance And Counselling	100
02	IBED-BA20	Educational Psychology	100
03	IBED-BA21	Assessment of Learning	100
04	IBED-BA22	Essentials Of Educational Technology and Management	100
05	IBED-BA23	Elective Subject: Tamil/ English/ Mathematics/ Physics/ Chemistry/ Botany/ Zoology/ History/ Geography/Computer Science/ Economics/ Commerce/ Home Science/ Sociology	100
06	IBED-BA24	Micro Teaching	100

1. 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: Teachers' role in career planning. Vocational training and placement opportunities for CWSN.
- Behaviour 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)

2. 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.

3. ASSESSMENT OF LEARNING

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.

4. 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, and 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 SUBJECTS

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-Blue print-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- blue print- 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

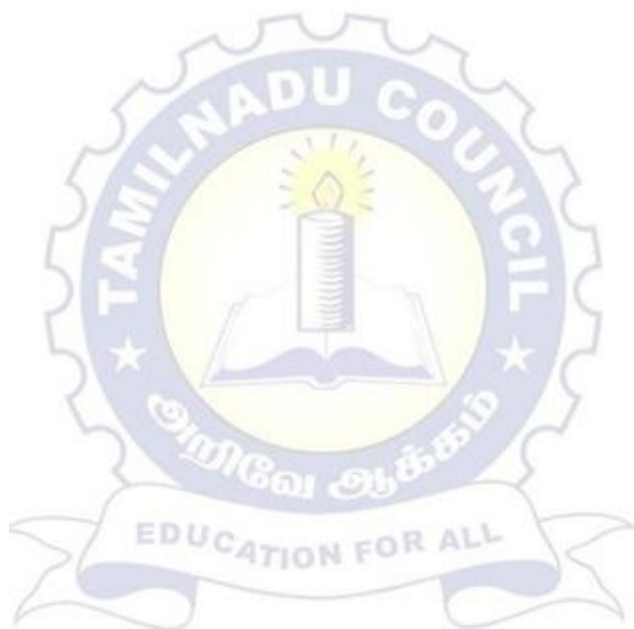
Microteaching: Meaning, Definition, Origin, Need and Procedure - Microteaching Cycle – Skills of Microteaching: Skill of Reinforcement, Skill of Introducing a Lesson, Skill of Explaining, Skill of Stimulus Variation, Skill of Probing Questioning, Skill of Illustrating with examples and Closure - Link 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 and 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 SOCIAL SCIENCE

UNIT -I: NATURE AND SCOPE OF SOCIAL SCIENCE

Social Sciences: Meaning, definitions, nature & scope-importance of learning social science- approaches to education-correlation of social science with other subject-values of teaching social science in school.

UNIT -II: AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCE

Aims and objectives of Teaching Social Sciences in schools-Instructional Objectives- General instructional objectives (GIOs) and Behavioural or General Instructional objectives (SIOs)-relating to Cognitive, Affective and Psychomotor domains – based on Bloom's Taxonomy Educational objectives.

UNIT -III: MICROTEACHING

Microteaching-meaning-definitions-origin, need and procedures-micro teaching cycle-skills of micro teaching-introducing-reinforcement-stimulus variation-probing questioning-explaining-using black board - link practice-need for link practice

UNIT IV: PLANNING FOR TEACHING-LEARNING OF SOCIAL SCIENCE

Macro teaching :- Lesson planning-importance of lesson plan-Herbartian steps-format of a typical lesson plan-(GIO'S) & (SIO's)-Teaching aids-motivation , presentation-application-recapitulation, evaluation and assignment - unit plan - year plan

UNIT V: EVALUATION IN SOCIAL SCIENCE

Meaning-Objectives, Concept, Aspects. Tools of Evaluation-Recent Trends in Evaluation-Blue print-preparing model question paper Based on Blue print.

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-Variations 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

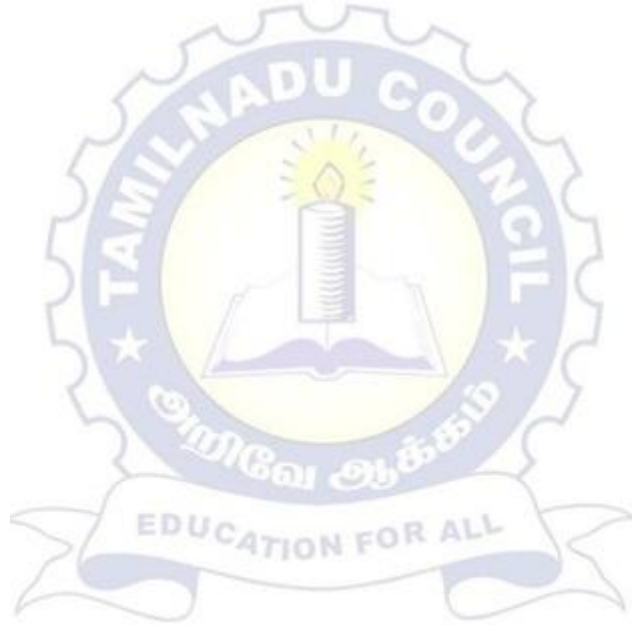
Microteaching – Definition - origin, need, and procedure – Microteaching Cycle – Steps - Skills of Microteaching-Skill of Introducing - Skill of Explaining, Skill of Stimulus Variation, Skill of Probing Questioning - Skill of Reinforcement Skills of black board usage and Closure –link practice - need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

TEACHING HISTORY

UNIT I

Aims and objectives of teaching History Meaning - nature - scope - Aims and objectives of teaching History in schools - Need and significance of teaching History - Values of teaching History. (Suggested instructional approaches/ methods: i) Teacher talk / Invited lecture on the place of History in school curriculum. ii) Student seminar on the need, significance and 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 and fluency in communication - Practising a mini-lesson with multiple teaching skills. 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 mini-teaching.

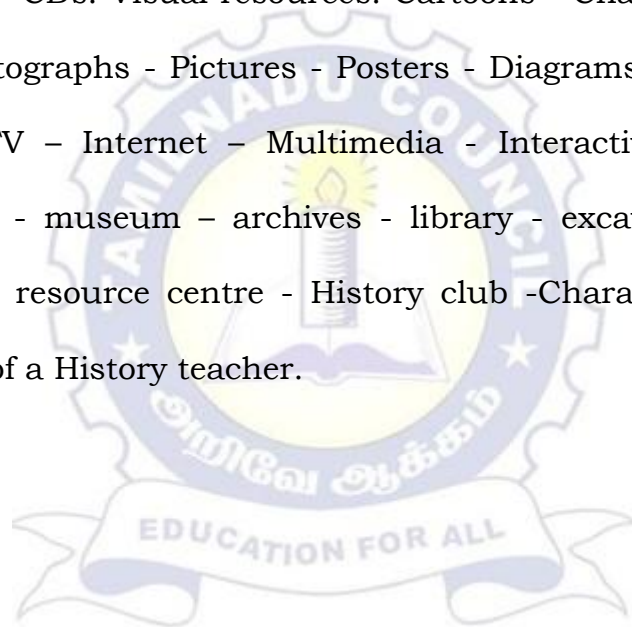
UNIT IV

Methods of Teaching History-Teacher-centred methods: Lecture method - Demonstration method - Dramatization method - Team-teaching -Source method. Learner-centred 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

Recourses 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.

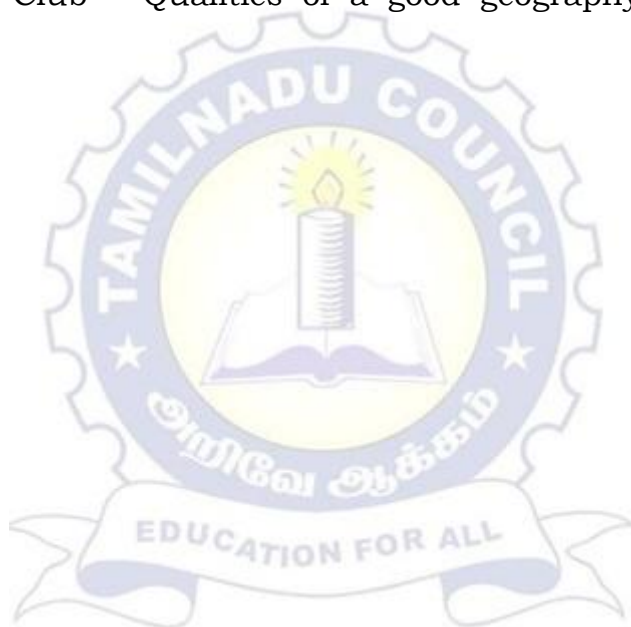
UNIT IV

Methods of Teaching Geography- Teacher-centred methods: Lecture method – Demonstration method – Team teaching. Learner-centred 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 HOME SCIENCE

UNIT-I

Curriculum in Home Science Curriculum Development – Meaning – Concept – principles of curriculum construction – Curriculum development – Organization of curriculum and syllabus Correlation in Home Science Correlation – Need – Types of correlation – Correlation with other subjects

UNIT-II

Environmental Education Meaning, Need, Aims and Objectives – Advantages of Environmental Education at Elementary, Secondary, Higher secondary and University level Home Science Teacher Competencies associated with success in teaching – Maintaining optimum physical and mental health – Acquiring breadth and depth in knowledge – Teaching effectively – Accepting the professional ethics and growth – Personality traits.

UNIT- III

Relationship between the school and community Duties and Responsibilities of a Home science teacher – Teacher's contribution to the school and community. Home Science Laboratory Bases of instruction – Home Science Laboratory – organization of the laboratory – Laboratory equipment and their maintenance.

UNIT- IV

Planning, organization and maintenance Planning of an all-purpose room – maintenance of records and registers, stock books and accounts books. Text book of Home Science Text books – Criteria of good text books – Critical review of Home science text books used in Higher Secondary schools

UNIT V

Examination and Evaluation. Achievement tests – Essay and objective types – Construction and uses of tests- Diagnostic testing and remedial teaching. Research in Home Science Education Research – meaning, characteristics – Variables – Independent – Dependent – Moderate - Pure - Applied and Action research – Procedure to conduct action research.



TEACHING CHEMISTRY

UNIT I: Objectives and Principles of Teaching Chemistry

Chemistry as a discipline, its nature and scope. Objectives of teaching-cognitive, affective and psychomotor domain, broad principles of teaching at plus two level. Pedagogical analysis of content at plus two level for functional understanding of concepts, laws and theories and correlating them to pedagogical principles.

UNIT II: Curriculum in Chemistry

Principles for curriculum construction. A brief review of development of curriculum projects in chemistry such as CHEM study project, Nuffield project in chemistry and Chemical Bend Approach project. A critical analysis of chemistry syllabi for classes XI and XII.

UNIT III : Instructional Strategies

Preparation of unit plans and lesson plans based on:

- (i) Problem solving approach
- (ii) Laboratory method
- (iii) Project work
- (iv) Assignment method

Instructional aids for senior secondary level-need, uses and kinds. Preparation of OHP transparencies, making of improvised apparatus, molecular models etc. Use of computers in teaching of chemistry, multi-media approach and internet browsing technique. Organization of science clubs, science exhibitions and field trips.

UNIT IV

Planning Organization and Maintenance of Chemistry Laboratory

- (i) Layout plan of chemistry laboratory
- (ii) Procuring and storage of apparatus and chemicals

- (iii) Preparation of laboratory solutions and reagents
- (iv) Planning and organization of experiments
- (v) Safety precautions and first aid
- (vi) Guiding the laboratory assistant for laboratory work
- (vii) Maintenance of stock and other laboratory records.

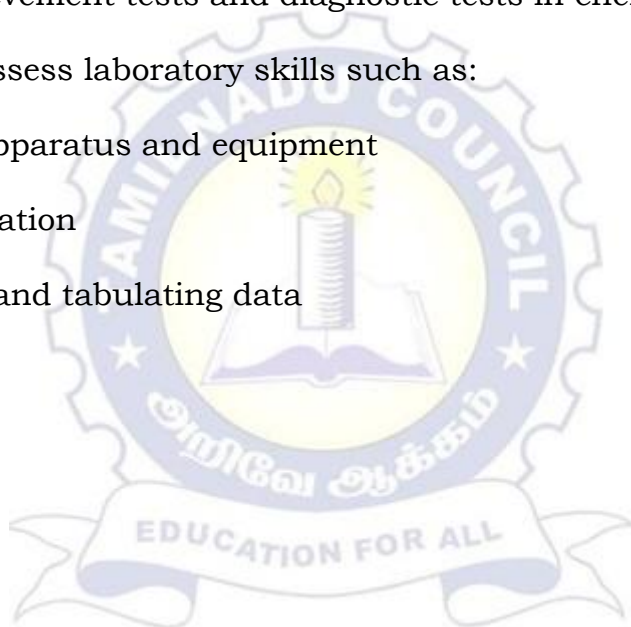
UNIT V: Evaluation

Identifying the testing situations to evaluate learning outcomes in correlation with the objectives of teaching chemistry at plus two level.

Construction of achievement tests and diagnostic tests in chemistry.

Developing tools to assess laboratory skills such as:

- (i) Skill of handling apparatus and equipment
- (ii) Skill of experimentation
- (iii) Skill of observing and tabulating data
- (iv) Skill of inferring



TEACHING PHYSICS

UNIT-I

Nature of Physics and Significance of Teaching it- Nature and scope of Physics- Significance of teaching physics in secondary and senior secondary schools.

UNIT-II

Objectives of Teaching Physics- Meaning and need of objective based teaching- General aims of teaching physics at senior secondary level-Classification of educational objectives with reference to Bloom's Taxonomy-Writing specific objectives in behavioural form in Physics-Approaches and Methods of Teaching Physics-Concept approach – meaning of concept, concept formation with reference to J. Bruner and Hilda Taba-Process approach – teaching science as a process, scientific method, problem solving method. Cooperative learning approach-Activity based approach – investigatory approach, project method, laboratory method-(Individualised instruction – computer-assisted-instruction- Demonstration-cum-discussion method-Enrichment content-Centre of mass, rigid body, rotational motion, gravitation, heat and thermodynamics, solid and semiconductor devices, wave optics, wave and particles nature of light.

UNIT-III

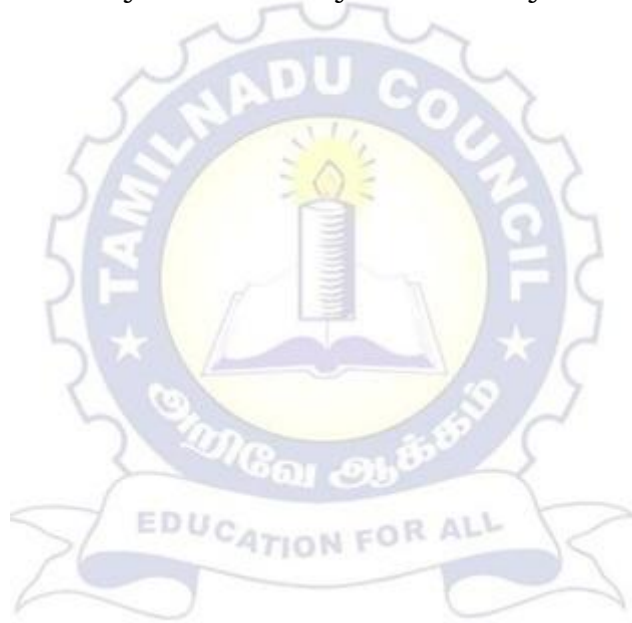
Pedagogical Analysis of Content- Meaning and need of pedagogical analysis of content-Identification of concepts-Developing learning experiences/activities

UNIT-IV

Planning a Lesson-Importance of planning-Basic steps in lesson planning- Planning a lesson for unit, a day, and individual experiment. -Physics Curriculum- Principles of curriculum construction-Characteristics of a good curriculum-A critical study of present Physics curriculum at secondary/senior secondary school-Textbook in Physics – its need and use, evaluation of a textbook-Teaching Aids in Physics

UNIT-V

Importance of teaching aids-Use of audio-visual aids in teaching of Physics with special reference to new technologies like interactive TV, computer aided instruction-Use of community resources- Preparing low cost aids--curricular Activities in Physics- Importance of co-curricular activities-Science club, science quiz, bulletin board, excursion, science fair/exhibition- Evaluation of Learners' Progress- Evaluation and measurement- Comprehensive and continuous evaluation, need and importance of class tests- Different type of tests-essay, short answer, objective types-Achievement test – its construction, administration and item analysis-Reliability and validity of a test



TEACHING BOTANY

UNIT I

Aims and objectives of teaching Botany-Botany: Meaning, nature and scope – Aims and objectives of teaching Botany - - Need and significance of teaching Botany - Values of teaching Botany.

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 educational-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 Skill in Botany-Meaning of teaching – Understanding major teaching skills: Introducing –explaining–questioning - varying the stimulus - non-verbal cues- reinforcement – closure-and fluency in communication – Practicing 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 – Practicing a mini-lesson (for 20 minutes):Observation and feedback on micro-teaching.

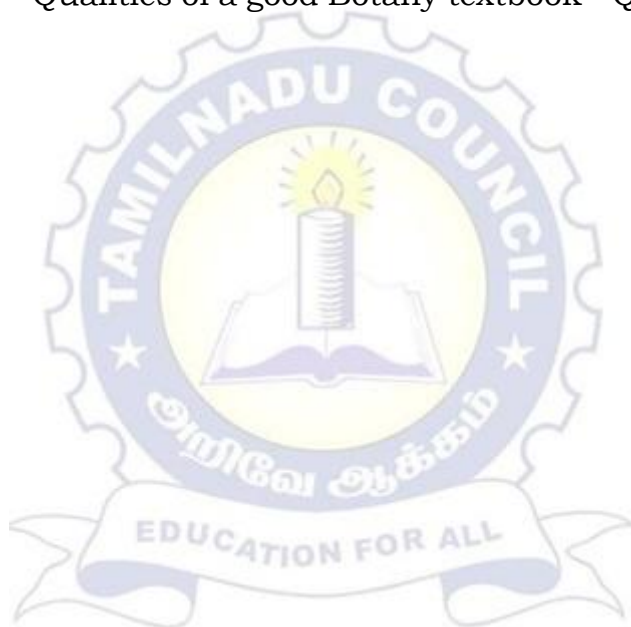
UNIT IV

Methods of Teaching Botany: Teacher-centred methods: Lecture method - Demonstration method - Team-teaching. Learner-centred methods: Laboratory method - Project method – Peer tutoring/teaching by students- Project method- Individual activities - experiential method – 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 - Videoconferencing.

UNIT V

Resources for Teaching Botany: 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. Community Resources: - Fieldtrip – Qualities of a good Botany textbook - Qualities of a Botany teacher.



TEACHING ZOOLOGY

UNIT I

Aims and objectives of teaching Zoology-Zoology: Meaning, nature and scope – Aims and objectives of teaching Zoology - - Need and significance of teaching Zoology - Values of teaching Zoology.

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 educational-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 Skill in Zoology-Meaning of teaching – Understanding major teaching skills: Introducing –explaining–questioning - varying the stimulus - non-verbal cues- reinforcement – closure-and fluency in communication – Practicing 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 – Practicing a mini-lesson (for 20 minutes):Observation and feedback on micro-teaching.

UNIT IV

Methods of Teaching Zoology

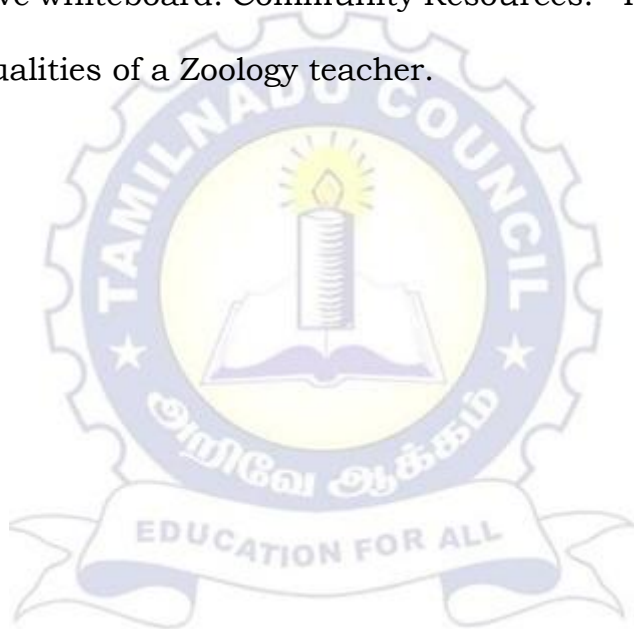
Teacher-centred methods: Lecture method - Demonstration method - Team-teaching .Learner-centred methods: Laboratory method – Project method – Peer tutoring/teaching by students- Project method- Individual activities - experiential method – Teacher-guided learning- Problem-solving method - Small group/whole-class 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 -Videoconferencing.

UNIT V

Resources for Teaching Zoology

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. Community Resources: - Fieldtrip – Qualities of a good Zoology textbook - Qualities of a Zoology teacher.



TEACHING SOCIOLOGY

UNIT I

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

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 Sociology-Meaning of teaching – Understanding
major teaching skills: Introducing - explaining -questioning - varying the stimulus - non-
verbal cues - reinforcement - closure and fluency in the 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 micro-teaching.

UNIT IV

Methods of Teaching Sociology-Teacher- centred of methods: Lecture method -
Demonstration method - Team- teaching. Learner-centred 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 Sociology-Print resources: Newspapers - Journals - Magazines - Sociology Encyclopaedias.-Audio resources: Radio talk - audio tapes - DVDs / CDs. Visual resources: Flash cards - Pictures -Cartoons - Charts - Posters - photograph - maps - models. ICT resource: Radio-TV- Internet- Multimedia- Interactive whiteboard. Community resources: Exhibitions/fairs-- Fieldtrips- Sociology club - Sociology Resource Centre - Qualities of a good Sociology-textbook - Qualities of a Sociology teacher.

