



PRIST
DEEMED TO BE
UNIVERSITY
NAAC ACCREDITED
THANJAVUR – 613 403 - TAMILNADU

1.1.2 Number of programmes where syllabus revision was carried out during the year

DEPARTMENT OF EDUCATION

- It is the practice of the Institution to revise the curriculum and syllabi once in 3 years based on duration of programme.
- Revisions were carried out once in every year as per the recommendation of the respective Boards of Studies.
- The minutes of all the academic council meetings are enclosed herewith.
- The minutes of all the BOS are enclosed herewith.



PRIST
DEEMED TO BE
UNIVERSITY
NAAC ACCREDITED
THANJAVUR 610 005 TAMILNADU

DEPARTMENT OF EDUCATION

DEPARTMENT ACADEMIC COMMITTEE MEETING CIRCULAR

Date: 19-07-2021

There will be a Department Academic Committee Meeting on 13-07-2021 at 2 pm in the staff room. All the staff members are requested to attend the meeting.

Agenda:

Curriculum

Feedback

Academic Calendar

Department Activities

Workload

Time table

Others

Dean

DR. K.Swaminathan



PRIST
DEEMED TO BE
UNIVERSITY
NAAC ACCREDITED
THANJAVUR – 613 403 - TAMILNADU

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATION

MINUTES OF THE DEPARTMENT ACADEMIC COMMITTEE MEETING

Date: 13-07-2021

The Department Academic Committee Meeting was held on 13-07-2021 at 2 pm in the staff room. Dean welcomed the committee members. Members analyzed the feedbacks from the stakeholders and the follow up actions taken. The committee carefully reviewed the curriculum in detail and proposed no changes in it. Staff members were asked to propose activities for the department like seminars, guest lectures, extension activity, co-curricular activity and extra-curricular activity. Dean proposed to prepare the academic calendar. Workload was discussed and courses were allotted to the staff members.

Dean

DR. K.Swaminathan



PRIST
DEEMED TO BE
UNIVERSITY
NAAC ACCREDITED
THANJAVUR – 613 403 - TAMILNADU

SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATION
BOARD OF STUDIES COMMITTEE MEETING CIRCULAR

Date: 19.07.2021

There will be a Board of Studies Meeting on 23.07.2021 at 10.00 am Video Conference Media: ZOOM, PRIST University, Thanjavur. All the staff members are requested to attend the meeting.

Agenda:

Curriculum

Feedback

Academic Calendar

Department Activities

Workload

Time table

Others

Dean

DR. K.Swaminathan

Signature

1. DR. K.Swaminathan
2. DR.P.Rajasekar
3. DR K.B.Jasmine Suthandira Devi
4. DR. M.Balasubramanian
5. DR. M. Aron Antony Charles
6. DR. R.Gunasekaran
7. Mr.T.Selvaraj
8. Mrs.R. Vaishnavi

DEAN



MINUTES OF THE BOARD OF STUDIES MEETING

The Board of Studies meeting of the Department of Education was held on 23.07.2021 at 10:15 a.m. under video conferencing (Zoom) method Dr.K.Swaminathan, Dean, School of Education chaired the meeting. At the outset, the Dean welcomed both the external and internal participants

The following were the members present

- 1 Dr.K.Swaminathan Dean, School of Education, PRIST University
(Chairman, BOS)
- 2 Dr.N.Sasikumar Assistant Professor, Department of Education,
Alagappa University, Karaikudi
(External Member, BOS)
- 3 Dr.C.Kathiresan Assistant Professor, Department of Education,
Periyar University, Salem
(External Member, BOS)
- 4 Dr.P.Rajasekar Professor, School of Education, PRIST University
(Member, BOS)
- 5 Dr.K.B.Jasmine Suthandira Devi Professor, School of Education, PRIST University
(Member, BOS)
- 6 Dr.M.Balasubramanian Associate Professor, School of Education, PRIST University
(Member, BOS)
- 7 Dr.M.Aron Antony Charles Associate Professor, School of Education, PRIST University
(Member, BOS)
- 8 Dr.R.Gunasekaran Assistant Professor, School of Education, PRIST University
(Member, BOS)
- 9 Mr.T.Selvaraj Assistant Professor, School of Education, PRIST University
(Member, BOS)
- 10 Mrs.R.Vaishnavi Assistant Professor, School of Education, PRIST University
(Member, BOS)

The following agenda points for the meeting were taken up for an in depth perusal.

- 1 To discuss and finalize the curriculum and syllabus for B.Ed. Programme for the ensuing academic year.
- 2 To discuss and finalize the curriculum and syllabus for M.Ed. Programme for the ensuing academic year.
- 3 To discuss and finalize the curriculum and syllabus for M.Phil. Programme for the ensuing academic year.

When the above points were taken up one by one for discussion, it was unanimously decided to follow the same curriculum and syllabus for B.Ed. programme and M.Ed. programme for the ensuing academic year also, since the curriculum and syllabus for the above were framed only last year.

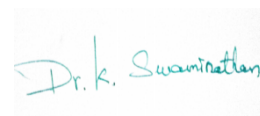
With regard to M.Phil. programme a detailed discussion was made. As per the UGC guidelines, it was decided to introduce a new paper entitled “Research and Publication Ethics (RPE)” from the ensuing academic year. This 2 credit course is mainly for creating awareness about the publication ethics and publication misconduct.

Many coordinated steps and processes are needed for academic research. Researchers should be aware of the ethical code of conduct at every stage.

This course has various dimensions focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands on sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, impact factor, etc.) and plagiarism tools will be introduced in this course.

Based on the above detailed discussion, it was unanimously decided to introduce the new paper from the ensuing academic year.

The meeting came to an end with the vote of thanks by Dr.M.Aron Antony Charles, Member BOS.



Signature of the Chairman



PRIST
DEEMED TO BE
UNIVERSITY
NAAC ACCREDITED
THANJAVUR – 613 403 - TAMILNADU

SCHOOL OF EDUCATION

Regulations & Syllabus

Degree of

Bachelor of Education

Two -Year B.Ed Programme – Semester System



(With effect from the academic year 2019-2020)

S.No.	CONTENT	Page No.
1	PREAMBLE	3
2	SHORT TITLE AND COMMENCEMENT	3
3	OBJECTIVES	3
4	ELIGIBILITY FOR ADMISSION TO THE COURSE	3
5	ADMISSION PROCEDURE	3
6	DURATION	4
7	PROGRAM CONTENT	4
8	CREDIT DISTRIBUTION	4
9	COURSE STRUCTURE CREDIT AND MARKS DISTRIBUTION	5
10	COMPONENTS OF INTERNAL ASSESSMENT	9
11	PRACTICUM COMPONENT	10
12	MEDIUM OF INSTRUCTION	10
13	PASSING MINIMUM	10
14	CONFERMENT OF THE DEGREE	11
15	REVISION OF REGULATIONS AND CURRICULUM	11
16	SUPERVISED PRACTICE TEACHING	11
17	RECORDS ACTIVITIES	11
18	DISTRIBUTION OF TIME	13
19	ELIGIBILITY FOR ADMISSION TO THE EXAMINATION	13
20	QUESTION PAPER DESIGN	14
21	QUESTION PAPER PATTERN	14
22	CLASSIFICATION BASED ON CHOICE BASED CREDIT SYSTEM (CBCS)	15
23	SEMESTER – I SYLLABUS	16-74
24	SEMESTER – II SYLLABUS	75-131
25	SEMESTER – III SYLLABUS	132-174
26	SEMESTER – IV SYLLABUS	175-227

SCHOOL OF EDUCATION
SEMESTER (CBCS) COURSE
REGULATIONS GOVERNING THE TWO YEAR B.Ed. PROGRAMME PREPARED
AS PER THE NCTE, NCERT & TNTEU NORMS AND STANDARDS OF PRIST
DEEMED TO BE UNIVERSITY UNDER (CBCS)

1. Preamble:

Teacher preparation course for secondary education, generally known as B.Ed., is professional course that prepares teachers for Upper Primary/Middle level (classes VI-VIII), Secondary (Classes IX, X) and Senior Secondary (Classes XI, XII) levels.

2. Short Title and commencement of June/July

Bachelor of Education (B.Ed.,) Degree

3. Objectives:

- (i) To prepare professional and humane teacher who will be able to face many challenges as well as other forces impinging upon the consciousness of the pupils.
- (ii) To develop the competency to teach subjects of their specialization with fluency over the language at the upper primary /middle levels (classes VI-VIII), Secondary (Classes IX, X) and higher secondary (Classes XI, XII) levels.
- (iii) To have the teachers favorable attitudes and adequate interest which will enable them to foster all round development?
- (iv) To make the teacher efficient enough to offer educational guidance and counseling to individual learners.
- (v) To enable the teacher trainees undertake action research to solve their professional problems.
- (vi) To reduce the gap between theory and practice, teacher and education curriculum and school realities.
- (vii) The course (B.Ed) will provide adequate theoretical orientation regarding the objectives of education in the Indian Background.

4. Eligibility for admission to the Course

(As per Tamil Nadu State Govt. Norms)

- | | | |
|-------|-------|--------------|
| (i) | SC/ST | 40% of marks |
| (ii) | MBC | 43% of marks |
| (iii) | BC | 45% of marks |
| (iv) | OC | 50% of marks |

5. Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and /or in the entrance examination or any other selection process as per the policy of the State Government and the PRIST DEEMED TO BE UNIVERSITY.

6. Duration

(As per Tamil Nadu State Govt. and NCTE Norms)

The programme will be spread over Two years and will be of semester pattern. The course will work 1200 hours (200 working days X6 hours per day) 100 working days in I Semester and 100 working days in II Semester. There shall be at-least 200 working days 100 working days in III Semester and 100 working days in IV Semester. There shall be at-least 200 working days exclusive of period of examination and admission etc., out of which at least 100 days shall be for practice teaching in about ten schools at upper Primary / Secondary/ Senior secondary level. First year School Internship programme (4 weeks) and second year School Internship programme (16 weeks).

7. Program content:

The program me will consist of a theory courses in ‘Perspectives in Education’, and ‘Curriculum and Pedagogic Studies’ along with ‘Engagement with the field’ and a practical component.

8. Credit Distribution

Sem.	Core Courses						Elective Courses		Pedagogy Courses		CGPA Credits	NON-CGPA Credits		Total Credits
	Theory Courses		Practical Courses		Courses on *RSD							Nos.	Credits	
	Nos.	Credits	Nos.	Credits	Nos.	Credits	Nos.	Credits	Nos.	Credits				
I	03	09	-	-	01	01	02	02	02	06	18	-	-	18
II	03	09	01	07	02	05	02	02	02	06	29	-	-	29
III	01	03	-	-	-	-	02	02	01	03	08	-	-	08
IV	03	09	01	23	-	-	02	02	01	03	37	01	03	40
Total	10	30	02	30	03	06	08	08	06	18	92	01	03	95

*RSD-Research Skill Development

9. COURSE STRUCTURE CREDIT AND MARKS DISTRIBUTION

SEMESTER – I Course structure**Credit and Marks Distribution**

Group – A: Perspectives in education							
S.N 0.	Course Code	Course Title	Periods per week			Credits	Mark s
			L	T	P		
1	19130PE11	Psychology of Learners and Learning - I	3	0	0	3	100
2	19130PE12	Education in Contemporary India- I	3	0	0	3	100
3	19130PE13	Education and socialization - I	3	0	0	3	100
Group – B: Curriculum and Pedagogic studies							
4	19130CP14A	Pedagogy of Tamil: Part - I	3	0	0	3	100
	19130CP14B	Pedagogy of English: Part - I					
	19130CP14C	Pedagogy of Mathematics: Part - I					
	19130CP14D	Pedagogy of Physical Science: Part - I					
	19130CP14E	Pedagogy of Biological Science: Part - I					
	19130CP14F	Pedagogy of Social Science: Part - I					
	19130CP14G	Pedagogy of Commerce and Accountancy : Part - I					
	19130CP14H	Pedagogy of Computer Science: Part - I					
	19130CP14I	Pedagogy of Economics: Part - I					
	19130CP14J	Pedagogy of History: Part - I					
	19130CP14K	Pedagogy of Geography: Part - I					
5	19130AL15	Assessment of Learning	3	0	0	3	100
Group – C: Enhancing Professional Capabilities/Elective (Any Two)							
6	19130EP16A	Yoga, Health and Physical Education	1	0	0	1	50
	19130EP16B	Guidance and Counselling	1	0	0	1	50
	19130EP16C	Education administration and Management					
	19130EP16D	PRE – Primary Education					
Research Skill Development (RSD) Course							
7	19130CRS	Research Led Seminar	1	0	0	1	
	Grand Total		18	0	0	18	600

Note: L: Lecture P: Practical T. Tutorial**SEMESTER – II Course structure, Credit and Marks Distribution**

Group – A: Perspectives in education							
S.N 0.	Course Code	Course Title	Periods per week			Credits	Marks
			L	T	P		
1	19130PE21	Psychology of Learners and Learning - II	3	0	0	3	100
2	19130PE22	Education in Contemporary India- II	3	0	0	3	100
3	19130PE23	Education and socialization - II	3	0	0	3	100
Group – B: Curriculum and Pedagogic studies							
4	19130CP24A	Pedagogy of Tamil: Part – II	3	0	0	3	100
	19130CP24B	Pedagogy of English: Part - II					
	19130CP24C	Pedagogy of Mathematics: Part - II					
	19130CP24D	Pedagogy of Physical Science: Part - II					
	19130CP24E	Pedagogy of Biological Science: Part - II					
	19130CP24F	Pedagogy of Social Science: Part - II					
	19130CP24G	Pedagogy of Commerce and Accountancy : Part – II					
	19130CP24H	Pedagogy of Computer Science: Part - II					
	19130CP24I	Pedagogy of Economics: Part - II					
	19130CP24J	Pedagogy of History: Part - II					
	19130CP24K	Pedagogy of Geography: Part - II					
5	19130ET25	Essentials of Teaching and Learning	3	0	0	3	100
Group – C: Enhancing Professional Capabilities/Elective (Any Two)							
6	19130EP26A	Environmental Education	1	0	0	1	50
	19130EP26B	Exploring library and other learning resources	1	0	0	1	50
	19130EP26C	Teaching Early Child Hood Education					
	19130EP26D	Professional Course for teacher proficiency					
		PRACTICAL					
7	19130PC27	Practicum – Teaching competence	0	0	7	7	200
Research Skill Development (RSD) Course							
8	19130CRM	Research Methodology	3	0	0	3	
9	19130CBR	Participation in Bounded Research	2	0	0	2	
		Grand Total	22	0	7	29	800

Note: L: Lecture P: Practical T. Tutorial

SEMESTER – III Course structure

Credit and Marks Distribution

Group – A: Perspectives in education							
S.N 0.	Course Code	Course Title	Periods per week			Credits	Marks
			L	T	P		
1	19130PE31	Knowledge and Curriculum	3	0	0	3	100
Group – B: Curriculum and Pedagogic studies							
2	19130CP32A	Pedagogy of Tamil: Part - III	3	0	0	3	100
	19130CP32B	Pedagogy of English: Part - III					
	19130CP32C	Pedagogy of Mathematics: Part - III					
	19130CP32D	Pedagogy of Physical Science: Part - III					
	19130CP32E	Pedagogy of Biological Science: Part - III					
	19130CP32F	Pedagogy of Social Science: Part - III					
	19130CP32G	Pedagogy of Commerce and Accountancy : Part - III					
	19130CP32H	Pedagogy of Computer Science: Part - III					
	19130CP32I	Pedagogy of Economics: Part – III					
	19130CP32J	Pedagogy of History: Part - III					
	19130CP32K	Pedagogy of Geography: Part - III					
Group – C: Enhancing Professional Capabilities/Elective (Any Two)							
3	19130EP33A	Drama and Art in Education	1	0	0	1	50
	19130EP33B	Peace Education	1	0	0	1	50
	19130EP33C	Strengthening language proficiency					
	19130EP33D	Gender Issues in Education					
Grand Total			8	0	0	8	300

Note: L: Lecture P: Practical T. Tutorial

SEMESTER – IV Course structure

Credit and Marks Distribution

Group – A: Perspectives in education							
S.N 0.	Course Code	Course Title	Periods per week			Credit s	Mark s
			L	T	P		
1	19130PE41	Creating an Inclusive school	3	0	0	3	100
2	19130PE42	Gender, School and Society	3	0	0	3	100
3	19130PE43	Language across the Curriculum	3	0	0	3	100
Group – B: Curriculum and Pedagogic studies							
4	19130CP44A	Pedagogy of Tamil: Part – IV	3	0	0	3	100
	19130CP44B	Pedagogy of English: Part - IV					
	19130CP44C	Pedagogy of Mathematics: Part - IV					
	19130CP44D	Pedagogy of Physical Science: Part - IV					
	19130CP44E	Pedagogy of Biological Science: Part - IV					
	19130CP44F	Pedagogy of Social Science: Part - IV					
	19130CP44G	Pedagogy of Commerce and Accountancy : Part - IV					
	19130CP44H	Pedagogy of Computer Science: Part - IV					
	19130CP44I	Pedagogy of Economics: Part - IV					
	19130CP44J	Pedagogy of History: Part - IV					
	19130CP44K	Pedagogy of Geography: Part – IV					
Group – C: Enhancing Professional Capabilities/Elective (Any Two)							
5	19130EP45A	Critical Understanding of ICT	1	0	0	1	50
	19130EP45B	Understanding the Self	1	0	0	1	50
	19130EP45C	Human Rights					
	19130EP45D	Addressing special needs in Classroom					
		PRACTICAL					
6	19130PC46	Practicum – Teaching competence	0	0	23	23	250
	19130PEE	Program Exit Examination				3	
		Grand Total	14	0	23	40	750

Note: L: Lecture P: Practical T. Tutorial

10. Components of Internal Assessment

S.NO	COMPONENTS	MAXIMUM MARKS
01	TEST (Aggregate of marks obtained by each candidate in minimum of class tests converted in to 40)	20
02	ATTENDANCE Weight age for Attendance 95% and above – 20 marks 90% to 94% - 15 marks 85% to 89% - 10 marks 80 % to 84% - 5 marks (Below 80% no marks)	20
03	ASSIGNMENTS (Aggregate of marks obtained by each candidate in minimum 4 Assignments converted into 20)	20
04	SEMINAR (Minimum Two)	20
05	Model Examination	20
	Total	100

Maximum Marks 100 to be converted into 40 marks

11. PRACTICUM COMPONENT

Evaluation of Teaching Practice/ Teaching competence and skills

Subject	Maximum Marks
Level – I	150
Level – II	150
Total	300

11.1. Evaluation of Teaching Practice/Teaching Competence Skills related Records.

Evaluation of Practical Records, Assignments etc, related to teaching practice/Teaching competence and skills. The distribution of marks for each shall be as shown in the table below.

S. No	Name of the Record/Report	Marks allotted Level – I	Marks allotted Level – II	Total
1	Observation (10 Exercise in each Levels)	10	10	20
2	Lesson Plan (30 in each levels)	30	30	60

12. Medium of Instruction:

The Medium of instruction is Tamil and English.

13. Passing Minimum

Every candidate should appear for all the papers in the written and the practical examination in the first attempt. A candidate shall be awarded the B.Ed degree only if he/she has passed both the practical examination and the written examinations. A candidate who fails in one or more papers in the written examination shall be permitted to appear again only for those papers in which he/she fails. A candidate who fails in the practical examination and passes in the written examination shall be deemed to have failed in the practical examination only and shall be permitted to appear again for the same along with the students of next batch appearing for the practical examination.

A candidate shall be declared to have passed the theory examinations if he/she secures not less than 50 percentage of marks aggregate both internal (40 marks out of 100 marks) and external (60 marks out of 100 marks, in each of the papers, with a minimum of 50 marks in the external examination in each paper. (Note: The question paper for external assessment will be set for a maximum of 100 marks and this will be converted to a maximum of 60 marks)

A candidate shall be declared to have passed the practical examination, if he/she secures (i) not less than 50% in the practical examination in the teaching competence (Group – A) in each of the two level subjects and (ii) not less than 50% of the marks allotted for other practical components Group B&C.

The candidates who have failed in theory papers may appear in the supplementary examinations.

14. Conferment of the Degree:

A candidate shall be eligible for the conferment of the Degree only after he/she has passed all the examinations prescribed.

15. Revision of Regulations and Curriculum:

The PRIST DEEMED TO BE UNIVERSITY may from time to time revise, amend and change the regulations and the curriculum, if found necessary.

16. Supervised Practice Teaching /Other assignment.

The supervised practice teaching will have to be undertaken in a Govt. recognized high/higher secondary /Matriculation higher secondary or senior secondary school.

The duration of the supervised practice teaching /other assignments will be 100 working days. This may be split into 4 weeks working for observation and 16 weeks working for internship supervised practice teaching.

For the purpose of teaching practice, each student shall work as an apprentice under a selected teacher in a recognized school and under the general supervision of the Dean/Head and Professors of the PRIST DEEMED TO BE UNIVERSITY concerned.

The candidate with Post-Graduate qualification in Tamil (or) in English shall have their practice teaching for their optional subjects preferably in the Higher Secondary classes.

The candidate with Post-Graduate qualification in other than Tamil and English shall have their practice teaching for their level I subject preferably in the Secondary Classes and for their level II subject preferably in the Higher Secondary classes.

The candidate with Graduate qualification like Economics (or) Commerce (or) and Computer Science Graduate shall have their practice teaching for their optional I in the Secondary classes level and for their level II subject preferably in the Higher Secondary Classes level.

17. RECORDS- ACTIVITIES.

Teaching Practice related record

Observation Record

10 Observation in each method subject

Lesson Plan Record

30 Lesson plans in each method subject

Micro – Teaching Record

Practice in minimum 5 micro teaching skills in each method subject

Test and Measurement Record

Construction and administration of one achievement test and interpretation of test scores in each method subject.

Preparation and use of Teaching Aids and Materials etc.,

	Level I	Level II
Charts	15	15
Static Models	2	2
Working Models	1	1
Transparencies	2	2
Album	1	1
Slide	2	2
Film Strips	1	1
CD Preparation Power point	2	2

Cutouts, Flannel Board with flash cards and etc.,

Evaluation of school Based and Community Based Activities Field Assignment Records.

Case Study Record:

The case study will be based on an individual student or on a comparative study of two pupils who markedly differ in their profiles e.g. Gifted Vs back ward, well adjusted Small adjusted.

Environmental Education:

Collection of Pictures

Experiments in educational Psychology

Any six experiments falling within the ambit of topics listed below.

List of prescribed Areas, For Experiments in Educational Psychology.

- | | |
|-------------------------|----------------------|
| 1. Intelligence | 8. Interest |
| 2. Learning` | 9. Personality Types |
| 3. Transfer of Training | 10. Attention |
| 4. Aptitude | 11. Perception |
| 5. Adjustment | 12. Motor skills |
| 6. Concept Formation | 13. Creativity |
| 7. Level of Aspiration | 14. Cognitive Styles |

Educational Technology Record:

Preparation of Radio and Television Lessons.

Each student teacher shall be given training in operating at least three types of Audio Visual apparatus such as Radio, Television. Tape recorder, VCR, Slide Projector, overhead projector, LCD projector, Preparation of transparencies, power point presentations etc.

Socially Useful Productive work (SUPW)

Preparations of any five socially useful objects and materials such as Candle Soap and Gardening work etc.,

Craft Work Record:

Preparation of low cost Teaching Aids, preparation of wood work, models preparation of charts (Drawing work) preparation of clay models etc.,

Library and Text book Review Record:

Review of five books effective use of library resources for the teaching learning process.

Physical Education Record:

For assessment of Physical Education activities, aspects like participation in sports and or Games and a record consisting of (a) rules and regulations of any five major games with ground plan (b) description of any three yoga exercises (c) Rules and regulations of any two major indoor games with diagrams and (d) first Aid may be taken into account.

Citizenship camp (CT Camp) Record:

A social service camp for 5 days may be organized. It is compulsory for B.Ed students.

Instructional material Record

Collection and development of Audio Visual Aids etc.

Note: In order to provide practical experiments, the students may be divided into 5 or 6 convenient groups and activities may be organized related to psychology experiments, Educational Technological Practical's, SUPW and Craft, library, Physical education and computer practice.

18. DISTRIBUTION OF TIME:

INSTRUCTIONAL HOURS

Day order system consisting of five instructional days per round may be followed and each instructional day may be split into six hours.

Activity	Days	No. Of Hours
Teaching of Theory	130	780
Micro- Teaching	5	30
Observation of teaching Lessons in schools	10	60
Supervised practice teaching in schools	30	180
Practicals	20	120
Camp	3	18
Other Activities	2	12
Total No. of Instructional Days Total 200 days X6 hours	200	1200

19. ELIGIBILITY FOR ADMISSION TO THE EXAMINATION:

A candidate shall be admitted to the B.Ed., Degree examination only if he/she forwards, along with his/her application for examination, satisfactory evidence of having qualified himself/herself for a degree in this University or that of some other University accepted by the syndicate as equivalent thereto, and also produces and certificates that he/she has undergone a course of study in a satisfactory manner in all components as prescribed in these regulations made by PRIST DEEMED TO BE UNIVERSITY, having put in not less than 80 percent of attendance.

20. QUESTION PAPER DESIGN:

Each theory subject question paper will be designed for 3 hours in two sections, Part – I and Part – II with number of questions and allotments of Marks as described below.

		Marks	Total
Part – I	Ten Short answers (No Choice)	10X2	20
Part – II	Five Essay Type with internal choice(Either or type)	5X16	80
Total Marks			100

Note: The question paper for external assessment will be set for a maximum of 100 marks and this will be converted to a maximum of 50 marks.

21. QUESTION PAPER PATTERN

S. No

Code No:

B.Ed., DEGREE EXAMINATION

Education

(Title of the Paper) Foundations of Education in the Emerging Indian Society -I
Time: 3 hours Maximum Marks: 100

PART – I (10X2=20)

Answer **ALL** the questions not exceeding 50 words each:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

PART –II (5X16=80)

Answer **ALL** the questions not exceeding 400 words each:

11. (a)
(or)
(b)
12. (a)
(or)
(b)
13. (a)
(or)
(b)
14. (a)
(or)
(b)
15. (a)
(or)
(b)

22. Classification Based on Choice Based Credit System (CBCS)

A candidate shall be awarded the B.Ed degree if he/she has passed both the Theory Component and the practicum components.

Successful candidates shall be classified as specified here under by taking into account of their secured mark in Theory and Practical Examination separately.

Grading of Course Performance		
Marks Secured	Grade	Grade Point
90-100	S	10
80-89	A	9
70-79	B	8
60-69	C	7
50-59	D	6
0-49	F(Fail)	0
Absent	AB	-
Incomplete	I	-
Withdrawal	W	-

Grading of Overall Semester Performance Cumulative performance	
GPA/CGPA	Overall Grade
6.00-6.49	D
6.50-7.49	C
7.50-8.49	B
8.50-9.49	A
9.50-10.00	S

GPA-Grade Point Average
$\text{GPA} = \frac{\sum_{i=1}^n C_i P_i}{\sum_{i=1}^n C_i}$ <p> <i>C_i</i> - Credit for the <i>i</i>th Course <i>P_i</i> - Grade Point Secured in the <i>i</i>th Course </p>

SEMESTER - I

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PSYCHOLOGY OF LEARNERS AND LEARNING -I
COURSE CODE: 19130PE11

OBJECTIVES

The student teacher will be able to

- Acquire knowledge about the approaches to educational psychology.
- Obtain in - depth knowledge about various schools and methods of psychology.
- Comprehend the concepts growth and development and various theories of growth and development.
- Gain knowledge about the concept of learning and its related theories.
- Know about learning and memory.
- Understand motivation and its influence on human behavior.

UNIT - I: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Psychology - Meaning - Branches of Psychology - Methods of study in Psychology – Introspection, Observation, Survey, Case study, Interview and Experimental - Major schools of psychology - Structuralism, Functionalism, Behaviorism, Gestalt Cognitive Psychology, Psycho - analytic and Humanistic Psychology - Its implications - Educational psychology - Meaning , Scope and Significance.

UNIT - II: GROWTH AND DEVELOPMENT OF THE LEARNER

Growth and Development - Meaning - Factors influencing Growth and Development - Stages of development and its characteristics - Adolescence problems and solutions - Dimensions of development : Physical, Cognitive, Social, Emotional and Moral -Theories of development - Piaget's Cognitive Development - Freud's Psycho-sexual Development - Erikson's Psycho-Social Development .

UNIT - III: LEARNING

Learning - Concept, principles and factors affecting learning - Nature and importance of learning - Theories of learning with special reference to Thorndike's connectionism, Pavlov's classical and Skinners operant conditioning, Learning by insight, Hull's Reinforcement theory - Gagne's Hierarchy of learning - Factors influencing learning - Transfer of training and its theories and their educational implications - Meta cognition - Meaning - Elements of Meta cognition - Learning styles : Audio, Visual and Kinesthetic - Teacher's role in changing, strengthening and sustaining learning styles.

UNIT- IV: ATTENTION AND MEMORY

Attention - Meaning - Characteristics - Determinants of Attention - Inattention, distraction, divided attention and span of attention - Sensation and Perception - Law of Perception - Concept Formation - types and theories - Memory - Meaning - Types of memory, Storage system of memory and strategies for improving memory - Memory Span -Forgetting – Meaning, Causes, theories and techniques – Memory disorder.

UNIT- V: MOTIVATION AND GROUP DYNAMICS

Motivation - Definition - Types of motivation - Factors influencing motivation - Theories of motivation - Maslow's theory and McClelland's theory - its educational implications - Level of Aspiration - Promoting Achievement motivation among learners -Group dynamics - Meaning, definition, types and characteristics.

SESSIONAL ACTIVITIES:

- Visit any one of the Mental Health Institutes/Deaddiction Centres nearer to you and prepare a detailed report about it and submit same.
- Visit any one of the Vocational Education Centres and prepare a report on the Job oriented courses offered to the differently abled students.

LEARNING OUTCOME

By the end of the course, the student teacher will be able to

- Acquire knowledge about the approaches to educational psychology.
- Comprehend the concepts growth and development and various theories of growth and development.

- Know about learning and memory.
- Understand motivation and its influence on human behavior.

REFERENCES:

- Agarwal (2004) – Psychology of Learning and Development – Shipra publication, New Delhi.
- Bhatia.K.K(2003) Bases of Educational Psychology, Kalyani publishers, New Delhi.
- Chauhan, S.S (2002), Advanced Educational Psychology, Vikas publishing house, New Delhi.
- Dandapani (2002) – Advanced Educational Psychology, Second Edition, Anmol publication, Pvt.Ltd. New Delhi.
- Mangal S.K (2002), Advanced Educational Psychology, prentice – Hall of India, Pvt, Ltd., New Delhi.
- Skinner.C.E (2003) Educational psychology, Fourth Edition, Prentice Hall of India Private Ltd, New Delhi.
- Water and Schnieder (2009): Metacognition, Strategy use and instruction, New York: The Guilford press.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
EDUCATION IN CONTEMPORARY INDIA – I
COURSE CODE: 19130PE12

OBJECTIVES:

- by the end of this course, the student-teacher will be able to; .
- acquire knowledge of Education:
- understand the process, functions of education and knowledge;
- state the theory of knowledge and facets of knowledge;.
- describe the concept of philosophy and education;
- understand the knowledge of Eastern and western schools of philosophy;
- explore the educational thoughts of great thinkers;
- understand the issues and challenges in Indian society and educational solutions;
- identify the role of various statutory bodies of education;
- understand the constitutional provisions for education;
- describe the concept and importance of teacher autonomy;
- identify the ways and means for inculcating values;
- explain the integrated and holistic approach to education for values;
- record a brief history of development of yoga through the ages.
- analyse how yoga and yoga practices are important for healthy living.
- explain some important principles of yoga.
- state the different types of yoga.
- derive how hatha yoga and astanga are complementary to each other.
- demonstrate some important asanas and pranayama.

UNIT - I NATURE AND PROCESS OF EDUCATION:

Education - Meaning, Definition, Purpose and Nature - Concept of Education - Functions of Education - Types of Education: Formal, Informal and Non formal - Philosophy: Concept, Meaning and Definition -Branches of Philosophy - Relationship between Philosophy and Education.

UNIT - II EASTERN AND WESTERN SCHOOLS OF PHILOSOPHY:

Eastern Schools of Philosophy : Vedanta, Bhagavat Gita, Jainism , Buddhism and their Educational Implications - Eastern Philosophical Thought: Swami Vivekananda - Mahatma Gandhi - Rabindranath Tagore - Sri Aurobindo - J. Krishnamurthy - Thiruvalluvar. Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Eclecticism and Constructivism and their Educational Implications. Western Philosophical Thought: Rousseau - Froebel - John Dewey - Montessori – Russell

UNIT - III THEORY OF KNOWLEDGE:

Knowledge: Meaning - Three Conceptions of Knowledge: Knowledge for Practice - Knowledge in Practice - Knowledge of Practice - Theory of Knowledge : Ways of Knowing , Areas of Knowledge, Factors of Knowing, - Facets of knowledge : local and universal- concrete and abstract - theoretical and practical - contextual and textual - Forms of Knowledge : Intuitive knowledge - Demonstrative knowledge - Sensitive Knowledge - Experiential Knowledge - Logical Knowledge - Revealed Knowledge - Digital Knowledge , Difference among information , knowledge and wisdom

UNIT - IV ASPECTS OF EDUCATION:

Liberal and Vocational Education - Human Rights Education-Environmental Education - Inclusive Education - Education for Democratic Citizenship - Education for National and International understanding - Work Experience - Education for Peace - Social Aspects of Education: Women Education - Education for deprived People -Education for Minority - Education for Sustainable Development

UNIT - V ROLE OF CENTRAL AND STATE GOVERNMENTS ON EDUCATION

Central Government Organizations : MHRD-UGC - AICTE -CABE - NUEPA - NCERT - NCTE - NAAC - RCI - State Government Organizations : DSE - SCERT — SIEMAT -University Departments of Education - DIET-BRC- CRCs. Innovative Programmes for Strengthening Quality and Quantity of Education: OBB,DPEP, SSA, RMS A, and RUSA-Role of International Organizations on Education: ILO, WHO, UNO, UNICEF - Role of NGO's

SESSIONAL ACTIVITIES:

- Visit any one of the educational institutions based on practicing various philosophies like Ramakrishnamath, Sri Aurobindo Schools, Krishnamurthy Foundations etc., and prepare a report on the same.
- Write and display of Education related quotes in your institution.

- Prepare an album about the best practices of various schools.
- Organize an Essay Writing Competition for protecting and safeguarding our Eco – System and submit a write up on it.
- Prepare a detailed report on the code of conduct observed by the teachers in schools.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- Describe the concept of philosophy and education and understand the knowledge of Eastern and Western schools of philosophy.
- Explore the educational thoughts of great thinkers and understand the issues and challenges in Indian Society and educational solutions.
- Understand the constitutional provisions for education and identify the ways and means for including values.
- Explain the intergrated and holistic approach to education and analyse how yoga and yoga practices that are important for healthy living.

REFERENCES:

- Adiseshiah, M.S. (1978). Report of the National Review Committee on Higher Secondary Education with Special Reference to Vocationalisation. Govt, of India, New Delhi.
- Agrawal, P. (2003). Value education as catalyst to build peace and harmony to be imbibed in consumerism dominated environment filled with paradoxes. In. K.P. Joseph (Ed.), Peace and Value Education. A Creative Response to Consumerism and Communalism. Dharma Bharti. P. 53-61.
- Atkin, J. (1996). "Values and Beliefs about Learning to Principles and Practice". Seminar Series no. 54. Melbourne: Incorporated Association of Registered Teachers of Victoria.
- Basavaraddi, I.V. (ed). (2013). A monograph on yogasana. New Delhi: Morarji Desai National Institute of yoga.
- Bhardwaj, I. (2005). Value-oriented Education. Journal of Value Education, 5, 9-24.
- Choudhuri, Indranath. (2005). Promoting Value Education through Children's Literature. Journal of Value Education, 5, 29-36.
- Dewey, John. (2010). *Essays in Experimental Logic*, Aakar Books, Delhi.
- Durant, Will. (1966). *The Pleasures of Philosophy*. Simon and Schuster. New York.
- Gilbert, J. (2005). *Catching the Knowledge Wave? The Knowledge Society and the Future of Education*. Wellington: NZCER Press.

- Government of India. (1968). National Policy on Education -1968, New Delhi.
- Iida, A. (2009). Teacher Autonomy and Professional Teacher Development: Exploring the Necessities for Developing Teacher Autonomy in EFL Japanese Contexts. Asian EFL Journal, vol. 35, article 3.
- Iyengar, B.K.S (2012). Light on yoga. From first impression 2012. India: Harper Collins
- Krishnamurthi, J. (1994). Education and the Significance of Life. Krishnamurthi Foundation, India.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
EDUCATION AND SOCIALIZATION – I
COURSE CODE: 19130PE13

OBJECTIVES:

The Student teacher will be able to

- Understand the process of socialization at home and school in Indian context.
- Understand the interface between home and school.
- Identify the Emergence of ‘person’ and Identity.
- Evaluate the various determinants of Identity formation.
- Identify the Role of school in developing National secular and Humanistic identities.

UNIT I: NATURE AND PROCESS OF SOCIALIZATION

Socialization – meaning – family as a socialization – parenting their impact – Transmission of parental expectation and values – process of socialization – community – neighbourhood-religious socialization – function – school as an agency of education – value formation – role of teacher in the process of socialization.

UNIT II: DEVELOPMENT OF SELF

Self concept meaning – various dimensions – impact of socialization on development of self-understanding interface between homes – community and school – inter linkages within wide socio – cultural contexts.

UNIT III : EMERGENCE OF ‘PERSON’ AND IDENTITY

Nature of ‘Identity Formation’ – Emergence of multiple identities in the formation of a person placed in various social and institutional contexts – the need for inner coherence – managing “conflicting” identities.

UNIT IV: DETERMINANTS AND INFLUENCES ON IDENTITY FORMATION INDIVIDUALS AND GROUPS

Social categories – caste – class- gender – religion – language – age- the influence of peer group to media messages – technology and globalization on identity formation.

UNIT V: SCHOOLING IDENTITY FORMATION

Schooling as a process of identifies formation – formation ascribed – acquired and evolved role of the school in developing National, Secular and Humanistic identities.

SESSIONAL ACTIVITIES:

- Study the Social Customs prevailing in the local community and submit a report.
- Study the religious diversities existing in the community and describe the root causes for such diversities.
- Education and vertical/ Horizontal Social Mobility – Conduct a Survey in a village/ward and prepare a report.
- Study the Social Stratification in a Village/ ward and prepare a report on it.
- Study the Essential skills & Life skills in education and prepare a report on it.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- Learn the process of socialization.
- Comprehend the interface between society and school.
- Familiar with the emergence of ‘person’ and Identity.
- Experience empirically with various determinants of Identification.
- The formation of schooling and identity is well understood.

REFERENCES

- Bhatia,RL; Gr; Ahiya, B.N(2008) History of Modern Indian Education, Surjeet publications.
- Gupta, V.K, (1996), Education in the emerging Indian society, Jalandhar, New Academic publchsing House.
- Lakshmi.S, (1990) Challenges in Educatin, New Delhi; streling publication.
- Santhanam,S.(2000) Philosophical and sociological foundation of education; Chennai; vasantha publications.
- Pathak, R.P(2001) philosophical and sociological perspectives of education, New Delhi; Atlantic publishers and Distributers.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF TAMIL: PART - I
COURSE CODE: 19130CP14A

Nehf;fq;fs;

- caHepiy> Nkdpiy tFg;Gj; jkpo;g; ghlq;fspd; fw;wy; Nehf;fq;fis ntspg;gLj;Jjy;.
- nkhopf; fy;tpapy; jkpopd; ,lj;ij kjpg;gpLjy.
- nkhop> ,yf;fpak; fw;gpj;jYf;fhd Kiwfis Nkw;nfhs;Sjy;
- khztHfspilNa nkhopj;jpwd; tsHf;Fk; Kiwfis Nkw;nfhs;Sjy;
- jkpo;g; ghlq;fisj; jpwk;glf; fw;gpg;gjw;fhd Kd;nray;fisg;goFjy;
- ghlk; fw;gpg;Gj; jpl;l;ijj; jahupf;fcupa mZFKiwfisg; gpd;gw;Wjy;.
- caHepiy> Nkdpiyj; jkpo;g; ghlq;fis fw;gpj;jypy; nghUj;jkhd tsHtwp> njhFepiy tpdhf;fisj; jahupj;jy;.
- mfta> Gwta tpdhf;fs; tpdhg; gz;GfSf;Nfw;gj; jahupj;jy;.
- NjHr;rpj; NjHTfSf;fhd tpdhj;jhs; jpl;ltiutpidj; jahupj;jy;.
- khztupd; NjHr;rpia kjpg;gply;.

myF 1: jkpo;nkhopf; fy;tpapd; rpwg;G

fw;gpj;jypd; ,d;wpaikahik - rpwg;G Nehf;fq;fs; - ntspapLk; fUtp gl;lwpit vLj;jpak;gy; - nrayhw;wy; - mwpTf;fsQ;rpap thapy; mbg;gilj; jpwd; tsHr;rp- ,yf;fpa ,d;gk; -gilg;ghw;w;y;- fw;gidahw;wy;- r% fg; gz;ghl;L tsHr;rp- r%f kuGfisg; NgZjy; tho;f;ifj; jpwd;fisg; ngWjy; -tpOk; gjpT.

myF 2: ghl; gDty; tif

nra;Ad;- ciueil-,yf;fzk; : kugpyf;fzk;> nkhopj;jpwd;- ,it 6-10/ 9-11 tFg;Gfspy; mike;Js;s ghd;ik. ,t;tifg;ghLfspy; mike;Js;s gpupTfs;: fhyepiy> ghLnghUs;> msT> mOj;j epiyfs; -ghlE}y; gZty; mikg;G khw;wq;fs; mtw;wpw;fhdf; fw;gpj;jy;- fw;wy; mZFKiwfs; - fw;gpj;jy; Nehf;fq;fs;- xt;nthd;wpw;Fk; ,ilNaahdj; njhIHGfs;. ,tw;iw nkhopj;jpwd; tsHr;rp;Fg; gad;gLj;Jk; Kiwfs;.

myF 3: gapw;W Kiwfs;

gz;ila Kiwfs;: tpupTiu (nrhw;nghopT)> tpdhtpil> nel;LU> jiltpil- jw;fhy Kiwfs; :
ntspg;gLj;J Kiwfs;- gq;Nfw;G Kiwfs; - tpiahl;L > ebg;G> jdpq;gapw;rp> Nkw;ghHit>
xg;gilg;G> epuy;topf; fw;wy; jhNd fw;wy;> fUj;jhf;fk;.

myF 4 : ghlk; fw;gpj;jy; - fw;gpj;jy; epiy

ghlq;fw;gpj;jy;: ghlk; fw;gpj;jy; jpl;l;jpd; Njit. fw;gpj;jy; jpl;l;jpy; fhzg;gl Ntz;baf; \$Wfs;:
ghlj;jiyg;G – Kbj;jjw;fhd fhy msT – Njitahd Jizf; fUtpfs; - fw;gpj;jy; Nehf;fq;fs; (nkhopg; ghlj;jpy;
nkhop> tpOkpak; rhh;e;j Nehf;fq;fs;)> - Njitahd Jizf; fUtpfs; - fw;gpj;jy; mOj;jq;fs; (Teaching
Points) – fw;gpj;jy; Kiwfs; ghlq;fw;gpj;jy; jpl;l;g; gbt; - nkhopg; ghlj;jpw;Nfw;wthW tbtikf;fg;gl;l
tbt; - nfh;ghh;l; my;yJ gpw Vw;Gila tbq;fs;.

myF 5 : ghlk; fw;gpj;jy;- Kd;jahupg;G epiy

fw;gpj;jiyg; goFjy; -cld; gapy;Nthuplk; goFjy; - MrpupaH fw;gpg;gpj; cw;WNeHF;fy; -
fw;gpj;jy; cj;jpfisg; goFjy; (Ez;zpiyf; fw;gpg;Gg; gapw;rp – Ez;zpiyf; fw;gpj;jy; R;W fw;gpj;jy;
jpwd;fspd; gapw;rp – tpsf;Fjy; jpwd; - fUk;gyifiag; gad;gLj;Jk; jpwd; - vLj;Jf;fhl;LfSl; tpsf;Fe;
jpwd; - tYT+l;bfisg; gad;gLj;Jk; jpwd; - gy;tpidj; Jz;ly; jpwd; fpsh; tpdhj; jpwd;.

tFg;giwr; nray;ghLfs;:

- eilKiwapYs;s 6– 10 my;yJ 9 – 12Mk; tFg;Gj; jkpo; ghlq;fSf;fhdf; fw;wy; - fw;gpj;jy;
Nehf;fq;fis tiuaWj;jy;.
- jw;Nghija #opyy; jkpo;f; fy;tpapd; epiyapid kjpg;gpl;L mwpf;if jahhpj;jy;.
- eilKiwapYs;s 6 – 10 my;yJ 9 – 12 Mk; tFg;Gj; jkpo; ghlq;fSf;fhdf; fw;wy; gapw;W
KiwfisAk; Jizf; fUtpfisAk; tifg;gLj;jp ml;ltizj; jahhpj;jy;.
- mbg;gilj; jpwd; tsh;r;rpf;fhdg; goF nray;fs;> Jizf; fUtpfs; jahhpj;jy;.
- fw;gpj;jy; gapw;rp;f;fhf tiuaWf;fg;gl;l Ez;zpiyg; gapw;rpapid Nkw;nfhz;L mtw;iwg; gjpT
nra;jy;.
- fw;gpj;jy; gapw;rp;f;fhf tiuaWf;fg;gl;l cw;W Nehf;fy;. ghlk; fw;gpg;Gj; jpl;l;g; gjpNtLfis
epiwT nra;jy;.

fw;wypd; tpisTfs;:

- ❖ cah;epiy> Nkdpiy tFg;Gj; jkpo;g; ghlq;fspd; fw;wy; Nehf;fq;fis njhpe;J nfhs;fpwhd;.
- ❖ ,yf;fpak; fw;gpg;gjw;fhd Kiwfisj; njhpe;J nfhs;fpwhd;
- ❖ jkpo;g; ghlq;fisj; jpwk;glf; fw;gpg;gjw;fhd Kd; nray;fis gofpf; nfhs;fpwhd;.
- ❖ cah;epiy> Nkdpiyj; jkpo;g; ghlq;fis fw;gpj;jypy; nghUj;jkhd tsh;twp> njhFepiy tpdhf;fisj;
jahhp;ff; fw;Wf; nfhs;fpwhd;.

ghh;it E}y;fs;

- MWKf ehtyh;> ed;D}y;> ,yf;fz E}y;
- ghIE}y;fspy; jkpo; ,yf;fpaj;jpd; gq;F – F.tp[ah gg;sp\h;];> nrd;id – 14 (201
- ghlg;ngHUs; kw;Wk; jkpo;f; fw;gpj;jy;> Nguhrphpah; tp.fzgjpw;Wk; gpwh;> gg;sp\h;];> nrd;id – 14 (2013).
- gp.,uj;jpdrghgjp> nrk;nkhopf;fy;tp (jkpo;)> rhe;jh gg;sp\h;];> nrd;id – 14 (2007)
- Kidth; c.gpughfud;> jkpo; fw;gpj;jy; Kiwfs; (nghJj; jkpo;) mutpe;j; gjpg;gfk;> Fk;gNfhzk;. (2012)
- Kidth; gh.tPug;gd;. njhlf;f epiyapy; jkpo; fw;gpj;jy;> N[hjpg;gphpah> nrd;id – 600 061 (2005)
- Nguhrphpah; gp.,uj;jpdrghgjp> tpdhf;fspy; tphpry;fs;> rhe;jh gg;sp\h;];> nrd;id – 17 (2002)

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER - I
PEDAGOGY OF ENGLISH: PART – I
COURSE CODE: 19130CP14B**

OBJECTIVES

The student teacher will be able to

- Sensitise the contents and structures of English textbook of Tamil Nadu Govt. from the standards of upper primary (VI to VIII), secondary (IX & X) and higher secondary (XI & XII) level;
- Realize the aims and objectives of teaching English;
- Acquaint with the skills of teaching at micro and macro levels;
- Understand the importance of organising and integrating various essential components in constructing a standardized curriculum;
- Engage themselves in the preparation of teaching resources and materials with the assistance of ICT;

UNIT – I SENSITIZING STUDENT TEACHERS IN LEARNING OF LANGUAGE

Importance of teaching English objectives of learning English as second language at higher secondary level – to know the functional- cultural and literacy roles of English language-Scope of teaching English at the secondary level – Sensitizing the graduate students towards school curriculum of upper primary level (VI to VIII)- Analysis of school text books at upper primary level (VI to VIII) prescribed by Tamil Nadu Government time to time. Sensitizing the graduate students towards English curriculum secondary/higher secondary level (UG IX & X) – (PG IX – XII) (text books of secondary (IX & X Standards) / higher secondary (XI & XII standards) levels prescribed by Tamil Nadu Government from time to time.

UNIT II AIMS AND OBJECTIVES OF TEACHING ENGLISH

Bloom's Taxonomy (Revised) of Educational Objectives: Cognitive, Affective and Psychomotor domains - General and Specific instructional objectives - Place of English at different levels of school education (Upper Primary, Secondary and Higher Secondary levels) - Quality of English teaching: pre-class, in-class and after-class - Place of English in three language formula and its objectives - Teaching the communication skills: Listening, speaking, reading and writing - Teaching English as a skill subject rather than a knowledge subject - Learning the Mother Tongue and Second Language (MT & SL).

UNIT – III: TEACHING SKILLS AND ORGANISATION OF PRACTISING TEACHING PROGRAMME

Micro teaching- Meaning- definition and principles - Micro teaching cycle - Micro

teaching skills- Introducing the lesson- Explanation- Using the blackboard-Reinforcement- Stimulus variation and Questioning - prose,-poetry- grammar and composition - Lesson plan format- GIOs and SIOs- motivation- presentation- application- recapitulation and – role of teacher-principal- an academic staff in guidance of evaluation.

UNIT – IV: INTEGRATION AND ORGANISATION OF CURRICULUM

Curriculum-meaning- essential components and principles of curriculum construction- Vertical and Horizontal organisation of curriculum - Process of curriculum organization- analysis of needs- objectives- criteria for selection of contents and selection of learning experiences- organization and integration of content and learning experiences and evaluation techniques.

UNIT–V: DEVELOPMENT OF TEACHING AND LEARNING MATERIALS

Edgar Dale’s cone of experiences - Projected Aids- interactive board- LCD projector- Overhead projector- Tape recorder- Radio and Television - Non-projected aids- flash Cards- pictures- charts- bulletin board- models- blackboard sketches - Programmed Learning- Linear and Branched learning - Language laboratory- characteristics- its role- advantages and utilization - Computer Assisted Language (CAI) learning modules - Power point presentation (Ppt.) and Mind-map for classroom teaching-learning - Identifying websites - Multimedia and its functions of enriching language teaching learning process.

SESSIONAL ACTIVITIES:

- Write an essay on various contemporary social and educational emerging issues and problems in detail.
- Enumerate ten activities(five listening and five for speaking) from the text books of classes VI to VIII.
- Suggest your own activities using supplementary materials.
- Analyze the tasks given at the end of any one unit in the text book and check their relevance to cognitive, affective and psycho motor domains.
- Prepare a question paper for classes VI to VIII to assess all the aspects of language learning.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- Realize the value of English.
- Understand the quality of English.

- Understand the micro teaching skills and to practice in their carrier.
- Understand the evaluation techniques.
- Learn the value of lesson plan.
- Follow the modern techniques in their class rooms.

REFERENCES:

- Theory and teaching for the secondary stage, London
- English in India: Bombay: Asia Publishing House, 1964 Jones, Daniel
- Principles of Teaching English, Delhi; Vikash
- Gadre G.L., Teaching English in Secondary Schools’.
- Gurav H.K., ‘Teaching aspects of English Language’.
- Bansibihari, Kute, Suryawanshi, ‘Communicative Language Teaching in English’.
- Pawar N.G., ‘Theory and Practice of Teaching English Language’.
- Pahuja N.P., ‘Teaching of English’.
- Kohli A.S., ‘Teaching of English’.
- Menon and Patel, ‘Teaching of English in India’.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF MATHEMATICS: PART - I
COURSE CODE: 19130CP14C

OBJECTIVES

The student teacher will be able to

- Understand the school content and nature and scope of Mathematics.
- Comprehend the aims and objectives of teaching Mathematics.
- Explore in teaching and learning Mathematics.
- Develop ability to construct school Mathematics.
- Acquire competence in teaching Mathematics and strutting.
- Acquire skill in constructing tests.

UNIT – I: SCHOOL CONTENT AND NATURE AND SCOPE OF MATHEMATICS

Analysis of content available in mathematics text books of (VI to VIII in all subjects TN Text books) (VI to X for U.G)(XI to XII FOR P.G) standard prescribed by Government of Tamil Nadu. Meaning definition and scope of Mathematics – Importance of leaning Mathematics – Structure, Abstractness, Symbolism, Precision – Mathematics as a science of measurement and quantification – Aesthetic sense in mathematics – Mathematics and its relationship with other disciplines.

UNIT –II: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Need and significance of teaching Mathematics – Aim, 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 the cognitive, affective and psychomotor domain based on Bloom' s Taxonomy of Educational Objectives.

UNIT – III: MATHEMATICS TEACHING SKILLS

Micro teaching – Origin, Need, Procedure, Micro teaching cycle and its uses – Skill emphasis – Explaining, Questioning skill, Black board usage, Reinforcement, Stimulus variation, Introduction, Closure – Link lesson.

UNIT – IV: PLANNING FOR TEACHING –LEARNING MATHEMATICS

Macro teaching - Lesson Plan, Unit Plan, Year Plan – Herbartian steps – Format of a typical Lesson Plan – G.I.O's & S.I.O's – Teaching aids – Motivation, Presentation, Application, Recapitulation and Assignment.

UNIT – V: TOOLS AND TEST

Different types of tests in Mathematics, Achievement, Diagnostic Prognostic –Criterion and Norm referenced evaluation – Formative and Summative assessment – Grading pattern – Graphical representation of data – Bar diagram, Pie diagram, Histogram, Frequency Polygon, Frequency curve - Statistical measure: Mean, Median, Mode, Range, Average Deviation, Quartile deviation, Standard deviation and Rank correlation.

SESSIONAL ACTIVITIES

- Project on mathematics and its relation with other disciplines
- Preparation of Lesson plan, unit plan and Year plan.
- Practice of skills in Micro teaching
- Test construction – Achievement and Diagnostic
- Critical analysis of content course of standard VI – X Syllabus

LEARNING OUTCOMES

By the end of the course, the student teacher will be able to:

- Understand the school content and nature and scope of Mathematics.
- Comprehend the aims and objectives of teaching Mathematics.
- Explore in teaching and learning Mathematics.
- Develop ability to construct school Mathematics.
- Acquire competence in teaching Mathematics and strutting.
- Acquire skill in constructing tests.

REFERENCES

- Aggarwal, J.C. (2008). Teaching of mathematics.UP; Vikas Publishing House Pvt Ltd.
- Bagyanathan,D.(2007).Teaching of mathematics. Chennai; Tanil Nadu Text Book Society.
- Kulshreshta, A.K (2008).Teaching of Mathematics, Meerut; R.Lall Books Depot.
- Land, F.W.(1966). New approaches to mathematics teaching. New Delhi: Mac Millan, St. Martin'a Press.
- Pratap.N, (2008).Teaching of mathematics.Meerut:R.Lall Books depot.

- The Current Text Books in Tamil Nadu for Mathematics.

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF PHYSICAL SCIENCE: PART - I
COURSE CODE: 19130CP14D

OBJECTIVES

The student teacher will be able to

- acquire knowledge of the nature of physical science for determining aims and strategies of teaching – learning
- acquire knowledge of content in physics and chemistry at secondary and higher secondary level.
- understand the nature and scope of Physical Science
- understand the core of science
- relate physical science to everyday life
- acquire the knowledge about the objectives in teaching physical science
- understand the skills in the teaching of Physical Science and to develop the skills in them through classroom teaching
- acquire skills relating to their lessons and presenting them effectively
- understand the steps involved in lesson planning.
- develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science and the importance of self-learning devices
- develop effective classroom climate

UNIT- I– CONTENT AND NATURE OF PHYSICAL SCIENCE

Analysis of the Content course of Standard VI to VIII (Tamil, English, Mathematics, - Science and Social science) Text Books prescribed by Government of Tamil Nadu and -content course of standard IX & X (for UG), XI & XII (for PG) Text Books Prescribed by Government of Tamil Nadu- Science as a product and a process- a body of knowledge - Inter disciplinary approach- Contribution of eminent scientists – Isaac Newton - Dalton - Neils Bohr - De Broglie - J.C. Bose - C.V. Bose - C.V.Raman and Albert Einstein etc. Science with other subjects – values of science teaching.

UNIT II AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE

Need and significance of teaching Physical Science –Aims- Practical- Social- Disciplinary and Cultural- Instructional Objectives- General Instructional Objectives (G.I.Os) and Specific Instructional Objectives (S.I.Os) relating to the Cognitive, Affective and Psychomotor Domain based on Bloom’s Taxonomy of Educational Objectives – Revised Bloom’s Taxonomy Teaching of Physical Science at Different Levels – Primary Level – Secondary Level – Higher secondary level.

UNIT III PLANNING SKILLS ASSOCIATED WITH TEACHING PHYSICAL SCIENCE

Micro teaching- Origin- Need- Phases- Definition- Characteristics- Process- Cycle- a Plan of action- Advantage of Micro teaching and its Uses-Skills- Explaining- Questioning- Blackboard usage- Reinforcement- Stimulus variation- Introduction and Closure –Link lesson - Need for link lesson in micro teaching programme .

UNIT IV PLANNING FOR TEACHING AND LEARNING:

Unit Plan - Year Plan - Lesson Plan: Need and importance -Characteristics of good Lesson Plan- Herbartian steps- Format of a typical Lesson plan -G.I.Os and S.I.Os- Teaching Learning Materials- Motivation- Presentation- Application- Recapitulation and Assignment – Uses of Lesson plan - Organisation of Practice – Teaching Programme for B.Ed. Student-teachers - Role of the Supervisor- Role of the Principal and the Academic Staff in the Conduct of Practice teaching Programme - General Teaching Competence Scale- Self-Appraisal Scale- Guidelines for Peer Observation and Framework of Evaluation.

UNIT V STRATEGIES OF TEACHING PHYSICAL SCIENCE AND CLASSROOM CLIMATE:

Teaching- Lecture- Demonstration- Project- Scientific- Analytic and Synthetic Methods - Activity Based Learning (ABL) –Active Learning Method (ALM). Individualised Instruction – Programmed Instruction – Computer Assisted Instruction-Techniques of Teaching Physical Science- Self Study- Drill work -Supervised Study- Assignment- Oral Work - Group discussion and Buzz Session - Interactive Teaching – Meaning and Types- Interaction Patterns generated by Teacher Centred Approaches to Teaching – Teacher Centred Strategies- Question & Answer Technique- Inductive– Deductive method - Pupil Initiated Interaction Pattern: Heuristic Method

and Problem Solving Method Flander's Interaction analysis technique- categories – observation and recording – interaction matrix – interpretation – advantages.

SESSIONAL ACTIVITIES:

- Prepare different steps involved for demonstration of an experiment each one for Physics and Chemistry
- Identify concrete and abstract concepts in physics and chemistry of any class and suggest the appropriate teaching methods and approaches to teach them and report
- Prepare an album about scientist and their contributions to Physics and Chemistry
- Visit a science centre or science museum (District / State / National) and prepare a report
- Organise science exhibition and submit a write up about it

LEARNING OUTCOME

By the end of the course, the student teacher will be able to

- acquire the knowledge about the objectives in teaching physical science
- understand the core of science
- relate physical science to everyday life
- understanding the objective of teaching physical science at various levels.
- understand the relationship between process and product.
- understand the steps involved in a micro teaching cycle
- develop skills in writing a lesson plan and unit plan
- acquire knowledge about CAI
- develop effective classroom climate
- prepare self instructional units

REFERENCES

- Nayak, (2003). Teaching of Physics, APH Publications, New Delhi.
- Pandey, (2003). Major Issues in Science Teaching, Sumit Publications, New Delhi.
- Sharma, P.C. (2006). Modern Science Teaching, Dhanpat Rai Publications, New Delhi.
- Yadav, M.S. (2003). Teaching of Science, Amol Publications.
- Jenkins, E.W. (Ed.) (1997). Innovations in Science and Technology Education, Vol. VI, UNESCO, Paris.

- UNESCO. (1993). Final Report : International Forum on STL for All. UNESCO, Paris.
- Anderson, R.D et al. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines. The Curriculum Reform Project, University of Colorado, U.S.A.
- Carin & Robert Sund, (1989). Teaching Modern Science (Fifth Edition), Merrill Publishing Co., U.S.A.
- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools, Sterling Publication (Pvt.) Limited.
- Heiss, Obourn & Hoffman (1985). Modern Science in Secondary Schools, Sterling Publication (Pvt.) Limited.
- Sharma, R.C. (1985). Modern Science Teaching, Dhanpat Rai and Sons.
- Edgar Dale, Audio-Visual Methods in Teaching, Revised Edition, Thy Dryden Press, Newyork.
- Siddiqi, (1985). Teaching of Science Today and Tomorrow, Doals House.
- P.S.S.C., (1964). Physics Teachers Resource Book and Guide, NCERT Publication.
- Pandey, (2003). Major Issues in Science Teaching, Sumit Publications, New Delhi.
- Panneer Selvam, A. (1976). Teaching of Physical Science (Tamil), Government of Tamil
- Passi, B.K., Becoming a Better Teacher, Micro Teaching Approach.
- Saunders, H.N. (1967). The Teaching of General Science in Tropical Secondary School,
- School, Prentice Hall of India Pvt. Ltd.
- Sharma, P.C. (2006). Modern Science Teaching, Dhanpat Rai Publications, New Delhi.
- Williams, B., (1999). Internet for Teachers, John Wiley & Sons, U.S.A. World Inc.

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF BIOLOGICAL SCIENCE: PART – I
COURSE CODE: 19130CP14E

OBEJECTIVES

At the end of the course, the student-teachers will be able to

- understand the basic principles and practices of Science Education.
- Relevant to teaching Biological Science in the Secondary and Higher Secondary Classes understand the nature and scope of Biological Science learn appropriate teaching techniques.
- Acquire adequate skills in using proper and suitable methods of teaching biology.
- Acquire knowledge relating to the organization and administration of Biology Laboratory, curricular and co curricular activities that would promote the teaching of Biology and develop in pupils the scientific.
- Attitude and a sense of appreciation and interest in Biology.
- Acquire skill in constructing tests.
- Develop ability to construct a curriculum and to evaluate critically.
- The present curriculum develop skills in preparing and using the
- Appropriate instructional material in Biology

UNIT I CONTENT AND NATURE OF BIOLOGICAL SCIENCE:

Analysis of the Content course of Standard VI to VIII (Tamil, English, Mathematics, - Science and Social science) Text Books prescribed by Government of Tamil Nadu and -content course of standard IX & X (for UG), XI & XII (for PG) Text Books Prescribed by Government of Tamil Nadu-Nature and Scope of Biological Science -Meaning and Definition of Biology-Facts and Structure, Biology as a Science. Science Process and Product, Place of Biology in School Curriculum and its relationship with other subjects, importance of learning Biology- Interdisciplinary approaches in the school curriculum- various branches related to Biology.

UNIT II AIMS AND OBJECTIVES OF TEACHING BIOLOGY:

Aims Goals and objectives of teaching Biology with reference to Bloom's taxonomy- Cognitive, Affective and Psychomotor Domains. Aims of teaching Biology at different levels -

Primary, Secondary and Higher Secondary. Writing objectives in behavioural terms. Aims and values of teaching biology at Higher secondary level. History, philosophy and nature of biology , its role and importance in daily life- science teaching for solving problems of pollution- Global warming- over population- malnutrition, superstition beliefs, Role of science teacher in developing scientific temper in the society.

UNIT III PLANNING SKILLS ASSOCIATED WITH TEACHING BIOLOGICAL SCIENCE :

Micro teaching-Definition –Need for Micro teaching- Microteaching Cycle- Types of Skill of Introducing, Skill of Explaining, Skill of reinforcement and stimulus variation-Need for link lesson- Use of Black board –illustration and with an example

UNIT- IV PLANNING FOR TEACHING AND LEARNING:

Definition-Importance and advantages of lesson plan. Herbartian steps, Writing objectives in behavioral terms- specification, learning experience and evaluation Recapulation and Assignments. Formatting a lesson plan –Characters of a unit planning –steps in developing a unit. Distinguish between lesson plan and unit plan-ABL method.

UNIT V GENERAL METHODS AND MODELS OF TEACHING, INSTRUCTIONAL RESOURCES IN BIOLOGICAL SCIENCE

Special methods- Laboratory ,Heuristic method, project- Assignment, Lecture demonstration, science kits-Team teaching- problem solving- Inquiry and problem solving approach ,Flanders Interaction analysis category system inductive and Deductive approach, lecture cum demonstration method, project method, Scientific method and Concept mapping. Scientific Attitude –Concept and its inculcation among learners -Instructional resources in Biology – Text books , Teacher Manuals, Reference books and Journals ,Instructional media- Need and Importance of chalk Board, Flannel Board, Specimen and Computers-Instructional Resource center- planning – Class room Accessories-preparation of Teaching Aids Mobile laboratories and Improvised Apparatus.

SESSIONAL ACTIVITIES

- Any 5 Experiments at school level in Biological Science
- Construction and use of achievements test. Analysis and interpretations test scores.
- Practicing 3 to 5 Micro lessons
- Presenting one demonstration to the peers

- Organise an event on Earthday/Waterday/Environment day/World health day
- Participation in science club activities
- Identifying science related websites and preparing critical account of web pages and power point presentation.

LEARNING OUTCOME

By the end of the course, the student teacher will be able to

- Become self made professional teachers.
- Understand psychological foundations of education and learning theories
- Keep themselves abreast of latest trends and issues in secondary education
- Reduce the gap between theory and practice i.e., Teacher- education curriculum and school realities.
- Rationalize curricular areas of teacher education to develop ICT knowledge-base.
- Become self made humane teachers.
- Develop knowledge in the emerging teaching and learning technology of Biological science.

REFERENCES

- Chauhan, S.S., Innovations in Teaching Learning Process, Vikas Publishing House Private Ltd., 1995.
- Carin., & Robert, S. (1989). Teaching modern science (5th edition). U.S.A: Merrill Publishing Co.
- Das, R.C., Science Teaching in Schools, Sterling Publishers Private Ltd., Bangalore, 1990.
- Heiss, Obourn., & Hoffman. (1985) Modern science in secondary schools. New Delhi: Sterling Publication (Pvt.) Limited.
- Nayak, (2003). Teaching of physics. New Delhi: APH Publications.
- Narendra Vaidya, Science Teaching for the 21st Century, Deep & Deep Publication, Pvt Ltd., New Delhi, 1999.
- Nair, C.P.S., Teaching of Science in Our School, Chand & Co., Pvt Ltd., New Delhi.
- Patton, M.Q. (1980). Qualitative evaluation methods. New Delhi: Sage Publications.
- Siddifit, S. (1985). Teaching of science today and tomorrow. New Delhi: Doba's House.
- Sharma, R.C., Modern Science Teaching, Dhanpat Rai Publishing Co. Pvt. Ltd.,
- Yadav, M.S., Modern Methods of Science Teaching in Secondary

- Schools. Ammul Publications Pvt. Ltd., New Delhi, 2000. New Delhi,

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF SOCIAL SCIENCE: PART – I
COURSE CODE: 19130CP14F

OBJECTIVES

The Student teacher will be able to

- Acquire knowledge about the school social science text books from VI to x.
- Understand the aims and objectives of teaching social science.
- Develop effective teaching skills to teach social science.
- Acquire knowledge in lesson plan, unit plan and resource plan.
- Understand the steps involved in lesson planning.
- Appreciate the need of planning for teaching.
- Equip with resources, strategies and approaches of learning.

UNIT- I: SENSITIZING THE SCHOOL CURRICULUM

School content course of standard VI to X Social Science Text Books prescribed by the Government of Tamil Nadu - Nature of social science - Concept, Meaning, Definition and importance - Place of social science in school curriculum - Reasons for teaching social science in school curriculum - Correlation of the social science with other school subjects.

UNIT- II: AIMS, OBJECTIVES AND VALUES OF TEACHING SOCIAL SCIENCE

General and Specific aims of Teaching Social Science - Goals and objectives of teaching social science with reference to Bloom's taxonomy - Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor domain – Values of Teaching Social Science: Social, Economic, Cultural, Moral, Philosophical, Political, Intellectual and Vocational.

UNIT III: DEVELOPMENT OF TEACHING SKILLS

Micro teaching - Meaning, Concept, Procedure, Steps, Principles - Advantages - Micro teaching cycle - Developing the Skills: Skill of Introducing, Skill of Explaining, Skill of Stimulus variation, Skill of Questioning, Skill of Demonstration, Skill of Reinforcement, Skill of Achieving Closure - Link lesson: Definition, Need for Link lesson in Micro Teaching Programme.

UNIT IV: PLANNING FOR TEACHING AND LEARNING

Lesson plan - Meaning, Definition, Principles , Objectives and Steps - Various approaches to lesson plan - Characteristics of good lesson plan - Precautions in preparing a lesson plan - Merits and Demerits - Unit plan - Meaning, Need, Importance and Types -Characteristics - Criteria of a good Unit plan - Year plan- Difference between Unit plan and Resource plan.

UNIT V- STRATEGIES OF TEACHING SOCIAL SCIENCE

Teacher-centred Methods: Story Telling, Dramatization, Lecture, Team Teaching, Supervised Study, Source Method – Debate, Symposium, Brain Storming, Seminar, Workshop and Demonstration - Lecture Centred Methods: Problem Solving Method, Project Method, Inductive and Deductive Methods, Analytical and Synthetic approaches.

SESSIONAL ACTIVITIES

- Critical analysis of text book from VI to X standard.
- Reporting on Current events/ scrap book related to Social Science.
- Preparing maps, charts, pictures, and models etc., Practicing 3 micro lessons with 3 different skills.
- Lesson plan through Power Point.

LEARNING OUTCOME

By the end of the course, the student teacher will be able to

- Understand the nature and importance of Social science.
- Acquire knowledge in lesson plan, Unit plan and resource plan.
- Comprehend the aims and objectives of teaching social science.
- Appreciate the need of planning for teaching.
- Equip with resources, strategies and approaches of learning.

REFERENCES

- Aggarwal, J.C (1996) Teaching of History: A practical Approach. New Delhi, Vikas publishing house Pvt.Ltd.
- Chauhan, S.S (2008) Innovations in teaching learning process UP: Vikas Publishing house Pvt. Ltd.
- Dash, B.M.Conteret – cum – method of teaching social studies, New Delhi: Kalyani publications.
- Joyce, & well (2004). Models of teaching U.K.Prentice hall of India.
- Mangal, S.K. & Mangal.S (2005). Essentials of educational technology and management. Meerut: loyal book depot.
- Sharma, R.A (2008) Technological foundation of education. Meerut.R Lall books depot.

- Siddiqui, M.H (2008) Models of Teaching New Delhi: APH publishing corporation.
- Teneja, V.K (1992) Teaching of social studies, Ludhiana: Vizo's publications.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF COMMERCE AND ACCOUNTANCY: PART - I

COURSE CODE: 19130CP14G

OBJECTIVES:

The Student teacher will be able to

- Sensitize commerce and accountancy syllabus at HSC level both state and central board.
- Examine Professional development of teacher.
- Comprehend the Need and importance of appropriate classroom climate for effective learning.
- Get knowledge about planning and evaluation.
- Acquire different types of teaching skills for effective teaching.

UNIT – I: SENSITIZING THE COMMERCE AND ACCOUNTANCY (SYLLABUS AT HSC LEVEL BOTH STATE AND CBSE)

Introduction – Commerce – Accountancy – Need – Nature – Aims – Objectives – Goals and Values of Commerce Education – Accounting Procedures – Double Entry System of Book Keeping – Petty Cash Book – Capital and Revenue Transaction – Final Accounts.

UNIT – II: LEARNING RESOURCES, LEARNING APPROACHES AND STRATEGIES, EXPLORING LEARNERS OF COMMERCE:

Instructional materials – Teaching Aids – Audio – Visual Aids – Application of Modern Techniques – Learning Strategies – Preparation of Budget and Balance Sheets – Various Types of Approaches in teaching Accountancy.

UNIT – III: UNIT PLAN AND LESSON PLAN:

Observation of Experienced skilled school subject Teachers – Lesson Plan – Unit Plan – Yearly Plan – Meaning – Need – Importance and preparation procedure – Micro Teaching – Macro Teaching – Peer Teaching – Preparation of Achievement Test Question Paper – Evaluation.

UNIT – IV: SCHOOL CURRICULUM OF COMMERCE:

Meaning of curriculum – Principle of curriculum – Construction of curriculum – Different Approaches – Vocational Areas identified in the Tamil Nadu HSC stage under the heading, “Business and commerce” Selection of materials – Gradation – Comparison of CBSE syllabus with state board commerce education – Latest Trends in curriculum construction.

UNIT – V: TOOLS AND TECHNIQUES OF ASSESSMENT:

Evaluation in commerce – Modern Evaluative Techniques Formative and Summative Evaluation – Intelligence and Aptitude Tests – Diagnostic and Prognostic Tests in Commerce – Theory and Practical Evaluation – Tests of various aspects of personality.

SESSIONAL ACTIVITIES:

- Getting Training on Improvised Teaching Aids.
- Observing the Demonstration class and Demonstrating the commerce class.
- Undertaking 40 working days of Practice Teaching.
- Administration of Achievement Test and Proper Evaluation.
- Remedial Measures for slow learners and under achievers.

LEARNING OUTCOME

By the end of the course the student teacher will be able to:

- Review Commerce and Accountancy syllabus.
- Learn the significance of professional development of a commerce teacher.
- Create proper learning atmosphere in the classroom.
- Enable the students' creative thinking and innovative deeds.
- Acquire the skill of solving the problems encountered by the students.

REFERENCES:

- Joyce & Well (2004) Models of Teaching, U.K. Prentice Hall of India.
- Mangal.S.K & Mangal.S (2005) Essentials of Educational Technology.
- Sharma, R.A (2008) Technological Foundations of Education, Meerut: R.Lal Books Dept.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF COMPUTER SCIENCE: PART - I
COURSE CODE: 19130CP14H

OBJECTIVES:

The Student teacher will be able to

- Acquire the knowledge about content and Nature of Computer Science.
- Develop about aims and objectives of teaching Computer Science.
- Understand the various skills in Microteaching.
- Gain Knowledge about planning for teaching and learning of Computer Science.
- Acquire knowledge about classroom climate.
- Explore the methods of teaching Computer Science.
- Understand the needs of Computer Science.
- Identify the various learning resources.

UNIT- I: CONTENT AND NATURE OF COMPUTER SCIENCE:

Analysis of the Content course of Standard VI to VIII (Tamil, English, Mathematics, - Science and Social science) Text Books prescribed by Government of Tamil Nadu, and -content course of standard IX - X (for UG) , XI – XII (for PG) Computer Science Text Books Prescribed by Government of Tamil Nadu - Meaning and Introduction of computer generations and types, Importance of computer science – place of computer in school curriculum and its relationship with other subjects, importance of learning computer science – Interdisciplinary approaches in the school curriculum – planning for administrative uses of computers – role of Computer Science teacher in developing scientific temper in the society.

UNIT- II: AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE:

Goals and objectives of teaching computer science – Bloom’s Taxonomy- cognitive, Affective and Psychomotor Domains. Aims of teaching computer science at different levels – primary, secondary and Higher secondary. Need and importance of computer science in schools – Aims and values of teaching computer science at higher secondary level.

UNIT –III: MICROTEACHING SKILLS ASSOCIATED WITH TEACHING IN COMPUTER SCIENCE:

Microteaching –Origin-need-definition- characteristics –process- Microteaching cycle – Types of skills – skill of Introducing- skill of explaining- skill of stimulus variation- skill of questioning- Skill of Demonstration – Skill of Reinforcement- Probing question,-Blackboard usage.

UNIT – IV: PLANNING FOR TEACHING – LEARNING OF COMPUTER SCIENCE:

Lesson plan-steps involved in a lesson plan – Important elements of lesson plan – Writing Instructional objectives – criteria of a good lesson plan –principles of curriculum development- Unit plan – Unit plan strategies – goals of unit plan.

UNIT – V :APPROACHES AND METHODS OF TEACHING COMPUTER SCIENCE AND CLASSROOM CLIMATE:

Approaches and Methods of teaching computer science – problem solving approach – Inductive and deductive approach – Lecture cum demonstration Method, Project Method, Scientific Method. Classroom climate – Classroom discipline – classroom management–group discussion-seminar- Buzz session.

SESSIONAL ACTIVITIES:

- Prepare a power point presentation for any two units in Computer Science and submit it.
- Develop a Blog of your own and add it in online.
- Visit to any IT Company to know about latest software's.
- Analyse any one topic in different website and present your report by comparing it.
- Explore the Usage of Office 365 and write the merits and demerits in CD.

LEARNING OUTCOME:

By the end of the course, the student teachers will be able to,

- Acquire knowledge about methods of teaching computer science
- Understand the various skills in Microteaching
- Gain knowledge about planning for teaching – learning of computer science.
- Understand the needs of Computer Science.
- Identify the various learning resources

REFERENCES:

- Balagursamy, *Programming in Basic*, THN, Delhi.
- Aggarwal J.C., (2000) Principles, Methods and Techniques of Teaching, Vikas Publishing House Pvt. Ltd.,
- Malvino, Digital Computer Electronics, TMH, Delhi.
- Krishna Sagar, (2005) ICTs and teacher training, Delhi: Tarum offset.

- Harley, H.K. (2007). *The internet: complete reference*. New Delhi: Tata McGraw Hill, pub.co., Ltd.
- Goel, H.K (2007). *Teaching of computer science*. New Delhi: R.Lall Books
- Mahapatra, B.C. (2006). *Education in Cybernatic Age*. New Delhi: Sarup Sons.
- Mansfield, R. (1993). *The Compact Guide to Windows.World and Excel*. New Nair, C.P.S., (2000), *Teaching of Science in Our School*, Chand & Co., Pvt Ltd., New Delhi.
- NarendraVaidya, (1999), *Science Teaching for the 21st Century*, Deep & Deep Publication, Pvt Ltd., New Delhi

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF ECONOMICS: PART - I
COURSE CODE: 19130CP14I**

OBJECTIVES:

The student teacher will be able to

- To acquire knowledge on various concepts of Economics.
- Understand the meaning and nature of Economics.
- Develop interest on the aim and objectives of teaching and learning Economics.
- Understand the different concepts of Economics.
- Create positive attitude on the textbook of Economics.
- Appreciate the need of planning for teaching.
- Develop knowledge on various strategies in teaching and learning Economics.

UNIT- I: SENSITISING THE SCHOOL CURRICULUM

Content course of standard XI and XII of Economics Textbooks prescribed by the Government of Tamilnadu - Economics - Meaning - Definitions - Scope and nature of Economics - Importance of Economics education - Need for Economics in the school curriculum.

UNIT -II: AIMS AND OBJECTIVES OF TEACHING ECONOMICS

Aims and Values of teaching Economics - Objectives and goals of teaching Economics at higher Secondary level - Blooms taxonomy of Educational objectives - Recent trends in Economics aspects - Globalisation, Liberalization and Privatization to Economics.

UNIT- III: DEVELOPMENT OF TEACHING SKILLS

Micro teaching - Origin - Need, Procedure - Micro teaching cycle - Uses of Micro teaching - Stages in Micro teaching - Principle and steps in Micro teaching - Skills - Meaning, Components - Skill of Introducing lesson - Skill of Explaining - Skill of Blackboard writing -Skill of Reinforcement – Skill of Stimulus variation – Skill of Probing question.

UNIT- IV: PLANNING FOR TEACHING

Lesson plan - Meaning - Difference between lesson plan and unit plan - Importance of lesson plan - Various approaches in planning lesson - Precautions in preparing lesson plan, Merits and Demerits - Herbartian steps - Stages in lesson plan - Unit plan - Meaning -Characteristics of good unit - Steps in preparation of unit - Advantages and Disadvantages – Year plan – Link lesson.

UNIT- V: STRATEGIES OF TEACHING ECONOMICS

Methods of Teaching : Analytic, Synthetic, Inductive, Deductive, Heuristic, Problem solving project – Symposia – Discussion – Workshop – Brainstorming – Panel discussion – Seminar – Team teaching – Assignment and discussion – Techniques of Teaching Economics: Individualized Instruction, Programmed Instruction, Computer Assisted Instruction (CAI).

SESSIONAL ACTIVITIES:

- Preparing Power Point presentation at any one economics topic.
- Preparation of Module for any one of the economics concept.
- Critical analysis of content course of standard XI and XII syllabus.
- Practicing 3 micro lessons with 3 different skills.
- Making 10 charts and 3 improvised models.

LEARNING OUTCOME

By the end of the course, the student teachers will be able to,

- Understand the meaning and nature of Economics.
- Develop knowledge on various strategies in teaching and learning Economics.
- To acquire knowledge on various concepts of Economics.
- Develop interest on the aim and objectives of teaching and learning Economics.
- Appreciate the need of planning for teaching.

REFERENCES:

- Bhatia, K.K (2001) Foundations of teaching learning process, Ludhiana. Tandon Publication.
- Chauhan S.S (2008). Innovations in teaching and learning process, UP; Vikas Publishing House Pvt.Ltd.
- Joyce & well (2004). Models of teaching U.K.Prentice hall of India.
- Mujibul Hasan Siddiqui (2004) Teaching of economics, New Delhi: Ashish Publishing house.
- The current syllabus in TamilNadu for standards XI and XII.

- Sharma.K., & Titega, T.(1995) Teaching of economics, New Delhi: Common wealth publication.
- Sharma, R.A (2008) Technological foundation of education. Meerut:R.Lall Books Depot.
- Saxena, N.R. Teaching of Economics, Meerut: R.Lall Book Depot, 2002.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER –I
PEDAGOGY OF HISTORY: PART - I
COURSE CODE: 19130CP14J

OBJECTIVES

The student teacher will be able to

- acquire knowledge about the school history text books from VI to XII;
- understand the aims and objectives of teaching History;
- develop effective teaching skills;
- adopt the different teaching-learning strategies;
- understand the steps involved in lesson planning;
- equip with resources and approaches of learning;

UNIT- I: SENSITIZING THE SCHOOL CURRICULUM

Analysis of the Content course of Standard VI to VIII (Tamil, English, Mathematics, Science and Social Science) Text Books prescribed by Government of Tamil Nadu and Content course of Standard (IX to X for UG and XI to XII for PG) History Text Books prescribed by the Government of Tamil Nadu. History- Meaning - Definitions - Scope and nature of History - Importance of History education - Need for History in the school curriculum.

UNIT – II: AIMS, OBJECTIVES AND VALUES OF TEACHING HISTORY

General and Specific aims of Teaching History - Revised Blooms Taxonomy, Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domain; Values of Teaching History: Social, Economic, Cultural, Moral, Philosophical, Political, Intellectual and Vocational.

UNIT – III: DEVELOPMENT OF TEACHING SKILLS

Micro Teaching: Meaning, Concept, Principles and Phases of Microteaching - Developing the Skills: Introducing a Lesson, Explaining, Probing Questioning, Stimulus Variation, Reinforcement, Achieving Closure, Use of Teaching Aids, and Blackboard Usage - Link lesson: Definition, Need for Link Lesson in Micro Teaching Programme.

UNIT – IV: PLANNING FOR TEACHING AND LEARNING

Macro Teaching: Unit plan, Year Plan and Daily Plan, Need and Importance of Lesson Plan, Objectives based teaching, Steps in lesson plan – Characteristics of good lesson plan – Precautions in preparing a lesson plan – Merits and Demerits.

UNIT –V: STRATEGIES OF TEACHING HISTORY

Teacher-centered Methods : Story Telling, Dramatization, Lecture, Lecture cum Demonstration, Team Teaching, Supervised Study, Review and Drill, - Source Method : Debate, Symposium, Brain Storming, Seminar, Workshop, Demonstration - Learner centered Methods : Heuristic Method, Problem Solving Method, Project Method, Field Work, Dalton Plan, Inductive and Deductive Methods, Analytical and Synthetic approaches.

SESSIONAL ACTIVITIES:

- Preparing Journal Reflecting on the Text books from VI to XII standards
- Demonstration of teaching skills (Micro teaching).
- Analysis of the Strength and weakness of traditional and modern methods of teaching.
- Reporting on Current events scrap book related to History.
- Lesson plan through Power Point.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- acquire knowledge about the school history text books from VI to XII;
- understand the aims and objectives of teaching History;
- develop effective teaching skills;
- adopt the different teaching-learning strategies;
- understand the steps involved in lesson planning;
- equip with resources and approaches of learning;

REFERENCES:

- Aggarwal, J.C. (1982). *Development and planning of modern education*, New Delhi: Vikas Publishing House.
- Aggarwal, J.C. (1996). *Teaching of history: A practical approach*. New Delhi: Vikas Publishing House.
- Arora, K.L. *Teaching of history*, Ludhiana: Tandon Publications.

- Arul Jothi, Balaji, D.L. & Sunil Kapoor. (2009). *Teaching of history II*. New Delhi: Centum Press.
- Balaguruswamy, E., & Sharma, K.D. (1982). *Computer in education and training*, New Delhi: NIIT.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER –I
PEDAGOGY OF GEOGRAPHY: PART - I
COURSE CODE: 19130CP14K

OBJECTIVES

The student teacher will be able to

- get sensitized to the school content in Geography;
- comprehend the aims and objectives of teaching Geography;
- acquire various teaching skills;
- develop competence in structuring lesson plans;
- explore the methods and techniques of teaching Geography;

UNIT- I: SENSITISING THE SCHOOL CURRICULUM

Analysis of the Content course of Standard VI to VIII (Tamil, English, Mathematics, Science and Social science) Text Books prescribed by Government of Tamil Nadu, and content course of standard IX - X (for UG), XI – XII (for PG) Geography Text Books Prescribed by Government of Tamil Nadu. Geography - Meaning - Definitions - Scope and nature of Geography - Importance of Geography education - Need for Geography in the school curriculum.

UNIT - II: AIMS AND OBJECTIVES OF TEACHING GEOGRAPHY

Need and significance of teaching -Aims: Practical, Social, Disciplinary and Cultural- Instructional Objectives: General Instructional Objectives (G.I.Os) and Specific Instructional Objectives(S.I.Os) relating to the Cognitive, Affective and Psychomotor Domain based on Bloom's Taxonomy of Educational Objectives – Revised Bloom's Taxonomy.

UNIT-III: DEVELOPMENT OF TEACHING SKILLS

Micro teaching: Origin, Need, Phases, Definition, Characteristics, Process, Cycle, Advantage of Micro teaching and its Uses - Skills : Explanation, Questioning , Black board usage, Reinforcement, Stimulus variation, Introduction and Closure –Link lesson - Need for Link lesson in Micro Teaching Programme.

UNIT-IV: PLANNING FOR TEACHING AND LEARNING

Unit Plan - Year Plan - Lesson Plan: Need and importance ,Characteristics of good Lesson Plan, Precautions in preparing a lesson plan, Herbartian steps, Format of a typical Lesson plan -

G.I.Os and S.I.Os, Teaching Learning Materials, Motivation, Presentation, Application, Recapitulation and Assignment –Uses of Lesson plan.

UNITV: STRATEGIES OF TEACHING GEOGRAPHY

Methods of Teaching: Analytic, Synthetic, Inductive, Deductive, Heuristic and Problem solving - Activity Based Learning (ABL) –Active Learning Method (ALM) – Strategies for Teaching Geography: Regional Method, Journey Method, Excursion Method, Project Method, Comparative Method, Lecture cum Discussion Method, Question Answer Method, and Field Visit – Interactive Teaching: Meaning and Types- Interaction Patterns Generated by Teacher Centered Approaches to Teaching.

SESSIONAL ACTIVITIES:

- Collect and present the History and Contributions of any one Geographer.
- Prepare the Teaching Learning Material for any one topic in Geography.
- Prepare the Module for any one of the Concept in Geography.
- Prepare a report on various community resources in learning Geography.
- Organize a Field trip and prepare a report.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- get sensitized to the school content in Geography;
- comprehend the aims and objectives of teaching Geography;
- acquire various teaching skills
- develop competence in structuring lesson plans;
- explore the methods and techniques of teaching Geography;

REFERENCES:

- Aggarwal. (2008). Teaching of social studies:A practical approach .(4th ed). UP: Vikas Publishing House Pvt Ltd.
- Aggarwal. (2008). Teaching of history (4nd ed).UP: Vikas Publishing House Pvt Ltd.
- Aggarwal. J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing Ahemedabad: Sahitya Mudranalaya.
- Aravind,G.(2005). Nationalism and social reform in a solonial situation. New Delhi: Gyan

- Archer, R.L. and Lewis, W.J. (1924). The teaching of geography, London, A& C Black Ltd.
- Arulsamy, S. and Zaya Pragassarazan, Z. (201 1). The Teaching skills and strategies, Hydreabad, Neel kamal Publicaitons Pvt. Ltd.
- Bawa, M.S & Nagpal, B.M., (2010). Developing Teaching Competenceis. Viva Books Private limited, New Delhi.
- Bhatia, K.K. (2001). Foundations of teaching learning process. Ludhiana: Tandon Publication.
- Bloom, B.S. (Ed) (1956). Taxonomy of Education Objectives, Hand Book-1, The Cognitive Domain, Newyork, David Mckey Company Inc. Books Pvt.
- Books for standard VI - XII, Tamil Nadu Text Book Corporation, Government of Tamil Nadu.
- Chauhan S. S (1983). Innovation in Teaching Learning Process. Vikas Publishing House Pvt. Ltd. 5, Ansari Road, New Delhi. (Second Edition).
- Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing
- Chorley, R.J. and P .Hagett (ed) (1970). Frontiers in Geography Teaching, London, Methuen Co-Ltd.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
ASSESSMENT OF LEARNING
COURSE CODE: 19130AL15

OBJECTIVES

The student teacher will be able to

- understand the basic concepts of Test, Assessment and Evaluation
- acquire the knowledge of commonly used Tests in schools
- understand the purpose of Diagnostic Test
- develop Teaching Competency Assessment Scale
- develop knowledge on Continuous and Comprehensive Evaluation
- understand the Tools of Evaluation
- understand the process of Standardization of Tests
- identify the various types of Intelligence Tests
- understand the various types of Personality
- , Aptitude and Interest Tests
- understand the various aspects of Curriculum Evaluation

UNIT I: BASICS OF MEASUREMENT AND EVALUATION

Test- Measurement and Evaluation - Concept, Meaning, Nature- Characteristics and Need
Measurement scales- Nominal scale, Ordinal scale, Interval scale and Ratio scale - Characteristics
of good evaluation – Formative and Summative Evaluation –Uses of evaluation. Meaning and
Definition of Evaluation approach - Steps in Evaluation approach - Techniques of Evaluation -
Classification of Evaluation Tests - Educational purpose and objectives of Evaluation - Difference
between Test and Examination.

UNIT II: COMMONLY USED TESTS IN SCHOOLS

Meaning, Purpose and Construction of Achievement Test - Standardized Tests - Teacher
-made Tests - Administration of an Achievement Tests - Scoring and Recording of Test Results -
Norms and Interpretation of Test Scores - Question Bank - Types of Questions - Oral Tests: Oral
Response Test and Oral Performance Test - Written Response Test - Practical Test - Broad

Categories of Test: Aptitude Test, Ability Test and Achievement Test. Grading systems – Comparative / Relative Grading and Absolute Grading.

UNIT III: DIAGNOSIS RELATED TO ACHIEVEMENT

Meaning and Importance of Educational Diagnosis - Purpose and use of Diagnostic Tests - Diagnostic Evaluation Versus Summative and Formative Evaluation- Steps involved in the Diagnosis and Remediation of Learning difficulties - Areas and Content of Diagnostic Testing - Achievement tests versus Diagnostic Tests. Meaning and Definition of Rating Scale - Construction of Rating Scale - Teaching Competency Assessment Scale.

UNIT IV: INTELLIGENCE TESTS

Construction and Standardization of the Psychological Tests, Intelligence - its nature - Theories - Spearman, Thorndike, Thurstone and Guilford- Types of Intelligence Test - their functions and uses. Assessment of Personality, Aptitude and Interest Psychometric Tests - Projective Techniques: Rorschach Inkblot Test, Thematic Apperception Test, Word Association Test and Sentence Completion Test - Situation Test and Personality Inventories - Measurement of Aptitude

UNIT V: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

Aim, Objective and characteristics of CCE - Continuous Evaluation and Comprehensive Evaluation – Scholastic area – Co-Scholastic area – Functions of Continuous and Comprehensive Evaluation – Recording and reporting: Measurement of students’ achievements – Feedback as essential component of assessment Criteria of Good Measuring Instrument - Test Construction : Item Writing, Item - Analysis - Test Standardization: Steps of Test Standardization - Validity – Reliability – Objectivity – Usability – Norms. Curriculum Evaluation Concept, Need, Importance and Sources of Curriculum Evaluation, Aspects of Curriculum Evaluation, Criterion Referenced Testing and Norm Referenced Testing - Methods of Curriculum Evaluation - Restructuring Curriculum.

SESSIONAL ACTIVITIES

- Plan and construct an achievement test in one of the Pedagogy Subjects.
- Prepare a report by undertaking question papers of previous year public examination of any three school subjects.
- Administer an intelligence test on students of any class and interpret the results.
- Survey the continuous and comprehensive assessment practices followed in schools and prepare a report.

- Prepare the Teaching Competency Assessment Scale.

LEARNING OUTCOME

By the end of the course, the student teacher will be able to

- understand the basic concepts of Test, Assessment and Evaluation
- acquire the knowledge of commonly used Tests in schools
- understand the purpose of Diagnostic Test
- develop Teaching Competency Assessment Scale
- develop knowledge on Continuous and Comprehensive Evaluation
- understand the Tools of Evaluation
- understand the process of Standardization of Tests
- identify the various types of Intelligence Tests
- understand the various types of Personality
- Aptitude and Interest Tests
- understand the various aspects of Curriculum Evaluation

REFERENCES:

- Adams, G.S., Measurement and Evaluation in Education, Psychology and Guidance, New York, 1964, Holt, Rinehart & Winstone.
- Anastasi, Anne, (1976), Psychological Testing, 4th end. New York; Macmillan Publishing Co. Inc.
- Agarwal, Y.P. (1990), Statistical Methods – Concepts, Applications and Computation, New Delhi : Sterling Publishers Pvt. Ltd.
- Bertrand, Arthur and Cebuls, Joseph P., (1980): Tests, Measurement and Evaluation A Development Approach, U.S.A: Addison-Wesley.
- Bloom, Benjamin S., et.al (1971): Handbook on Formative and Summative Evaluation in Student Learning. U.S.A: McGraw Hill.
- Bean, K.L. (1953), Construction of Educational and Personal Tests, New York, McGraw Hill Book Co.,
- Bradfield, J.M., Measurement of Educational in Education, New York, MacMillan Co.,

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
Enhancing Professional Capabilities /ELECTIVE
YOGA, HEALTH AND PHYSICAL EDUCATION
COURSE CODE: 19130EP16A

OBJECTIVES

The student teacher will be able to

- Define the concept of Yoga.
- Classify the sanas and Pranayama.
- Understand the meaning and significance of Pranayama, mudra, kriyas and meditation.
- Comprehend the aims and objectives of Health Education.
- Appreciate the important of food and nutrition.
- List out the communicable diseases and life style disorders.
- Explain the Physical Education concepts and its scope.
- Practice the various physical exercises.
- Write lesson plans; for various games and appreciate the methods of teaching.
- Acquire skills to organize and conduct sports in schools.

UNIT I – INTRODUCTION TO YOGA:

Meaning, Concept and Historical Development of Yoga – Misconception about Yoga- Aims and Objectives – Eight limbs of Yoga – Guidelines for practicing yoga – Benefits of yoga – Physiological, Psychological, Therapeutic and Physical.

UNIT II – HEALTH EDUCATION:

Meaning, Aims and Objectives – Scope of Health Education – Methods of Imparting Health Education in Schools – Health Instruction – Health Services – Health Supervision – Posture – meaning, causes, defects and prevention – First Aid – Meaning, Principles of first aid, Content in the first aid box – Need and importance of first aid – Qualification of a first aider – First Aid in different cases.

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

Food: Meaning and Classification – Carbohydrates, Proteins, Fats, Vitamins, Minerals, Roughage and Water – Guidelines for food selection – Food preservation – Nutrition: Meaning and Concept – Malnutrition – Balanced diet – Diet for obesity and underweight – Communicable diseases: Meaning – Types: Malaria, Typhoid, Tuberculosis, Cholera, Diarrhoea and AIDS – Causes, symptoms and treatment – Life style disorder – Diabetes, Hyper Tension, Heart Attack, Obesity and Ulcer – Causes, Symptoms and treatment.

UNIT IV – INTRODUCTION TO PHYSICAL EDUCATION:

Concept and Meaning, Definition – Aims and Objectives of Physical Education – Scope, Need and Importance of Physical Education – Physical Fitness: Meaning, Definition, and Health related components of Physical fitness: Muscular Strength, Muscular Endurance, and Flexibility, and Cardio – respiratory endurance and Body composition, benefits of Physical fitness.

UNIT V – RULES OF GAMES AND SPORTS, LESSON PLAN AND METHODS OF TEACHING AND ORGANISING COMPETITIONS:

Games: Volleyball – Dimensions of court, skills and basic rules, Kabaadi – Dimensions of court, skills and basic rules, Kho – Kho – Dimensions of court, skills and basic rules – Track; Laying of 400 Metres Track – Lesson plan – Meaning, Values and preparation of general lesson plan – Methods of teaching: common method, lecture method, demonstration method, reciprocal method, discussion method, whole method, part method, whole- part- whole method, progressive method, observation method and project method – Intramural and extramural competitions – Meaning, Definition – Organising and Conducting- Sports meet – types: Standard, Non- standard, Organising and Conducting, Tournaments: Single league and Single League and Single Knock Out – Preparation and drawing fixtures, merits and demerits.

SESSIONAL ACTIVITIES:

- Yoga meaning, Methods and benefits of Asanas.
- Sitting Posture – Padmasana, Mathyasana, Vajrasana, Paschimottanasana, Vakrasana, Yogamuthra

- Standing Posture – Trikonasana, Vrishasana, Chakrasana, Padahastasana, Tadasana, and Vutkathasana.
- Lying Posture – Shalabhasana, Dhanurasana, Bhujangasana, Halasana, Pavanamuktasana, and Vipritatarani.
- Surya namaskar – Meaning, Twelve stages of Surya namaskar, Benefits, Preventive and curative effects of asanas.

LEARNING OUTCOME

By the end of the course, the student teacher will be able to

- Define the concept of Yoga.
- Classify the sanas and Pranayama.
- Understand the meaning and significance of Pranayama, mudra, kriyas and meditation.
- Comprehend the aims and objectives of Health Education.
- Appreciate the important of food and nutrition.

REFERENCES

- Aggarwal J.C. (2005). Health and Physical Education, Shirpra Publications, Delhi.
- Anantharaman, T.R. (1996). Ancient Yoga and Modern Science. New Delhi: Mushiram Manoharlal Publishers Pvt. Ltd.
- Athicha Pillai A. & Bevinson Perinbaraj S. (2006). Methods in Physical Education. Publisher: Pravin, Tamilnadu, India.
- Bhavani, A.D. (2008). A Primer of Yoga Theory. Pondyichery: Dhivyananda Creations.
- Bud Getchell (1992). Physical fitness: A Way of Life, Macmillian Publishing Company, America.

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
ENHANCING PROFESSIONAL CAPABILITIES /
ELECTIVE - GUIDANCE AND COUNSELLING
COURSE CODE: 19130EP16B

OBJECTIVES:

At the end of this course, the student- teachers will be able to

- list out the principles underlying guidance
- elucidate the need of guidance and counselling in schools
- describe the different services in the school guidance programme
- understand the various therapies in counselling
- acquire the skills necessary to administer and interpret standardized tools
- know the qualities required for a good counsellor
- understand the various types of counselling
- understand the group guidance and counseling
- describe the various testing devices in guidance
- understand the guidance for exceptional children

UNIT I: GUIDANCE

Guidance- Meaning, Definitions, Aims, Nature, Principles and Needs. Types- Educational, Vocational, Personal, Social- History of guidance movement in India- Problems of guidance movement- ways to improve guidance services in India - Benefits- Limitations. **Guidance Movement in India**

Therapies in Counselling: Psycho- behavioral therapy, Psycho - analytic therapy, Gestalt therapy – Stress and stress management, History of guidance movement in India – Problems of guidance movement in India – Ways to improve guidance movement in India.

UNIT II: COUNSELLING

Counselling– Meaning, Definitions, Elements-Characteristics – Objectives – Need – T ypes: Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning, Characteristics, Steps, Advantages, Limitations – Difference between Counselling and Guidance.

Qualities of a Counsellor Counsellor – Qualities – Functions- Professional Ethics- Role of Teacher as counselor

UNIT III: GROUP GUIDANCE AND GROUP COUNSELLING

Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses. Group counselling – Meaning, Requirements - Uses. **Theories of Vocational Choice** Theories of Vocational Choice – Ginzberg, Super, Holland, Havighurst, Structural theory.

UNIT IV: TESTING DEVICES IN GUIDANCE

Testing devices in guidance: Meaning, Definition, Measurement, Uses of psychological tests: Intelligence tests – Aptitude tests- Personality Inventories- Attitude scales – Achievement tests – Creativity tests -Mental health – frustration conflict. **Non –Testing Devices in Guidance** Non-testing devices in guidance: Observation – Cumulative record, Anecdotal record, Case study , Autobiography, Rating Scale, Sociometry etc.

UNIT V: GUIDANCE SERVICES IN SCHOOLS

Guidance services at different school levels–Meaning, Significance, Types – Organisation of Guidance services in schools – Role of guidance personnel – Career and Occupational Information – sources, gathering, filing, dissemination- Career Corner- Career Conference- Career exhibitions. Good practices in Tamilnadu - Mobile Counselling centres - State Resource center for counselling children with disability . **Guidance for Exceptional Children** Guidance for Exceptional Children- Meaning and Types. Guidance for gifted, backward, mentally retarded, orthopedically handicapped, visually impaired, deaf and dumb, juvenile delinquents-guidance for dropouts-Socially disadvantaged children - Alcoholics, Addicts - Sexual harassment-Eve teasing- Gender discrimination - Exemptions in examination for exceptional children.

SESSIONAL ACTIVITIES:

- Observe and inquire the process of learning by children from different backgrounds and record your observations.
- Visit any two Special Education Institutions and write a report on the methods of teaching.
- Visit any one of the Mental Health Institutes / Dead diction Centers nearer to you and prepare a detailed report about it and submit same.
- Visit any one of the Vocational Education Centres and prepare a report on the Joboriented

- Courses offered to the differently abled students.

LEARNING OUTCOME

By the end of the course, the student teacher will be able to

- elucidate the need of guidance and counselling in schools
- describe the different services in the school guidance programme
- understand the various therapies in counselling
- acquire the skills necessary to administer and interpret standardized tools
- know the qualities required for a good counsellor
- understand the various types of counselling
- understand the group guidance and counseling
- describe the various testing devices in guidance

REFERENCES:

- ◆ Bhatnagar, R. P ., & Seema, R. (2003). Guidance and counselling in education and psychology . Meerut: R.Lal Book Depot.
- ◆ Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
- ◆ Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.
- ◆ Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers.
- ◆ Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt.Ltd.
- ◆ Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lall Books Depot.
- ◆ Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.
- ◆ Sodhi, T . S., & Suri, S. P . (1997). Guidance and counseling. Patiala: Bawa Publication.
- ◆ Vashist S. R.(Ed.). (2002). Principles of guidance. New Delhi: Anmol Publications Pvt.Ltd.

PRIST DEEMED TO BE UNIVERSITY

DEPARTMENT OF EDUCATION

B.Ed. SYLLABUS – SEMESTER – I

ENHANCING PROFESSIONAL CAPABILITIES /ELECTIVE

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

COURSE CODE: 19130EP16C

OBJECTIVES:

At the end of this course, the student – teachers will be able to

- acquire knowledge of the terms used in educational administration and management
- understand the role of head master and his/her duties
- develop the mode of inspection and supervision of function
- know the role of teacher in decision making
- develop the skills in employing and developing new educational administration and management
- develop interest in the educational administration and management techniques
- understand the development and management of resources
- develop appropriate skills for planning, decision making and leadership qualities
- apply the principles of classroom management and leadership styles
- promote total quality management in education

UNIT I - EDUCATIONAL ORGANIZATION

Principles or criteria -Organizational structures - Administrative structures at Central and State levels.

UNIT II- ESSENTIAL FACETS OF ADMINISTRATION

Headmaster and Teacher's duties and responsibilities. Role of the Head master – Parent Teacher Association-Time-Table- Co-curricular activities - Discipline- Student evaluation.

UNIT III - INSPECTION AND SUPERVISION

Aims, Meaning, Modern concepts - Types of Inspection and Supervision - Functions and duties of inspector and supervisor.

UNIT IV- DECISION MAKING IN ADMINISTRATION

Meaning - Importance - Process - Decision making techniques - Teachers' role in decision making- Involvement of pupils in decision making.

UNIT V - MANAGEMENT

Meaning-Definition -Objectives of Management -Role of Management -Difference between Administration and Management- Functions of Management –PODSCORB (Planning, Organization, Direction, Staffing ,Co-ordination, Reporting, Budgeting) - Modern Functions:

Planning ,Organizing ,Leading ,Controlling-Management skills: Conceptual skills, Human skills, Technical skills.

SESSIONAL ACTIVITIES:

- A study of any one N.G.O (Non Government Organization) promoting education. (Study includes the objectives, functions, problems & contribution to education.)
- Yogic Practices for healthy living - some select yogic practices:Asanas, Bandha, Kriyas and Pranayama - Supine position, prone position, sitting position, standing position.
- Write and display of Education related quotes in your institution.
- Prepare an album about the best practices of various schools.
- Organize an Essay Writing Competition for protecting and safeguarding our Eco – System and submit a write up on it.
- Prepare a detailed report on the code of conduct observed by the teachers in schools

LEARNING OUTCOME

By the end of the course, the student teacher will be able to

- acquire knowledge of the terms used in educational administration and management
- understand the role of head master and his/her duties
- develop the mode of inspection and supervision of function
- know the role of teacher in decision making
- develop the skills in employing and developing new educational administration and management
- develop interest in the educational administration and management techniques
- understand the development and management of resources
- develop appropriate skills for planning, decision making and leadership qualities

REFERENCES:

- Chakraborty, A. K. (2004). Principle & practice of education. Meerut: R.Lall Books Depot. NIEP A.
- Chaupe, S. P . (2008). Foundations of education. UP: Vikas Publishing House Pvt Ltd

- Chaube, S. P ., & Chaube, A. (2008). School organisation. New Delhi: Vikas Publishing House.
- Gangadhar, R. M., & Rao, V . P . S. (2000). Organizational behaviour . Delhi: Konark Publishers Pvt. Ltd.
- Hemlata, T ., & Ruhela, S. P . (1997). Educational management- innovative global patterns. New Delhi: Regency Publication.
- Lawrence, H. S. S. (1996). Education: Concepts and practice. Chennai: V .Manickam Co.
- Panneerselvam .A. Educational Management and Supervision-Shantha Publishers,(2006).
- Prakash, S. (1999). Educational planning. New Delhi: Gyan Publishing House.
- Premila Chandrasekaran, Educational Planning and Management Sterling Publishers (1994)
- Rai B.C, (1997). School organization and management. Lucknow: Prakashan Kendra.
- Rao, V .V., & Vijayalakshmi, V . (2005). Education in India. Delhi: Discovery Publishing House.
- Robert, G . W., & Robert, D. (1995). Management: Comprehension, analysis, and application. Sachdeva M.S. School Management and Administration, Prakash Brothers & Publishers, New Delhi.
- Singh, H. M. (1997). Fundamentals of educational management. New Delhi: Vikas Publishing House.
- Vashist, S. R. (2008). Encyclopaedia of educational administration. Delhi: Anmol Publication Pvt. Ltd.
- Vashist, S. R. (2006). Methods of educational supervision. Delhi : Anmol Publication Pvt. Ltd.
- Vashist, S. R. (2006). School administration. Delhi : Anmol Publication Pvt. Ltd.

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SEMESTER – I
ENHANCING PROFESSIONAL CAPABILITIES /ELECTIVE

PRE –PRIMARY EDUCATION

COURSE CODE: 19130EP16D

OBJECTIVES:

On completion of this course, the student teachers will be able to

- gain the knowledge of the development of Pre-Primary education
- acquaint with the policy perspectives of ECCE in India and world
- systematize experiences and strengthen the professional competencies of pre-school teachers
- organize meaningful learning experiences for pre-school children
- develop skills required in selecting and organizing learning experiences
- comprehend the developmental needs of pre-school children
- acquire knowledge and develop an understanding of various aspects of pre-school management
- recognize the need and significance of early childhood care and education
- understand social and personal development of children (3-6 years)
- understand the teacher trainee and parental education programme
- state the role of ICDs and Anganwadies in pre-primary education

UNIT I: HISTORICAL APPROACH

Contribution of great educators to the development of child education: Comenius, Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Tagore and Gandhiji Development of Pre – Primary and Primary Education in India – Brief survey of Ancient India : Moghal, British period and Independent India. Implications for Pre – Primary and Primary Education in our country – Reports of different Education commissions – Particularly the secondary education commission, the Kothari commission of 1964-66 and the new policy of education, 1986 – Development of Pre – Primary and Primary Education under the five year plans – the place of Pre- School and Primary education in the 10+2+3 pattern of education.

UNIT II: ECCE: POLICY AND PERSPECTIVES

Concept, significance and objectives of ECCE. ECCE in India: Policies and programs in national policy on Education (NPE, 1986) and POA (1992), National plan of action for children, 1992 and 2005; National curriculum framework (2005). ECCE in Global perspectives: United

Nations convention on Rights of the child (UNCRC, 1989), Millenium Development Goals (2000) and Global monitoring report (UNESCO) 2007 – concerns and issues.

UNIT III: THE DEVELOPMENT OF CHILDREN

Aspects of Child Development: Physical including sensory motor development, intellectual including concept formation, language development, emotional and social - Development tasks up to later childhood: growth norms and their implications for education. Needs of normal and exceptional children: biological, psychological, socio- cultural, health and nutritional needs - Needs as motives for child learning.

UNIT IV: PRE-PRIMARY EDUCATION

Principles involved in planning the programme of activities with reference to the aims and objectives of this stage - Basic schedule of activities - Planning and implementation, factors influencing planning - Importance of personal hygiene and environmental sanitation in the programme - Technique of developmental activities: Play , storytelling, language games, number work, creative work and activities for self-expression, group and individuals activities. Role of ICDS - Functions of Anganwadi.

UNIT V: STRATEGIES / APPROACHES AND RESOURCES

Characteristics of programmes for different settings – Pre-primary schoolers and early primary grade children – needed emphasis and rationale, General principles to curricular approaches – activity based play-way , child- centred, theme-based, holistic, joyful, inclusive – meaning, rationale and practical implications in specific contexts; puppetry , musical and rhythmic exercises, dramatization, art activities, indoor and outdoor play , field trips and explorations as methods in primary and early primary stages – meaning, rationale, selection criteria, method of transaction Local specific community resources – human and material & their integration in curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes Informal evaluation through observation & remediation training of ECCE workers. Exhibitions, parent’s day programmes etc.

SESSIONAL ACTIVITIES:

- Study the Social Customs prevailing in the local community and submit a report.
- Study the religious diversities existing in the community and describe the root causes for such diversities.

- Education and vertical/ Horizontal Social Mobility – Conduct a Survey in a village/ward and prepare a report.
- Study the Social Stratification in a Village/ ward and prepare a report on it.
- Study the Essential skills & Life skills in education and prepare a report on it.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- gain the knowledge of the development of Pre-Primary education
- acquaint with the policy perspectives of ECCE in India and world
- systematize experiences and strengthen the professional competencies of pre-school teachers
- organize meaningful learning experiences for pre-school children
- develop skills required in selecting and organizing learning experiences
- comprehend the developmental needs of pre-school children

REFERENCES :

- Brian, S. (2008). Thirty three ways to help with numeracy : supporting children who struggle with basic skills.London: Routledge.
- Henniger, M. I. (2005). Teaching young children: an introduction (3rd Edition).London: Pearson Merrill Prentice Hall.
- Jan, W. (2009). Improving primary mathematics: linking home and school. London:Routledge.
- MHRD (2001): Convention on the Right of the child. New Delhi.
- Nadia,N.S .(2008). Teaching foundation mathematics: A guide for teachers of older students with learning difficulties. London: Routledge
- Nayak, A.,& Rao,V . (2002). Primary education. New Delhi: APH Publishing Corporation. Effective networked learning in higher education: notes and guidelines. (2001). Centre for Studies inAdvanced Learning Technologies. Lancaster University: Networked Learning in Higher Education Project.
- Pankajam, G. (2005). Pre-primary education: philosophy and practice. New Delhi: Concept Publishing Company
- Brown, F.S., Principals of Educational and Psychological Testing, New York, Holt Rinehart and Winston.
- Chase, Clinton I., (1974) Measurement for Educational Eval

SEMESTER – II

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PSYCHOLOGY OF LEARNERS AND LEARNING -II
COURSE CODE: 19130PE21

OBJECTIVES:

The student teacher will be able to

- Understand in - depth the concepts of intelligence and creativity.
- Able to administer and interpret intelligence and other psychological tests.
- Learn the concepts and theories of personality.
- Understand the concept of individual difference.
- Identify the various adjustment mechanisms.
- Understand the types of guidance and counseling programme.

UNIT- I: INTELLIGENCE AND CREATIVITY

Intelligence - Meaning, Definition, types and approaches - Theories of Intelligence: Spearman Two factor, Thurston Group factor, Thorndike Multi factor, Guilford Structure of Intellect, Gardner Multiple Intelligence and Emotional Intelligence - Assessment of Intelligence - Intelligence Quotient – Nature and Types of Intelligence Test: Individual and group Test, Verbal, Non Verbal and Performance Test - Creativity- Nature, dimensions and process – Strategies for fostering creativity.

UNIT- II: PERSONALITY

Meaning and Components of Personality - Determinants of Personality: Type theory, Trait theory and Development theory - Integrated Personality - Measurement of Personality – Tools, techniques and Dream analysis.

UNIT- III: INDIVIDUAL DIFFERENCES

Concept of Individual differences - Role of Heredity and Environment in individual differences - Exceptional children: Gifted, slow learners and disabled children - Educational programmes for differently abled students - Understanding learners with varying cognitive abilities especially with ‘learning difficulties’ - Slow learners: Dyslexia, Dyscalculia and Dysgraphia

UNIT IV: ADJUSTMENT AND MENTAL HEALTH

Adjustment: Meaning and process of Adjustment - Adjustment mechanisms - Adjustment problems of children - Causes of maladjustment: Conflict and Frustration - Criteria of good mental health - Concept of mental hygiene - Techniques of stress management - Meditation and violence prevention programmes.

UNIT V: GUIDANCE AND COUNSELLING

Guidance and Counselling: Nature, Principles and scope - Types - Personal, Educational, Social, Vocational, Avocational and Health - Guidance services: Orientation Service - Educational and Occupational information service - Counselling service – Placement and follow up - service - Guidance for special children: Slow learners, children with mental retardation and gifted – Juvenile delinquency.

SESSIONAL ACTIVITIES:

- Observe and inquire the process of learning by children from different backgrounds and record your observations.
- Prepare an album of any 10 psychologists and their contributions to the learning process.
- Visit any two Special Education Institutions and write a report on the methods of teaching.

PSYCHOLOGY EXPERIMENT

Choose any **THREE** from **Group A** and **Group B** respectively and administer the tests/experiments, and submit the record at the time of practical examination:

Sl No	GROUP A (Paper- pencil Test) (Test to be administered with appropriate standardized tools on the following aspects)	Sl No	GROUP B (Apparatus Test)
1.	Stress Management	1.	Finger Dexterity Test
2.	Adjustment	2.	Span of Attention
3.	Creativity	3.	Insight Motor Learning – Maze Learning
4.	Intelligence	4.	Habit Interference
5.	Interest	5.	Division of Attention

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- Learn the concepts and theories of personality.
- Understand in –depth the concepts of intelligence and creativity.
- Identify the various adjustment mechanisms.
- Understand the types of guidance and counseling programme

REFERENCES:

- Burger J.M (2010): Personality (8th ed) Belmont, KCA:Wadsworth Publishing.
- Chauhan.S.S (2002): Advanced Educational Psychology, Vikas publishing House, New Delhi.
- Dandapani (2002): Advanced Educational psychology, second Edition, Anmol publication, Pvt.Ltd., New Delhi.
- Mangal.s.K (2002): Advanced Educational Psychology, Prentice – Hall of India, Pvt.Ltd., New Delhi.
- Shrivastava (2003): Principles of Guidance and counseling, Kanishka publishers, New Delhi.
- Water and schnieder (2009): Metacognition, Strategy use and instruction New York: The Guilford press.

B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
EDUCATION IN CONTEMPORARY INDIA – II
COURSE CODE: 19130PE22

OBJECTIVES

The student teacher will be able to

- acquire knowledge of Education:
- understand the process, functions of education and knowledge;
- state the theory of knowledge and facets of knowledge;.
- describe the concept of philosophy and education;
- understand the knowledge of Eastern and western schools of philosophy;
- explore the educational thoughts of great thinkers;
- understand the issues and challenges in Indian society and educational solutions;
- identify the role of various statutory bodies of education;
- understand the constitutional provisions for education;
- describe the concept and importance of teacher autonomy;
- identify the ways and means for inculcating values;
- explain the integrated and holistic approach to education for values;
- state the different types of yoga.
- derive how hatha yoga and astanga are complementary to each other.
- demonstrate some important asanas and pranayama.

UNIT - I EDUCATION IN THE INDIAN CONSTITUTION:

Education in Concurrent List - Directive Principles: Article- 21A -Universalisation of Elementary Education wastage and Stagnation - Brain Drain - Right to Education - Constitutional Amendments: 42nd and 86th Amendments - Right to Education Act (2009) -Rules and Order issued by Government of Tamil Nadu - Equitable Standard Education - University Education Commission 1948 - Secondary Education Commission (1952 -53) - Kothari Commission (1964 - 66) - NPE(1968) - NPE (1986) - Acharya Ramamurthy Committee (1990) - POA (1992) - Justice J.S.Verma Committee(2012)

UNIT II MODERN INDIAN SOCIETY

Characteristics of Modern Indian Society - Globalization, Liberalization, Privatization, Urbanization, and Modernization -Westernization and Digitalization and the Role of teachers - Autonomy: Meaning and types of Teacher's autonomy - Accountability: meaning, types and functions of accountability - comparison of autonomy and accountability - Digital divide - e-governance in education

UNIT - III VALUE EDUCATION: -

Values: Concept and Meaning of Values - Types of Values -Committees and Commissions views on Value Education - Theories of Values - Value Education in Schools- Personal Values and Code of Conduct for Teachers - Culture : meaning and definitions - cultural transformation, transaction and diffusion.

UNIT IV INTRODUCTION TO YOGA

Yoga : Meaning, definitions - misconception about Yoga -Historical development of Yoga - Astanga Yoga - Stems of Yoga -Schools of Yoga - : Raja Yoga and Hatha Yoga - Introduction to Yogic texts - Classification of Yoga and Yogic texts - understanding astanga Yoga of Patanjali - Hathayogic Practices - Complementary between Patanjali Yoga and Hathayoga.

UNIT-V YOGA AND HEALTH

Need of Yoga for Positive health - Role of mind in Positive health as per ancient Yogic literature - Concept of health, healing and disease: Yogic perspectives - potential causes of ill health - Yogic principles of healthy living:ahar, vihar, achar and vichar - integrated approach of yoga for management of health - stress management through yoga.

SESSIONAL ACTIVITIES:

- A study of any one N.G.O (Non Government Organization) promoting education. (Study includes the objectives, functions, problems & contribution to education.)
- Yogic Practices for healthy living - some select yogic practices:Asanas, Bandha, Kriyas and Pranayama - Supine position, prone position, sitting position, standing position.
- Write and display of Education related quotes in your institution.
- Prepare an album about the best practices of various schools.
- Organize an Essay Writing Competition for protecting and safeguarding our Eco – System and submit a write up on it.
- Prepare a detailed report on the code of conduct observed by the teachers in schools

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- Describe the concept of philosophy and education and understand the knowledge of Eastern and Western schools of philosophy.
- Explore the educational thoughts of great thinkers and understand the issues and challenges in Indian Society and educational solutions.
- Understand the constitutional provisions for education and identify the ways and means for including values.
- Explain the intergrated and holistic approach to education and analyse how yoga and yoga practices that are important for healthy living.

REFERENCES:

- Adishesiah, M.S. (1978). Report of the National Review Committee on Higher Secondary Education with Special Reference to Vocationalisation. Govt, of India, New Delhi.
- Agrawal, P. (2003). Value education as catalyst to build peace and harmony to be imbibed in consumerism dominated environment filled with paradoxes. In. K.P. Joseph (Ed.), Peace and Value Education. A Creative Response to Consumerism and Communalism. Dharma Bharti. P. 53-61.
- Basavaraddi, I.V. (ed). (2013). A monograph on yogasana. New Delhi: Morarji Desai National Institute of yoga.
- Bhardwaj, I. (2005). Value-oriented Education. Journal of Value Education, 5, 9-24.
- Choudhuri, Indranath. (2005). Promoting Value Education through Children's Literature. Journal of Value Education, 5, 29-36.
- Dewey, John. (2010). *Essays in Experimental Logic*, Aakar Books, Delhi.
- Durant, Will. (1966). *The Pleasures of Philosophy*. Simon and Schuster. New York.
- Gilbert, J. (2005). *Catching the Knowledge Wave? The Knowledge Society and the Future of Education*. Wellington: NZCER Press.
- Government of India. (1968). National Policy on Education -1968, New Delhi.
- Iida, A. (2009). Teacher Autonomy and Professional Teacher Development: Exploring the Necessities for Developing Teacher Autonomy in EFL Japanese Contexts. Asian EFL Journal, vol. 35, article 3.
- Iyengar, B.K.S (2012). Light on yoga. From first impression 2012. India: Harper Collins
- Krishnamurthi, J. (1994). Education and the Significance of Life. Krishnamurthi Foundation, India.

PRIST DEEMED TO BE UNIVERSITY

SCHOOL OF EDUCATION

B.Ed. SYLLABUS, 1st YEAR SEMESTER -II

EDUCATION AND SOCIALIZATION - II

COURSE CODE: 19130PE23

OBJECTIVES:

The Student teacher will be able to

- Identify formation in teacher and students.
- Cope-up with social complexcities.
- Identify the Role of education.
- Shift Identities as student, Adult and student teacher.
- Evolve an Identity as a Teacher.

UNIT I: SCHOOL AS A SITE OF IDENTITY FORMATION

Identity formation in teacher and students – school culture – ethos, teaching – learning practices – teacher discourse in the classroom – evaluation practices – value system and “hidden curriculum” in schools.

UNIT II: COPING WITH COMPLEXICITIES

Expansion of Human Activities – relationship – increasing complexity – Homogenization of culture – preservation of distinctive identities – competition – uncertainty – insecurities – conflicts.

UNIT III: ASSERTION OF IDENTITY AND ROLE OF EDUCATION

Assertion of identities – oppression – conflict violence – education for peace- constructive – role of education – critical pedagogy – education moving towards peaceful living.

UNIT IV SOCIALIZATION PROCESS

The impacts of one’s own socialization – own shifting identities as student , adult, student – teacher – influences of socialization – continuous act of oneself.

UNIT V: EVOLVING AN IDENTITY AS A TEACHER

Reflections of one’s aspirations – efforts in becoming a Teacher – evolving identity as a teacher – teachers professional identity – Good characteristic teacher as a social reformer.

SESSIONAL ACTIVITIES:

- Study the Social Customs prevailing in the local community and submit a report.
- Study the religious diversities existing in the community and describe the root causes for such diversities.

- Education and vertical/ Horizontal Social Mobility – Conduct a Survey in a village/ward and prepare a report.
- Study the Social Stratification in a Village/ ward and prepare a report on it.
- Study the Essential skills & Life skills in education and prepare a report on it.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- Accommodate with Identity formation.
- Cope-up with competition and conflicts.
- Understand the role of education as a critical pedagogy.
- Act upon socialization processes.
- Evolve Identity as a teacher.

REFERENCES:

- Dewey, J.(1916) Democracy and Education, NewYork; Macmillan company.
- Gaudotra, V. & Patel,S(2009) women working condition and efficiency New delhi, New century publication.
- NCERT (2005) National curriculum framework, New Delhi, NCERT.
- Ram Puniyandi (2003) communal politics, factsversus myths. NewDelhi; SAGE Publications.
- Swami Ranganada nanda, (1969) Eternal values for a changing society, Bombay: Bharathiya vidya Bhavan.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PEDAGOGY OF TAMIL: PART - II
COURSE CODE: 19130CP24A

Nehf;fq;fs;

- caHepiy> Nkdpiy tFg;Gj; jkpo;g; ghlq;fspd; fw;wy; Nehf;fq;fis ntspg;gLj;Jjy;.
- nkhopf; fy;tpapy; jkpopd; ,lj;ij kjpg;gpLjy.
- nkhop> ,yf;fpak; fw;gpj;jYf;fhd Kiwfis Nkw;nfhs;Sjy;
- khztHfspilNa nkhopj;jpwd; tsHf;Fk; Kiwfis Nkw;nfhs;Sjy;
- jkpo;g; ghlq;fisj; jpwk;glf; fw;gpg;gjw;fhd Kd;nray;fisg;goFjy;
- ghlk; fw;gpg;Gj; jpl;l;ijj; jahupf;fcupa mZFKiwfisg; gpd;gw;Wjy;.
- caHepiy> Nkdpiyj; jkpo;g; ghlq;fis fw;gpj;jypy; nghUj;jkhd tsHtwp> njhFepiy tpdhf;fisj; jahupj;jy;.
- mfta> Gwta tpdhf;fs; tpdhg; gz;GfSf;Nfw;gj; jahupj;jy;.
- NjHr;rpj; NjHTfSf;fhd tpdhj;jhs; jpl;l;tiutpidj; jahupj;jy;.
- khztupd; NjHr;rpia kjpg;gply;.

myF 1: Nkdpiyj;jpwd;fs;:

fl;Liu> fij> ftpij vOJjy; - ,tw;wpd; tbt mikg;Gf;fs;. goF nray;fs; : Kd;nray;fs; - njhlH nray;fs; - ,yf;fpag; gapw;rp - jOty; - tbt;k;> nghUs; - fUj;Jf;F Kj;d;ik toq;fy;.

myF 2: nkhopj;jpwd;fs; - 1

Klf;fj; jpwd;(Passive skills) : (Nfl;ly & gbj;jy;): jd;ik> #oy; ,ay;Gfs;> eilKiw> nray;ghLfs; - goFnray;fs;: nkhoprhuHj; Jyq;fy;> FWe;Jyq;fy;> neLe;Jyq;fy;> tpupTj; Jyq;fy;>. goFnray;fSk; NjHe;jwpKiwfSk;. - jpwd; ngWjyppy; jilfs;.. gbj;jy; tif - Kiw

myF 3: nkhopj;jpwd;fs; - 2

,af;fj; jpwd; (Active skills) : (;NgRjy; & vOJjy;): jd;ik;> #oy; ,ay;Gfs;> eilKiw> nray;ghLfs;- goFnray;fs;: jpwd; tsHf;Fk;; Kiwfs;- jpwidj; NjHe;jwpKiwfs;- vOJYk; gbj;jYk;- FwpaPLk; xypAk; - vOj;Jf; FwpaPLfs;- tbtq;fs; nghUSzHNthL ,izjy; - gpw jpwd;fSld; njhlHG.

myF 4 : fw;wy; - fw;gpj;jiy kjpg;gply;

Fiwawpjy; - Fiw fisjy; - tha;nkhop tpdhf;fs; - vOJepiy tpdhf;fs; - goF nray;fs; - njhlH nray;fs;.

tpdhj; jsq;fs; :

tFg;giw tpdhf;fs; - tsh;twp – njhFepiy – epiyf;Nfw;w tpdhf;fs; - tsh;twp tpdh tiffs; - tpdhg; gz;Gfs; - Njh;T tpdhf;fs; - tpdh tiffs; - nkhopj; jpwd;> ,yf;fpaj; Njh;r;rpfis msf;Fk; tpdhf;fs; - tpdhf;fisj; jahhpj;jy; - milTj; Njh;tpidj; jpl;lkpLjy; - tpdhj;jhs; tiuT – tpdhj;jhs; jahhpj;jy;.

myF 5 : Njh;Tk; mstPLk;

Njh;T tpdhf;fs; - mftak;> Gwtak;. ,t;tpU tiffspy; mikg;Gf;fs; - xt;nthd;wpd; Njh;Tg; gad;ghLfs; - ,tw;iwg; gw;wpa gpiogl;l fUj;Jf;fs; - ,tw;iw jahhpf;Fk; Kiwfs; - eilKiwapy; fhzg;gLk; tpdhg; gpwo;Tfs;. milTj; Njh;T: Njh;Tj; jhs; jahhpj;jy; - tpdhj;jhs; jpl;l tiuT – tpilj;jhs; mstPLjy; - tpdhg; gFg;gha;T – Kiwfs;. khzthpd; tpilj; jhs;fSf;F kjpg;ngz; msit toq;fp mth;fspd; Njh;r;rpj; jd;ikapid kjpg;gply; (Gs;spapy; msitfs; nfhz;L).

tFg;giwr; nray;ghLfs;:

1. eilKiwapYs;s 6– 10 my;yJ 9 – 12Mk; tFg;Gj; jkpo; ghlq;fSf;fhdf; fw;wy; - fw;gpj;jy; Nehf;fq;fis tiuaWj;jy;.
2. jw;Nghija #oypy; jkpo;f; fy;tpapd; epiyapid kjpg;gpl;L mwpf;if jahhpj;jy;.
3. eilKiwapYs;s 6 – 10 my;yJ 9 – 12 Mk; tFg;Gj; jkpo; ghlq;fSf;fhdf; fw;wy; gapw;W KiwfisAk; Jizf; fUtpfisAk; tifg;gLj;jp ml;ltizj; jahhpj;jy;.
4. mbg;gilj; jpwd; tsh;r;rpf;fhdf; goF nray;fs;> Jizf; fUtpfs; jahhpj;jy;.
5. fw;gpj;jy; gapw;rpf;fhf tiuaWf;fg;gl;l Ez;zpiyg; gapw;rpapid Nkw;nfhz;L mtw;iwg; gjpT nra;jy;.
6. fw;gpj;jy; gapw;rpf;fhf tiuaWf;fg;gl;l cw;W Nehf;fy;. ghlk; fw;gpg;Gj; jpl;lg; gjpNtLfis epiwT nra;jy;.

fw;wypd; tpisTfs;:

- cah;epiy> Nkdpiy tFg;Gj; jkpo;g; ghlq;fspd; fw;wy; Nehf;fq;fis njhpe;J nfhs;fpwhd;.
- ,yf;fpak; fw;gpg;gjw;fhd Kiwfisj; njhpe;J nfhs;fpwhd;
- jkpo;g; ghlq;fisj; jpwk;glf; fw;gpg;gjw;fhd Kd; nray;fis gofpf; nfhs;fpwhd;.
- cah;epiy> Nkdpiyj; jkpo;g; ghlq;fis fw;gpj;jypy; nghUj;jkhd tsh;twp> njhFepiy tpdhf;fisj; jahhpf;ff; fw;Wf; nfhs;fpwhd;.

ghh;it E}y;fs;

- MWKf ehtyh;> ed;D}y;> ,yf;fz E}y;
- ghLE}y;fspy; jkpo; ,yf;fpaj;jpd; gq;F – F.tp[ah gg;sp\h;];> nrd;id – 14 (201

- ghlg;ngHUs; kw;Wk; jkpo;f; fw;gpj;jy;> Nguhrphpah; tp.fzgp kw;Wk; gpwh;> gg;sp\h;];> nrd;id – 14 (2013).
- gp.,uj;jpdrghgjp> nrk;nkhopf;fy;tp (jkpo;)> rhe;jh gg;sp\h;];> nrd;id – 14 (2007)
- Kidth; c.gpughfud;> jkpo; fw;gpj;jy; Kiwfs; (nghJj; jkpo;) mutpe;j; gjpg;gfk;> Fk;gNfhzk; (2012)
- Kidth; gh.tPug;gd;. njhlf;f epiyapy; jkpo; fw;gpj;jy;> N[hjpg;gphpah> nrd;id – 600 061 (2005)
- Nguhrphpah; gp.,uj;jpdrghgjp> tpdhf;fspy; tphpry;fs;> rhe;jh gg;sp\h;];> nrd;id – 17 (2002)

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER - II
PEDAGOGY OF ENGLISH: PART – II
COURSE CODE: 19130CP24B

OBJECTIVES

The student teacher will be able to

- Get familiarized with the various strategies of teaching English.
- Identify and resolve the issues and problems in teaching learning of English.

- Trace out the needs of diversified students in particular, slow learners, gifted and differently abled children.
- Comprehend the significance and the aspects of class room management.
- Obtain knowledge about the evaluation process.

UNIT – I: STRATEGIES OF TEACHING ENGLISH

Definition-method and approach and its characteristics - Types of methods: Activity Based Learning (ABL)-Active Learning method (ALM)- Direct method- Grammartranslation- Audiolingual-Communicative Language Teaching (CLT)-Taskbased language learning - Structural approach - Types of Structure - Selection and gradation of structures - Situational approach, oral approach, communicative approach, humanistic approach and principled eclectic approach in teaching of English - Listening Skill: listening for perception and comprehension - The three phases of listening -Listening materials - Listening to specific information and general understanding -Listening activities - Speaking Skill: techniques - tasks for developing speaking skill -Barriers for effective communication - Testing speaking - Reading Skill- aims of teaching reading - Process involved in reading - Types of reading - Methods of teaching reading to beginners - Reading for perception and for comprehension - Strategies to develop reading- Testing reading - Writing Skill: sub skills in writing - Characteristics of good handwriting - Strategies for developing good handwriting.

UNIT – II: ISSUES AND PROBLEMS IN TEACHING AND LEARNING

Nature of language: linguistic principles and their pedagogical implications – Language and Society: with special reference to gender, identity, power and class (society) - Role of English language in the Indian context: English as a colonial language, English in postcolonial times, position of English as second language in India, role of mother tongue and second language (MT & SL), English as a link language in global context, challenges of teaching and learning English.

UNIT – III: DIVERSIFIED NEEDS OF LEARNERS

Interest and attitude of learners towards learning English - Difficulties in learning of English: slow learners, gifted learners and differently abled children - Remedial measures for slow learners, enrichment programmes for gifted learners and differently abled children - Non-cognitive Abilities: meaning and nature - Interest, Attitude, Values: meanings, classifications and sources -

Source of values through personal and by teacher, organization and management of various co-curricular activities.

UNIT – IV: CLASSROOM MANAGEMENT

Classroom Management: concept and components - Classroom Organization – Classroom learning atmosphere - Positive classroom climate - Factors assisting effective learning atmosphere - Advantages of positive learning climate - Creating ideal classroom atmosphere - Technical teaching skills - Prevention and control of students – Classroom activities - classroom records and rules.

UNIT – V: EVALUATION OF TEACHING – LEARNING PROCESS

Evaluation: concept and characteristics - Techniques of evaluation: oral and written, self-evaluation, peer evaluation, group evaluation - Characteristics and qualities of constructing a good English test - Item analysis and difficulty level index of items - Preparation of Blue print based on components with equal weightage - Types of tests: prognostic and diagnostic tests, teacher-made test, achievement test, standardized test and competitive examinations - Central tendency: mean, median, mode and range – Quartile and Standard deviations - Rank Order Correlation Coefficient and Karl Pearson's product moment method - Graphical representation of data: bar diagram, histogram, pie chart, frequency polygon, frequency curve and Ogive curve - Progress and assessment of development of language skills - Comprehensive and Continuous Evaluation (CCE): formative and summative evaluations - Typology of questions: activities and tasks reflecting, problem solving, creative and critical thinking and enhancing imagination - Preparation of tests for testing different skills of language: listening, speaking, reading, writing, study skills and reference skills - Preparation of Scholastic Achievement Test (SAT) giving weightages to objectives and learning experiences.

SESSIONAL ACTIVITIES:

- Prepare a question paper for classes IX to X and XI to XII to assess all the aspects of language learning.
- Preparation of lesson plans and episodes for micro – teaching skills as well as demonstration and observation of process.
- Analyse the text books of English of Tamil Nadu Govt. in terms of organization and integration of essential components, skills, needs and requirements with special reference to learners.

- Preparation of remedial materials for slow learners, gifted and differently abled children for anyone of the units.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- Realize the aims and objectives of teaching English.
- Prepare and use different kinds of instructional materials.
- Learn to cope up with ICT.
- Get familiarized with the various strategies of teaching English.
- Learn the art of class room management.
- Obtain knowledge about the evaluation process, types of tests and the basics of Educational Statistics.

REFERENCES:

- Baruah T.C (1993) The English teachers' Hand Book, New Delhi; Sterling publishers.
- Bright J.A & Gregory G.A (1976) Teaching English as second language, London Longman.
- Brown G. (1977) Listening to spoken English applied Linguistic and language.
- Christoptas. W (1998) computer and language learning Singapore SEAMEO Regional language centre.
- Dohin (1967) The language laboratory and language learning London, Longman.
- Gregory Bernard. G (1969) Better spoken English London Macmillan.

PRIST DEEMED TO BE UNIVERSITY

SCHOOL OF EDUCATION

B.Ed. SYLLABUS, 1st YEAR SEMESTER -II

PEDAGOGY OF MATHEMATICS: PART - II

COURSE CODE: 19130CP24C

OBJECTIVES:

The student teacher will be able to

- Understand the school content and nature and scope of Mathematics.
- Explore in teaching and learning Mathematics.
- Develop ability to construct school Mathematics curriculum.

- Acquire recent development in the field of Mathematics.
- Understand the purpose of Diagnostic Test.

UNIT- I: ANALYSIS OF MATHEMATICS TEXT BOOKS IN EXPLORING HIGHER SECONDARY LEARNERS AND NATURE AND SCOPE OF MATHEMATICS

Modules – buzz session – quiz – debate – e learning .Learning with New Technologies – Online learning – Power point presentation – Digital lesson plan. Meaning, Definition and Scope of Mathematics – Importance of learning Mathematics – Structure, Abstractness, Symbolism, Precision – Mathematics as a science of measurement and quantification – Aesthetic sense in a Mathematics – Mathematics and its relationship with other disciplines.

UNIT – II: EXPLORING LEARNERS IN TEACHING AND LEARNING IN CLASS ROOM CLIMATE

Methods of Teaching: Analytic – Synthetic – inductive – deductive – Heuristic – problem solving – project – Laboratory – ABL – ALM – Cultivative learner’s – active learning – Creativity learning - Class room climate – Class room Interaction analysis – Types of teacher based on leadership style: Teacher dominated pattern, Laissez faire pattern, democratic – Mathematics teacher – Special qualities required for a Mathematics teacher – Professional growth – In service, Pre service, Orientation, Enrichment course and membership of professional associations.

UNIT – III: RECENT DEVELOPMENT IN MATHEMATICS AND EDUCATIONAL INNOVATION

Math website – Scientific computing – math journals – math lab – Mathematics resource Centre – Mathematics in Astronomy – Mathematics in Engineering – Stochastic models – math in Bio Information’s. Innovative Practices in Teaching and learning : Team teaching Commuters Assisted Instruction (CAI) – Programmed learning – Personalized System of Instruction (PSI) – Computer Managed Learning (CML) – Teaching Machine – EDUSAT – School complex – Interactive Video – Tele conferencing.

UNIT – IV: CURRICULUM AND ORGANISATION OF CO-CURRICULAR ACTIVITIES IN MATHEMATICS

Curriculum: Meaning, Nature and Scope of Curriculum – Type – Principles of Curriculum Construction – Curriculum for different stages of Education – Need for Curriculum change – Curriculum transaction – National Curriculum Frame week.-Co-curricular activities in mathematics: Need and Importance – math club, Mathematics study circles, Mathematics hobbies, Math exhibition – Organization, activities and its advantages – Mathematical Talent search – Objectives, Abilities, skills to be tested and Method of selection.

UNIT – V: SYSTEM APPROACH IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS

System Approach – Basic Concepts – Characteristics of a System – System approach for developing instructional systems – Micro and Macro systems, Educational Cybernetics – Educational Technology and Systems approach. Nature of Concepts, Concept formation and Concept assimilation, Moves in teaching a concept- defining, stating necessary and sufficient condition, given examples accompanied by a reason. The ideas of Bruner and Piaget in appropriateness of concept formation in mathematics.

SESSIONAL ACTIVITIES:

- Plan and construct an achievement test in one of the Pedagogy Subjects.
- Prepare a report by undertaking question papers of previous year public examination of any three school subjects.
- Administer an intelligence test on students of any class and interpret the results.
- Survey the continuous and comprehensive assessment practices followed in schools and prepare a report.

LEARNING OUTCOME:

The student teacher will be able to

- Preparing power point presentation.
- Preparation of Lesson plan, unit plan and Year plan.
- Preparing digital lesson plan.
- Practice of skills in Micro teaching.
- Test construction – Achievement and Diagnostic
- Critical analysis of content course of standard XI – XII Syllabus

REFERENCES

- Aggarwal,J.C.(2008). Teaching of mathematics.UP; Vikas Publishing House Pvt Ltd.
- Bagyanathan,D.(2007).Teaching of mathematics. Chennai; Tanil Nadu Text Book Society.
- Kulshreshta,A.K(2008).Teaching of Mathematics, Meerut;R.Lall Books Depot.
- Land,F.W.(1966). New approaches to mathematics teaching. New Delhi:MacMillan, St. Martin'a Press.
- Pratap.N, (2008).Teaching of mathematics.Meerut:R.Lall Books depot.
- The Current Text Books in Tamil Nadu for Mathematics.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PEDAGOGY OF PHYSICAL SCIENCE: PART - II
COURSE CODE: 19130CP24D

OBJECTIVES

The student teacher will be able to

- understand the principles of curriculum construction and organization of subject matter
- analyse the Tamilnadu High School and Higher Secondary School curriculum.
- understand the technology of teaching physical science and give them practice in the use of audio visual aids.
- develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science and the importance of self-learning devices
- understand the criteria in selecting a good textbook and to evaluate a Science textbook
- identify the role of physical science teacher
- design physical science laboratory
- frame co-curricular activities
- evaluate the use of cooperative and collaborative learning
- analyse the techniques of teaching
- identify the system for mastery learning
- understand the techniques of evaluating Science teaching and to construct achievement test to evaluate the progress of pupils

UNIT I CURRICULUM IN PHYSICAL SCIENCE

Meaning of Curriculum- components of curriculum – Principles of curriculum construction – Vertical and Horizontal organisation of curriculum – Process of curriculum organization- Analysis of needs- Objectives- formulation of objectives-selection of content- selection of learning experience- organisation and integration of content and learning experience and evaluation techniques - Wheeler’s model – Tamil Nadu Higher secondary school Curriculum – Curriculum Improvement Projects in India and abroad - Role of NCERT –CHEM study - PSSC – CBA – BSCS.

UNIT II TEACHING AND LEARNING RESOURCES:

Edgar dale's cone of experience - projected aids- OHP sheets- slides- LCD projector - Epidiascope and Slide Projector - Non Projected Aids- Chart- Flash Card- Poster- Graph Printed Materials- Models- Diorama- Bulletin Board- Magnetic Board and Flannel Board- Need and importance of Audio Visual Aids – Types of Audio Visual Aids – Radio- Tape Recorder- Television- Computer and Activity Aids - Science Club- Science Lab- Science Library- field trip- Field work and Science Exhibition- Need and importance –Organization-Activities and its advantages- Qualities of good text book.

UNIT III MAINTENANCE OF PHYSICAL SCIENCE LABORATORY AND ISSUES IN TEACHING AND LEARNING:

Physical Science Laboratory – Structure and Design – Laboratory Indent – maintenance of various registers - Storage and maintenance of apparatus and chemicals – Accidents and First Aids – Improvisation of Apparatus – science kits- Gender issues – Individual Differences-Language Problem in Learning - problems in providing laboratory equipments to students expectations- Nature of Subjects- Examination and Grading System –Difficulties in establishing a culture of evidence- Teaching and Learning Styles – Classroom behaviour of Teacher and Learner – Importance of Effective Instruction.

UNIT IV – DIVERSIFIED NEEDS OF STUDENTS AND CLASSROOM MANAGEMENT

Need for Learner Centred Approach- Historical Perspective- Attributes of learner Centred Classroom- Application of Learner Centred Approach- Integration of Learner Centred Approach with the Main Stream Education System - Non – Cognitive Abilities- Meaning and nature – Interest- Meaning- Classification and sources – Attitude- Meaning and Importance – Value- Meaning and Importance- Source of Values through Personal examples set by teachers- Organization and management of co-curricular activities -Concept of class Room Management – Class Room Organisation – Components of Class Room Management – Class Room Learning atmosphere – Positive Classroom climate – Factor supporting an Effective Learning atmosphere – Advantages of Positive Learning climate – Creative Ideal classroom atmospheres – Technical teaching skills – Prevention and Control of Students – classroom Activities – Classroom Records and Rules.

UNIT - V: EVALUATION OF TEACHING - LEARNING

Different types of tests in Physical Science- Achievement- Diagnostic- Prognostic- Criterion and Norm referenced evaluation - Construction of Achievement Test- Blue print - Continuous and Comprehensive Evaluation - Formative and Summative Evaluation- Statistical Measures- Mean- Median- Mode- Range- Mean Deviation- Quartile deviation-Standard Deviation- Rank Order Correlation Coefficient Method and Karl Pearson's product moment method - Graphical representation of data- Bar diagram- Histogram- Pie Chart- Frequency Polygon- Frequency curve and Ogive curve.

SESSIONAL ACTIVITIES

- Construction and use of achievement test, analysis and interpretation of test scores.
- Making 20 charts and 3 improvised apparatus.
- Practising 5 micro lessons with 5 different skills.
- Preparation of laboratory instructional cards.
- Conducting an investigatory project on any Science topic and presenting the report.
- Participating in at least two seminars (in B.Ed. topics) and presenting two papers.
- Role play of different innovative methods of teaching
- Identify the nutritional disturbance of the students
- Prepare e-content for a particular topic
- Implement any types of co-curricular activities
- Prepare rating forms to evaluate teacher effectiveness
- Implements any types of co-curricular activities

LEARNING OUTCOME

By the end of the course, the student teacher will be able to

- understand the principles of curriculum construction and organization of subject matter
- understand the criteria in selecting a good textbook and to evaluate a Science textbook
- identify the role of physical science teacher
- select various book the science library.
- design physical science laboratory
- frame co-curricular activities
- evaluate the use of cooperative and collaborative learning
- analyse the techniques of teaching
- understand the web based learning.

- understand the techniques of evaluating Science teaching and to construct achievement test to evaluate the progress of pupils
- complete the assignment and self evaluation test.

REFERENCES:

- Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dcace and
- Chauhan, S.S. (1985). Innovation in Teaching and Learning Process, Vikas Publishing
- Chemistry Text Book, (1964). Lab Manual and Teacher's Guipe Book, NCERT Publication.
- Doaba House.
- Falvery, P., Holbrook, J., Conian, D. (1994). Assessing Students, Longmans Publications,
- Foundation by Longmans, Penguin Books.
- Husen, T., Keeves, J.P., (Eds.), (1991). Issues in Science Education, Pergamon Press, Oxford.
- Jenkins, E.W. (2000). Innovations in Science and Technology Education, Vol. VII,
- Khana, S.D., Sexena, V.R. Lamba, T.P. and Murthy, V. (1976). Technology of Teaching,
- Mee, A.J. (1967). A Modern Chemistry for Schools, J.M. Dent & Son Limited, Bedford
- Natrajan,C. (Ed.). (1997). Activity Based Foundation Course on Science Technology and
- Nayak, (2003).). Teaching of Physics, APH Publications, New Delhi. NCERT, (1997), Fifth Survey of Research in Education, NCERT, New Delhi.New York.
- P.S.S.C., (1964). Physics Teachers Resource Book and Guide, NCERT Publication.
- Pandey, (2003). Major Issues in Science Teaching, Sumit Publications, New Delhi.
- Panneer Selvam, A. (1976). Teaching of Physical Science (Tamil), Government of Tamil
- Passi, B.K., Becoming a Better Teacher, Micro Teaching Approach.
- Saunders, H.N. (1967). The Teaching of General Science in Tropical Secondary School,
- School, Prentice Hall of India Pvt. Ltd.
- Sharma, P.C. (2006). Modern Science Teaching, Dhanpat Rai Publications, New Delhi.
- Williams, B., (1999). Internet for Teachers, John Wiley & Sons, U.S.A. World Inc.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PEDAGOGY OF BIOLOGICAL SCIENCE: PART-II
COURSE CODE: 19130CP24E

OBEJCTIVES

The student teacher will be able to

- Understand the basic and practices of science education relevant to teaching biological science in the secondary and higher secondary classes.
- Plan for Instructional design
- Acquire skills in curriculum construction and evaluation of learning out comes.
- Understand the various methods and techniques for teaching of biology
- Develop skills in organizing practical work and maintain the biology laboratory
- Acquire knowledge about teaching aids, suitable for biology teaching.
- Understand the impact of globalization on biology and education
- Develop understanding in organizing co-curricular activities in teaching of biology

UNIT-I CURRICULUM IN BIOLOGICAL SCIENCE

Curriculum in biology- principle of planning biology curriculum at secondary / Higher secondary school level, Process of Biology curriculum Construction, Trends in Curriculum construction, Modern Trends in biology Curriculum, Characteristics of progressive curriculum- NCERT Curriculum- BSCS and Nuffield Secondary science project.

UNIT II BIOLOGICAL LABORATORY AND EXPLORING LEARNERS IN LEARNING BIOLOGY

Practical work in life science- need, importance and organization. Biological Laboratory- Setting up of laboratory, purchase and maintenance of equipments. Laboratory Techniques- preservation of plants animal specimens, preparation of slides. The science of Biology – Historical over view – The great biologist serendipity the significant discoveries and inventions .Environmental problems such as Green House effect, Acid Rain, Globel warming and ozone layer depletion, Biodiversity loss. Real science projects- Organism out side class room- inside class room- The aquaculture project – The project.

UNIT III CO-CURRICULAR ACTIVITIES AND STRENGTHENING IN SCIENCE EDUCATION

Co-curricular activities in biological science-Strengthening science Education –Community Resource- Garden- Excursions- Science clubs- Nature calendar—Exhibitions Science Fairs & Field trips .Strengthening science education- Integrated science, development of scientific temper and values through science education, salient features of constructivist approach, concept mapping and its use in teaching, Co-operative and collaborative learning.

UNIT IV PEDAGOGICAL ANALYSIS OF BIOLOGY AND EDUCATIONAL TECHNOLOGY

Concept of pedagogical analysis- Approaches for pedagogical analysis, concept and importance, Core elements and values, content cum methodology approach, IT based approach, Mastery learning approach, system analysis approach. Internet and its applications- meaning – Working of Internet- e-learning-world Wide web- Teleconferencing- Satellite- EDUSAT Educational technology in Biology Teaching-Programmed learning- computer assisted instruction- mass media for Biology learning.

UNIT V EVALUATION IN BIOLOGY

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 Discriminate type Item, Development and Standardization of Achievement Test in Biology.

SESSIONAL ACTIVITIES

- Any 5 Experiments at school levels in Biological science
- Construction and use of achievements test. Analysis and interpretations of test scores
- Presenting one demonstration to the peers
- Preparation of science album
- Field trip
- Organise an event on Earthday/Waterday/Environment day/World health day
- Preparation of Herbarium.
- Identifying science related websites and preparing critical account of the web pages and power point presentation.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- Become self made professional teachers.
- Understand psychological foundations of education and learning theories
- Keep themselves abreast of latest trends and issues in secondary education
- Reduce the gap between theory and practice ie., Teacher- education curriculum and school realities.
- Rationalize curricular areas of teacher education to develop ICT knowledge-base.
- Become self made humane teachers.
- Develop knowledge in the emerging teaching and learning technology of Biological science.

REFERENCES

- Bhandula, Chadha and Shanna: Teaching of Science, Parkash Brothers Educational Publishers, 1985.
- Bhandula. N: Teaching of Science, Prakaslibrothers(Ludhiana)
- Bhatnagar, AD, Teaching of Science (2004), Surya publications, Meerut
- Frost Jenny & Turner Tony, Learning to teach Science in the Secondary School(2001 Edition). Routledge Palmer, N. York. (2005).
- J.C. Aggarwal: Principles, Methods and Techniques of Teaching, Vikas PublishingHouse Pvt. ltd., 2000
- Korde and Sawant: Science and Scientific Method, Himalaya Publishing house,1980.
- Mangal, S. K., Teaching of Science.
- Narendra Vaidya: Science Teaching in Schools for the 21st century,
- New Trends in Integrated Science Teaching, Vol. 1, UNESCO. 1969
- Prasad Janardhan, Practical Aspects in Teaching of Science, Kanishka Publication, N. Delhi 1999.
- Sharma Jagdish, Model of Science Teaching, Raj Publishing House, Jaipur.(2006)

SCHOOL OF EDUCATION
B.Ed. SYLLABUS - 1st YEAR - SEMESTER - II
PEDAGOGY OF SOCIAL SCIENCE - PART - 11
COURSE CODE: 19130CP24F

OBEJECTIVES

At the end of the course, the student-teachers will be able to;

- Understand the principles of curriculum construction
- Organize curricular and co-curricular activities in social science.
- Acquire knowledge on professional development of teacher
- Develop professional skills and understand individual differences in classroom teaching.
- Equip themselves with the current technological teaching aids and support.
- Evaluate measure and assess student learning
- Practice the different methods and techniques of teaching social science.

UNIT - I: INTEGRATION AND ORGANIZATION OF SOCIAL SCIENCE

CURRICULUM

Meaning - Importance and principles of designing a good Curriculum - Development of Social Science as school subject - Approaches to organize Social Science Curriculum - Concentric approach - Topical approach - Chronological approach - Spiral approach - Organization and planning of co-curricular activities in social science - Social science Clubs School Magazines, Exhibition, Visit to Assembly and Parliament, Educational Tours, Album Making , Photography.

UNIT – II: LEARNING RESOURCES

Primary Sources And Secondary Sources - Library and laboratory - Museum - Text books - Reference books and journals - Community resources - Field trip - Excursions - Instructional aids - Preparation, improvisation and effective use - Chart, Models, Media (print, non – print and electronic media), Maps, Globes, Bulletin board, Collection of specimens, Stamps and Coins.

UNIT - III: SOCIAL SCIENCE TEACHER COMPETENCIES

Role of Social Science teacher - Personal and professional qualities of a good Social Science teacher - Ways and means of developing professional competency - Competencies relating to subject and content - Subject matter knowledge, Pedagogical knowledge, Pedagogical content knowledge - Methodology - Classroom Management - Factors influencing Classroom Management - Techniques of Classroom Management - Flander Interaction Analysis and modification of teacher behavior

.UNIT - IV: DIVERSIFIED NEEDS OF THE LEARNERS

Interest and attitude of students toward learning Social Science - Difficulties in learning Social Science - Slow learners and gifted learners - Remedial and enrichment programmes.

UNIT - V: EVALUATION IN SOCIAL SCIENCE

Different types of tests in Social Science: Achievement, Diagnostic, Prognostic - Criterion and Norm referenced evaluation - Construction of Achievement Test - Online test - Continuous and Comprehensive Evaluation - Formative and Summative Evaluation - Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Quartile Deviation, Standard Deviation, Rank Order Correlation Coefficient Method and Karl Pearson's product moment method – Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.

SESSIONAL ACTIVITIES:

- Practicing (Two session each of ten minutes) classroom interaction analysis and presenting the report.
- Preparation of workbook for STD VI to X.
- Preparing Biography
- A creative write up for developing national integration.
- Construction and use of achievement test, analysis and interpretation of test scores.
- Prepare rating forms to evaluate teacher effectiveness.

LEARNING OUTCOME

By the end of the course, the student teacher will be able to

- Organize curricular and co-curricular activities in social science.
- Understand the principles of curriculum construction.
- Equip themselves with the current technological teaching aids and support.
- Acquire knowledge on professional development of teacher.

- Evaluate measure and assess student learning.

REFERENCES:

- Arora, K.L Teaching of History, Tandon publications. Ludhiana.
- Benjamin, S.B.J Thomas. F & George F.M (1971) Hand book of formative and summative evaluation of student learning, New York. MC crow hill book company.
- Dash, B.M Conteret – cum-method of Teaching of social studies, New Delhi, Kalyani publications.
- Kodechar, S.K (1998) Teaching of social studies New Delhi: Sterling publishers pvt.Ltd.
- Mittal, H.C, Teaching of social studies, New Delhi: Dhanpat Rai and Chandra R.N.Sons.
- Singh, Gurmit and Kaur, Jasvir (2007) Teaching of social studies, Ludhiana Kalyani publishers.
- UNESCO (1981). Handbook of Teaching Social studies. Paris: UNESCO
- Qarrett H.E (1979) Statistics in psychology & Education, Bontay VakilsFeffer and simons Ltd.

B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PEDAGOGY OF COMMERCE AND ACCOUNTANCY: PART - II
COURSE CODE: 19130CP24G

OBJECTIVES:

The Student teacher will be able to

- Understand the instructional materials employed in teaching of Commerce and Accountancy.
- Explore various differences existing among the learners.
- Identify the importance of Life – Long learning.
- Realize the need and importance of professional growth of a commerce teacher.
- Apply Modern Techniques and Recent Trends or Developments in learning Commerce Education.

UNIT – I LIFE - LONG LEARNING AND ROLE OF EDUCATIONAL ORGANIZATIONS:

Importance of Life Long Learning – Education current scenario – Creation of centers of Excellence – UGC support to Life Long Learning Programmes – Promoting the quality of school and university Education – Services of MHRD, NCERT, SCERT, SRC, StateBoard and CBSE for quality and vocation oriented Education.

UNIT – II: CREATION OF COMMERCE CLIMATE AND ATTENDING THE NEEDS OF SPECIAL CHILDREN:

Ideal classroom climate equipped with all facilities including computer – Flanders interaction analysis – Self evaluation – Rating by superiors or colleagues – Identifying and attending the special needs of slow learners, under – achievers and Excellence to make the learning process more effective.

UNIT – III: PROBLEMS OF COMMERCE TEACHING AND THE NEED FOR IN – SERVICE TRAINING:

Rural – Urban – Global Areas – Global problems – Environmental Pollution – Diseases – Global Warming – Population Exploitation – Mal nutrition – Superstitious beliefs – Need and Awareness in Globalization – Liberalization and Privatization – Need for in Service Training – Advantages over Service Programmes – Action Research.

UNIT – IV: CRITICAL EVALUATION OF TEXT BOOKS:

Critical Evaluation of websites in Commerce – Evaluation of Commerce Text books of both State board and CBSE. Special Training to write Text book of Commerce at HSC Level. Comparison of Commerce Education with Global Level. Creation of knowledge about on- line trade and commerce and Global on line banking systems.

UNIT – V: RECENT DEVELOPMENTS IN COMMERCE:

World Trade Organization (WTO) – General Agreement on Tariffs on Trade (GATS) – Liberalization – Privatization – Globalization – (LPG) Dis investments – Inflation – Recent Tax status both state and central level – (VAT) Value Added Tax – Recession – Economic crimes – Security Scam – Hawala – FERA, FEMA, Foreign investment and its impacts.

SESSIONAL ACTIVITIES

- Preparation of Module for Global Transaction.
- Preparing Power Point Presentation of Modern Trends of Commerce education.
- Critical analysis of content course of XI and XII std syllabus with suitable Future suggestions.

LEARNING OUTCOME

By the end of the course, the student teacher will be able to

- Learn Problems and Issues in Teaching Commerce.
- Know the Recent developments in Global Level.
- Realize the need for life- long education.
- Know the Mandatory Role of various Educational organizations.
- Understand the need and necessity of In – Service Training.

REFERNCES:

- Aggarwal, J.C (2006) Teaching of social studies, NEW DELHI; Vikas Publishing House.
- Chopra, H. K and Sharma, H (2007) Teaching of Commerce, Kalyani Publisher, Ludhiana.
- Rao Seema (2005): Teaching of Commerce, Anmol Publishers, New Delhi.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PEDAGOGY OF COMPUTER SCIENCE: PART -II

COURSE CODE: 19130CP24H

OBJECTIVES:

The Student teacher will be able to

- Acquire the knowledge about curriculum in Computer Science.
- Gain knowledge about Instructional Resources in Computer Science.
- Understands the laboratory and Co-Curricular Activities.
- Develop Recent Trends in Computer Science.
- Obtain in depth knowledge about Evaluation of computer science.

UNIT – I: CURRICULUM IN COMPUTER SCIENCE:

Meaning of Curriculum- Components of Curriculum – Principles of curriculum construction – Vertical and Horizontal Organisation of Curriculum – Process of Curriculum organization- Analysis of needs- Objectives- Formulation of Objectives-Selection of Content- selection of learning experience- organisation and integration of content and learning experience and Evaluation techniques.

UNIT – II: INSTRUCTIONAL RESOURCES IN COMPUTER SCIENCE:

Projected aids- OHP- slides- LCD projector- Audio Conference- Video Conference- Epidiascope and Slide Projector - Non Projected Aids-Charts- Flash Cards- Printed Materials- Bulletin Board- Magnetic Board and Flannel Board- Need and important of Audio Visual aids – Types of Audio Visual Aids – Graphic Aids- Activity Aids.

UNIT – III: LABORATORY AND CO – CURRICULAR ACTIVITIES IN COMPUTER SCIENCE:

Practical work in Laboratory – need- importance and organization computer science – setting up laboratory- purchase and maintenance of equipments- laboratory techniques – structure and design – registers- record maintenance- Co-Curricular activities in Computer Science – Role of teacher in co-curricular – types – online courses – Social Networks – Blogs – cloud computing.

UNIT – IV: RECENT TRENDS IN COMPUTER SCIENCE:

Multimedia- types of multimedia- desktop publishing- uses of desktop publishing- history of internet- internet and its uses – E-learning- ICTs for improving quality of teacher training – enhancing quality of teacher training - ICTs for improving educational management.

UNIT – V: EVALUATION OF TEACHING LEARNING:

Different types of tests in Computer Science- Achievement- Diagnostic-Prognostic- Criterion and Norm referenced evaluation - Construction of Achievement Test –Online test- Continuous and Comprehensive Evaluation - Formative and Summative Evaluation - Statistical Measures- Mean- Median- Mode- Range- Mean Deviation - Quartile deviation-Standard Deviation- Rank Order Correlation Coefficient Method and Karl Pearson’s product moment method - Graphical representation of data- Bar diagram- Histogram- Pie Chart- Frequency Polygon- Frequency curve and Ogive curve.

SESSIONAL ACTIVITIES:

- Evaluating reports of three web sites in computer science.
- Preparation of Digital lesson plan for power point presentation.
- Preparation of instructional materials for any Unit – In Computer Science.
- Developing application software at least two in number in Education.
- Multimedia Presentation.
- Preparation of CAI.
- Preparation of networking model.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- Acquire the knowledge about curriculum in Computer Science.
- Gain knowledge about Instructional Resources in Computer Science.
- Understands the laboratory and Co-Curricular Activities.

REFERENCES:

- Rao, P.V.S., *Computer Programming*, TMH, Delhi.
- Roger Humt Hon Shelley, *Computers and Common Sense*, Prentice Hall (India) Delhi.
- Shield, Introduction to Computer Science, SCHAVM.
- Stanely Pogrow, *Education in the Compute Age*, Sage Publication, Delhi, 1993.
- Steeven M. Rass, *Basic Programming for Education*, Pentic Hall, New York, 1990.
- Sharma, R.A. (2008). Technological foundation of education. Meerut: R. Lall Books Depot.
- Sambath,K., Paneerselvam,A., & Santhanam,S.(2006). Introduction of educational Technology. New Delhi: Sterling Publishers Private Limited.
- Hillman, David: *Multimedia Technology and Applications*, New York: Delmar Publishers, 1998.

- Chauhan, S.S., Innovations in Teaching Learning Process, Vikas Publishing House Private Ltd., 1995.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – 1st YEAR SEMESTER - II
PEDAGOGY OF ECONOMICS: PART-11
COURSE CODE: 19130CP24I

OBJECTIVES:

The student teacher will be able to

- Create positive attitude on the curriculum of Economics.
- Apply skills effectively on the resources available to teach Economics.
- Acquire knowledge on professional development of teacher.
- Develop interest in service programme.
- Understand classroom climate for teaching and learning economics.
- Develop the different concepts of Economics.
- Understand the techniques of evaluating and to construct achievement test to the progress of pupils.

UNIT I: INTEGRATION AND ORGANIZATION OF ECONOMICS CURRICULUM

Meaning of Curriculum - Importance of a good Curriculum - Principles of Curriculum construction - Organisation of Curriculum - Curriculum planning - Methods of organizing content material - Latest trends in Curriculum construction in developed countries and developing countries - Planning of co-curricular activities in Economics - Exhibition - Student's council - Youth parliament - Album making - Educational tours.

UNIT II: DEVELOPMENT OF TEACHING LEARNING MATERIALS

Edgar Dale's cone of experiences - Classification of teaching aids – Projected Aids: OHP, Slides, LCD projector, Epidiascope and Slide Projector – Non Projected Aids: Charts, Flash Cards, Printed Materials, Bulletin Board, Magnetic Board, Flannel Board, Flash cards, Poster, Graph and Models – Need and importance of Audio Visual Aids – Types of Audio Visual Aids – Radio, Television, Computer.

UNIT III: PROFESSIONAL DEVELOPMENT AND GROWTH OF TEACHER

Role of economics teacher - Programme qualities required for a teacher - Ethics of teacher - Social and Environmental responsibilities of the Economics teacher - Pre-service education - Ways and means of developing professional competency - Classroom interaction

analysis – Flanders interaction analysis - Types of teacher based on leadership style - Significance of interaction analysis.

UNIT IV: ISSUES IN TEACHING AND LEARNING

Gender issues - Individual differences, Language problem in learning - Nature of subjects, Examination and grading system - Teaching and Learning styles - Classroom behavior of Teacher and Learner, Interest and Attitude of students towards learning – Difficulties in Learning Economics – Slow learners and gifted learners – Remedial and Enrichment programmes.

UNIT V: EVALUATION OF TEACHING - LEARNING

Concept of Evaluation, Objective Based Evaluation, Continuous and Comprehensive Evaluation, Summative and Formative Evaluation, Different types of tests: Standardised and Teacher made test - Achievement, Diagnostic, Prognostic – Criterion and Norm referenced evaluation - Statistical tools in evaluation - Mean, Median, Mode, Range, Mean deviation, Quartile deviation, Standard deviation, Rank Order Correlation coefficient Method and Karl Pearson's product moment method – Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.

SESSIONAL ACTIVITIES:

- A booklet showing current events of particular years.
- Collection of teaching – learning materials from online and offline resources.
- Construction and use of achievement test, analysis and interpretation of test scores.
- Practicing classroom interaction analysis and presenting the report.
- Preparing 10 slides in power point.
- Participating in at least two seminars (in B.Ed topics) and presenting two papers.

LEARNING OUTCOME

By the end of the course, the student teacher will be able to

- Apply skills effectively on the resources available to teach economics.
- Create positive attitude on the curriculum of economics.

- Acquire knowledge on professional development of teacher.
- Develop interest in service programmes.
- Organize professional skills and understand individual differences in classroom teaching.
- Evaluate measure and assess student learning.

REFERENCES:

- Aggarwal, J.C. (1982). Development and planning of Modern Education, New Delhi, Vikas Publishing House Pvt.Ltd.
- Bloom, Benjamin, Taxonomy of educational objectives, cognitive domain, longman Green 1974.
- Chauhan, S.S (2008) Innovations in teaching learning process.UP; Vikas Publishing House Pvt.Ltd.
- Sharma, R.A(2008). Technological Foundation of Education. Meerut:R. Lall Book Depot.
- Sharma.K., & Titeja, T (1995). Teaching of economics, New Delhi: Common Wealth Publication.
- Sharma, R.N (2008) . Principles and Techniques of Education.Delhi : Surjeet Publications.
- Singh, Y.K (2009). Teaching Practice New Delhi: APH Publishing Corporation.
- Qarrett, H.E (1979) Statistics in psychology & Education, Bontay Vakils Feffer and simons Ltd.,

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER –II
PEDAGOGY OF HISTORY: PART - II
COURSE CODE: 19130CP24J

OBJECTIVES

The student teacher will be able to

- know the principles underlying history curriculum;
- plan the classroom management;
- realize the implications of teaching learning materials;
- identifying the diverse needs of students and develop suitable programmes;
- Use of various tools for evaluation.

UNIT – I: INTEGRATION AND ORGANIZATION OF HISTORY

CURRICULUM

Content, principles of selection – Individual, Social, National and Global needs -Methods of organization – Logical and Psychological (stages of development), Chronological, Periodical, Concentric and Spiral, Regressive and Progressive Methods – Principles of correlation of subjects – Identical, Incidental, Systematic – Fusion with Geography, Political science, Anthropology, Literature, Economics and Sociology.

**UNIT – II: DEVELOPMENT OF TEACHING LEARNING MATERIALS
FOR TEACHING HISTORY**

Teaching Learning Materials: Significance and principles of using teaching learning materials in History – Classification of Teaching Learning Materials: Edger Dale’s cone of experience – Audio aids, Audio visual aids, Graphic aids, 3D aids, Display boards and arbitrary aids.

**UNIT – III: HISTORY TEACHER COMPETENCIES AND CLASSROOM
MANAGEMENT**

Role of History teacher – Personal and professional qualities of a good History teacher- Ways and means of developing professional competency -Classroom Management: Concept – Principles of Classroom management – factors influencing classroom management – Techniques of classroom management - Flanders Interaction Analysis and modification of teacher behavior.

UNIT – IV: DIVERSIFIED NEEDS OF THE LEARNERS

Interest and attitude of students toward learning history – Difficulties in learning history – Slow learners and gifted learners – Remedial and enrichment programmes.

UNIT – V: EVALUATION IN HISTORY

Different types of tests in History: Achievement, Diagnostic, Prognostic- Criterion and Norm referenced evaluation - Construction of Achievement Test –Online test- Continuous and Comprehensive Evaluation - Formative and Summative Evaluation - Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Quartile deviation, Standard Deviation, Rank Order Correlation Coefficient Method and Karl Pearson's product moment method – Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve..

SESSIONAL ACTIVITIES:

- Visiting the historical places and monument.
- Reporting on Current events (scrap book) related to history.
- Preparation and use of Power Point.
- Identifying and Cataloguing of three web-sites related to the state board history Curriculum.
- Preparation and use of teaching and learning materials related to history.
- Construction of Achievement Test to history.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- know the principles underlying history curriculum;
- plan the classroom management;
- realize the implications of teaching learning materials;
- identifying the diverse needs of students and develop suitable programmes;
- Use of various tools for evaluation.

REFERENCES:

- Bloom, Benjamin. (1974). *Taxonomy of educational objectives: Cognitive domain*, Longman.
- Chaudhry, L.P. (1975). *The effective teaching of history of India*. New Delhi: NCERT.
- Chauhan, S.S. (2008). *Innovations in teaching learning process*. UP: Vikas publishing House.
- Garrett, H.E. (1979). *Statistics in psychology and education*. Bombay: Vakils Feffer and Simons.
- Kochhar, S.K. (2003). *Teaching of history*, New Delhi: Sterling Publishing.
- Mangal, S.K. & Mangal, S. (2005). *Essentials of educational technology and managemen.*, Meerut: Loyal Book Depot.
- Sharma, R.A.(2008). *Technological foundation of education*. Meerut: R. Lall Book Depot.
- Singh, Y.K. (2009). *Teaching practice*. New Delhi: APH Publishing Corporation.
- Singh, Y.K. (2004). *Teaching of history modern methods*, New Delhi: APH Publishing Corporation.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER –II
PEDAGOGY OF GEOGRAPHY: PART - II
COURSE CODE: 19130CP24K

OBJECTIVES

The student teacher will be able to

- Integrate and organize Geography curriculum.
- Identify the various learning resources.
- understand the diversified needs of the students;
- acquire classroom management; skills
- construct appropriate assessment tools for evaluation of Geography learning.

UNIT-I: INTEGRATION AND ORGANIZATION OF GEOGRAPHY CURRICULUM

Meaning of Curriculum, components of curriculum – Principles of curriculum construction – Vertical and Horizontal organisation of curriculum – Process of curriculum organisation: Analysis of needs, Objectives, formulation of objectives, selection of content, selection of learning experience, organisation and integration of content and learning experience and evaluation techniques.

UNIT-II: DEVELOPMENT OF TEACHING LEARNING MATERIALS

Edgar dale's cone of experience - Projected aids: Over Head Projector, LCD projector, Slide Projector and Epidiascope - Non Projected Aids: Charts, Flash Cards, Print Materials, Realia and Models. Types of Boards: Bulletin Board, Magnetic Board, Smart Board, Interactive Board and Flannel Board. Need and importance of Audio Visual aids - Types of Audio Visual Aids - Graphic Aids -Activity Aids. Geography Club, Cartography Lab, Geography Library and Geographic Exhibition: Need and importance, Integration, Organizations, Activities and its Advantages.

UNIT – III: GEOGRAPHY TEACHER COMPETENCIES AND CLASSROOM MANAGEMENT

Role of Geography teacher – Personal and professional qualities of a good Geography teacher- Ways and means of developing professional competency- Concept of class Room Management – Class Room Organisation – Components of Class Room Management – Class Room Learning atmosphere – Positive Classroom climate – Factors supporting an Effective Learning atmosphere – Advantages of Positive Learning climate – Creative Ideal classroom atmospheres – Technical teaching skills – classroom activities – Classroom Records and Rules.

UNIT-IV: DIVERSIFIED NEEDS OF STUDENTS

Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Interest and Attitude of students towards learning- Value: Meaning and Importance- Source of Values through personal examples set by Teachers and Organisation and management of a variety of Co-curricular activities – Difficulties in Learning – Slow learners and Gifted learners in Geography: Remedial measures and Enrichment programmes.

UNIT-V: EVALUATION OF TEACHING – LEARNING

Different types of tests in Geography: Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation - Construction of Achievement Test - Continuous and Comprehensive Evaluation - Formative and Summative Evaluation- Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Standard Deviation, Quartile deviation, Rank Order Correlation Method and Karl Pearson’s product moment method – Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.

SESSIONAL ACTIVITIES:

- Collect and present the History and Contributions of any one Geographer.
- Prepare the Teaching Learning Material for any one topic in Geography.
- Prepare the Module for any one of the Concept in Geography.
- Prepare a report on various community resources in learning Geography.
- Organize a Field trip and prepare a report.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- integrate and organize Geography curriculum.
- identify the various learning resources.
- understand the diversified needs of the students;
- □acquire classroom management; skills
- □construct appropriate assessment tools for evaluation of Geography learning.

REFERENCES:

- Crawford, C.C. and Mc. Donald, L.D. (1929). Modern Methods in Teaching of Geography, Newyork, Houghton: Miffin company .
- Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
- Garrett, H. E (1979). Statistics in Psychology and Education, Vikils, Feffer and Simons Ltd, Bombay .
- Hall, D. (1976). Geography and the Geography Teachers, London, George Allen & Unwin Ltd.
- Harshone, R (1959). Perspective on the Nature of Geography, London, John Murray .
- Kaul A. K (1991). Why and How of “Geography teaching”, Vinod publications, 346 – Booksmarket, Ludhiana. Ltd, New Delhi.
- Mangal S. K and Uma Mangal (2009). Essentials of Educational Technology, PHI Learning Private
- Mangal, S. k., & Mangal, S. (2005). Essentials of educational technology and management. Meerut: loyal book depot.
- NCERT.(2005). NCF for School Educaton. New Delhi: Anmol Publications.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
ESSENTIALS OF TEACHING AND LEARNING
COURSE CODE: 19130ET25

OBJECTIVES:

The student teacher will be able to

- acquire the knowledge the concept, terms and procedures in teaching and learning;
- understand the principles and maxims of teaching;
- understand the tasks of teaching;
- acquire knowledge on the various theories of teaching;
- apply various models of teaching to teaching situation;

UNIT-I: CONCEPTS OF TEACHING-LEARNING

Concept, Definition, Nature, Levels and Phases of Teaching and Learning- Teaching as an Art, Teaching as a Science and Teaching as a Profession- Variables in Teaching -Relationship between Teaching and Learning- Modes of Learning: Enactive, Iconic and Symbolic modes of Learning - Types of Learning: Factual, Association, Conceptual, Procedural, Generalization, Principles and Rules, Attitudes, Values and Skill Learning –Domains of Learning: Cognitive, Affective and Co native Learning.

UNIT-II: PRINCIPLES AND MAXIMS OF TEACHING

General principles of teaching: Purposeful-Based, Paedo -Centered, Experience- Based, Activity-Centered and Evaluation-Based Teaching - Psychological principles of teaching - Maxims of Teaching. Tasks of Teaching Meaning - Definition, Variables, Phases of Teaching Task - Operation of Teaching Tasks: Pre : active phase, Inter-active phase and Post-active phase- Levels of Teaching: Memory, Understanding and Reflective Levels.

UNIT-III: THEORIES OF TEACHING

Definition, Meaning, Nature, Need and Significance and Scope- Types of Teaching Theories: (1) Formal Theory of Teaching- Communication Theory, Moulding Theory and Mutual Inquiry (2) Descriptive Theory of Teaching: Gagne's Hierarchical Theory, Atkinson's Optimal Learning Theory and Bruner's Cognitive Theory- Models of Teaching- Concept and Definition- Fundamental Elements of Teaching Models -Types of Teaching Models- Important Models under each type (1) Information Processing Models-Bruner's Concept Model (2) Social Interaction Models- Glaser's Classroom Meeting Model (3) Personal Development Models- Roger's Non-directive Model (4) Behavior Modification Models-The Training Model.

UNIT-IV: INSTRUCTIONAL SYSTEM

System Approach: Concept, Meaning, Types and Steps in System Approach- Input-Process- Output-Model of a system- Feedback based Model of system - Steps involved in the development of the Instructional System- Role of Teacher in the Instructional System. METHODS AND DEVICES OF TEACHING: Concept of Teaching methods-Categorization of Teaching Methods: Lecture Methods, Discussion Method, Team Teaching, Symposium, Panel Discussion, Seminar, Conference, Supervised Study and Tutorial Method-. The Concept of Teaching Devices- Categorization of teaching devices: Narration, Exposition, Description, Explanation, Questioning, Review and Assignment.

UNIT-V: THE TECHNIQUES OF TEACHING

Concept of Teaching Techniques-Categorization of Teaching Techniques-Teacher Dominant Techniques: Telling, Indoctrination, Guidance and Counseling, Drill and Demonstration- Student Dominant Techniques: Debate, Creative Writing, Library Work, Project work, Field Trip, Problem Solving Technique, Brain Storming, Colloquium, Self-Learning, Meaningful Learning, Programmed Instruction, Keller Plan and Computer Assisted Instruction (CAI) -Group activities involving Team Work: Group Interactive sessions, Co-operative Learning, Constructivist Learning, Group Investigation and Group Project. EFFECTIVE TEACHING- Effective Teaching: Concept and Meaning- Teaching competence and skills: Meaning and Nature – Classification of Teaching Skills: Core Teaching Skills, Specific Teaching Skills and Target Group Specific Skills -Dimensions of the Effective Teaching: Competency Areas, Commitment Areas and Performance Areas - Factors contributing Effective Teaching.

SESSIONAL ACTIVITIES:

- Conduct a group discussion on innovative teaching strategies.
- Prepare a detailed report on the different roles of a Teacher in an Instructional System.
- Conduct a Brain storming session on issues and trends in contemporary Indian Education.
- Prepare a Programmed Learning Material for any one of the topic.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- acquire the knowledge the concept, terms and procedures in teaching and learning;
- understand the principles and maxims of teaching;
- understand the tasks of teaching;
- acquire knowledge on the various theories of teaching;
- apply various models of teaching to teaching situation;

REFERENCES:

- Allen,D.,& Kevin,R.(1969).*Micro Teaching*. London: Wesley Publishing Corporation.
- Bloom,B.S.(1956).*Taxonomy of Educational Objectives Handbook*. New York: Longmans Group Ltd.
- Bose,C.R.,& Ramachandran. *Education Technology*.NCERT. New Delhi.
- Chauhan,S.S.(1979). *Innovation in Teaching Learning processes*. New Delhi: Vikas Publishing House.
- De Cecco,J.P. (1964). *Educational Technology Technique in Programmed Instruction*.New York: Halt Reinhart &Winston Inc.
- Derek, Rowntree.(1986).*Teaching through Self- instruction*. London: Kogan page.
- Flanders, H.D. *Analysing Classroom Interaction*. London: Addison Wesley.
- Gagne, R.M.(1965).*Educational Objectives and Human Performance in Learning and the Educational Process*.Chicago: Rand Mac Nally&Co.
- Glaser,R.,*Teaching Machine and Programmed learning data and direction*. Washington.
- Gronlund,N.E.(1976).*Measurement and Evaluation in Teaching*. New York: Macmilan co.
- Jangira. N.K., *Draft Workshop on Teaching Model*, NCERT, New Delhi.
- Jangira,N.K.,*Core Teaching Skill Micro teaching Approach*. NCERT. New Delhi.

- Jaya Pillai, K. (1985). *Effective Teaching*. Madurai: Publishing division, Madurai Kamarajar University.
- Kulkarni, S.S. (1963). *A Hand Book of Programmed Learning*. Baroda: CASE M.S. University Publication.
- Kulkarni, S.S. (1986). *Introduction to Educational Technology*. Bombay: Oxford and IBH Publishing Co.
- Kumaraswamy Pillai, K. (1980). *Curriculum, Teaching and Evaluation*. Annamalai nagar: Sivakami Printers.
- Mager, R.F. (1962). *Preparing Objectives for Programmed Instruction*. Palo Alto, Calif: Fearson Publishers.
- Mangal, S.K. (1986). *Fundamentals of Educational Technology*. Ludhiana: Prakash Brothers.
- Mathew Thomas. (2009). *Effective Teaching*. New Delhi: S.Chand and company Ltd.
- Miller, R.B. (1962). *Analysis and Specifications of Behaviour for Training*. Pittsburgh: University of Pittsburgh Press.
- NCTE. (1998). *Competency based and Commitment oriented Teacher Education for Quality School Education*. New Delhi: NCTE initiation document 98/21.
- Prem Latha Sharma. (2006). *Learning Readiness*. New Delhi: Roshan Offset Printers.
- Ramesh Varma., & Suresh Sharma. (1998). *Modern Trends in Teaching Technology*, New Delhi: Anmol Publication.
- Sampath, K. (1981). *Introduction to Educational Technology*. New Delhi: Sterling Publishing Pvt.Ltd.
- Siddiqui, M.H., & Khan, M.S. (1991). *Models of Teaching Theory and Research*. Delhi: Ashish Publishing House.
- Sharma. (1982). *Programmed instruction and Instructional Technology*. Meerut: International Publishing House.
- Sharma, Motilal. (1985). *System Approach: Its Application in Education*. Bombay: Himalaya Publishing House.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
ELECTIVE – ENVIRONMENTAL EDUCATION
COURSE CODE: 19130EP26A

OBJECTIVES:

The student teacher will be able to

- realise the importance of environmental education;
- list out the natural resources and its associated problems and solutions;
- understand the impact of different types of pollution and its management;
- appreciate the policies and programmes initiated to protect the environment;
- narrate the environmental movements in India;
- appreciate the international initiatives to protect the environment;
- realise the importance of management and protection of the environment;
- understand the status of environmental education in the school curriculum;
- understand the impact of science and technology on the environment; and
- adopt the environmental ethics in day-to-day life.

UNIT I - ENVIRONMENTAL EDUCATION AND NATURAL RESOURCES

Concept and Meaning of Environment – Segments of the Earth – Components of the Environment –Types of Environment — Functions of Environmental Education – Goals and Objectives of Environmental Education – Need and Importance of Environmental Education – Core Themes of Environmental Education – Scope of Environmental Education -Natural Resources: Land Resources, Prevention of Soil Erosion – Forest Resources, Prevention of Deforestation – Water Resources, Prevention of Water Scarcity – Mineral Resources, Prevention of Exploitation of Minerals – Food Resources, Food Crisis and Increasing Food Production – Energy Resources – Alternative Energy Resources.

UNIT II - ENVIRONMENTAL POLLUTION, HAZARDS AND DISASTER MANAGEMENT

Environmental Degradation – Types of Environmental Degradation – Environmental Pollution –Environmental Pollutants – Types of Pollution- Soil Pollution- Water Pollution- Air Pollution- Radiation Pollution- Light Pollution- Solid Waste Pollution – Prevention and Management of Pollution – Hazards and Disaster Management- Earth Quake- Land Slides-

Volcanic Eruption- Forest Fire- Tsunami-Cyclone- Flood - Nuclear and Industrial Accidents – Oil Spill.

Environmental Problems, Policies and Programmes

Global Warming- Green House Effect- Climate Change-Ozone Layer Depletion- Acid Rain- Extinction of Flora and Fauna – Environmental Policies and Programmes in India- Environmental Legislation- Acts- Rules- Notifications and Amendments.

UNIT III - ENVIRONMENTAL MOVEMENTS AND SUSTAINABLE DEVELOPMENT IN INDIA

Bishnoi Movement - Chipko Movement – Narmada Bachao Andolan - Silent Valley Movement - Baliapal Movement – Ganga Action Plan – Swachh Bharat Mission - Environment for Sustainable Development: Symptoms of Non- Sustainability -

.International Efforts for Environmental Protection

Stockholm Conference (1972) – Brundtland Commission (1983) – The Earth Summit or Rio Conference (1992) – Kyoto Conference (1997) – Copenhagen UN Climate Change Conference (2009) – Doha Climate Change Conference (2012).

UNIT IV - MANAGEMENT AND PROTECTION OF ENVIRONMENT

International NGOs and Environmental Protection-Environmental Foundation for Africa- World Wide Fund for Nature- Conservation International- Green Peace – International Union for Conservation of Nature (IUCN) -Environmental Protection Strategies initiated in India-National Green Tribunal – Central and State Pollution Control Board.

Environmental Education in the School Curriculum

Environmental Education at different levels of School Education -- Innovative Methods of Teaching Environmental Education – Problems faced in Teaching Environmental Education – Role of UNEP- CEE and NCERT in Promoting Environmental Education.

UNIT V - IMPACT OF SCIENCE AND TECHNOLOGY AND ENVIRONMENTAL ETHICS:

Impact of Science and Technology on the Environment- Natural Resources, Health and Community – Role of Science and Technology on the Environmental Protection and Environmental Sustainability – Role of Media in protecting the Environment-Emergence and Importance of Environmental Ethics – Principles of Environmental Ethics – Environmental Ethics and Human Values – The Core Aspects of promoting. Environmental Ethics.

SESSIONAL ACTIVITIES:

- Identify and prepare a brief note on any 10 plants in and around your institution
- and write a brief report on them.
- Suggest the means and methods for a clean and safe environment.
- Prepare a time-line chart on the environmental policies and programmes of India.
- Prepare a scrap book on issues related to the environment.
- Prepare a case study report on the effects of pollution.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- Understand the objectives, scope and nature of environment education
- Develop an understanding of natural resources
- Understand the causes and remedies for environmental hazards and pollution
- Understand the causes and control measures for environmental degradation
- Understand the need for remedial ways to protect the environment in daily life
- Acquire knowledge of environmental issues and policies in India
- Understand the need for inclusion of environmental education in school curriculum

REFERENCES:

- Diwahar R.R. and Agarwal M (Ed) Peace Education (Special Issue) Gandhi Marg, New Delhi 1984
- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
- Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
- Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyderabad: Neelkamal publications.
- Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut: Calicut University.
- www.unesco.org/Cp. www.peace.Ca www.unesdoc.unesco.org Enwikipedia.org/peace education
- Archana Tomar. (2011). *Environmental education*. Delhi: Kalpaz Publications.2. Driver, R. (1989). Student's Conceptions and the learning of science. *International Journal of Science Education*, Vol. 11, pp.481–490. (29).

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
ELECTIVE – EXPLORING LIBRARY AND OTHER LEARNING RESOURCES
COURSE CODE: 19130EP26B

OBJECTIVES:

The student teacher will be able to

- Define library and acquire knowledge on information sources and services.
- Develop understanding about user education.
- Understand the place of MOOCs in the changing scenario.

UNIT I – EXPLORING LIBRARY AND INFORMATION SOCIETY

Library – Meaning – Definition – Types of Library; functions and objectives – laws of library science and implications in teacher education libraries. Information Science as a discipline and its relationship with other subject field.

UNIT II – INFORMATION SOURCES

Information: definition – sources of information – types of references – sources. Documentary Sources: Primary, Secondary and Tertiary – Non Documentary Sources: Electronic/Web learning – Sources – e book – e journal, e – learning – subject gateways in teacher education.

UNIT III – INFORMATION SERVICES

Reference Services – Types of reference services Current Awareness Services, Selective Dissemination of information, Translation service, Reprographic Services, Bibliographic Service, Indexing and Abstracting Services – on line services – learning resource centre.

UNIT IV – LIBRARY NETWORK

Library Automation – Digital Library, Electronic Library, Virtual Library, Library Networks: ERNET, DELNET, INFLIBNET – Documentation centres – NASSDOC, INSDOC – on line search of teacher education database – MOOCS.

UNIT V – USER EDUCATION

User Education in academic libraries – Role of teachers in the use of library. Library Committee: constitution and its functions. Library resources for classroom translations – encouraging reading and referring habit.

SESSIONAL ACTIVITIES:

- Study the Social Customs prevailing in the local community and submit a report.
- Study the religious diversities existing in the community and describe the root causes for such diversities.
- Education and vertical/ Horizontal Social Mobility – Conduct a Survey in a village/ward and prepare a report.
- Study the Social Stratification in a Village/ ward and prepare a report on it.
- Study the Essential skills & Life skills in education and prepare a report on it.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- Enumerate the functions and objectives of library.
- Explain information sources and services.

REFERENCES:

- Kusum, Veerma (2005) Digital Library: Preservation Strategies: New Delhi: Akansha Publishing House.
- Krishna Kumar (2004) Reference Services. New Delhi – Sterling Publishers.
- Navalani K. & Satija, MPC (1996). Library and Information Services: Emerging Challenges. Jaipur: RBSA Publishers.
- Millard S. (2005) Information to serial worker for library technicians, New Delhi, Atlantic Publishers.

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR -SEMESTER -II
TEACHING OF EARLY CHILDHOOD EDUCATION
COURSE CODE: 19130EP26C

OBJECTIVES:

The student teacher will be able to

- develop an awareness about the importance of Early Childhood Education.
- acquire a sound knowledge about the contributions of various philosophers to the cause of early childhood education.
- develop an understanding about organizing different types of early childhood education programmes.
- acquire knowledge about various instructional strategies to teach young children.
- develop an awareness about the various developmental aspects of children.
- develop the ability to deal children with minor/major behavioural disorders.
- develop various play way methods
- familiarize with various evaluation techniques to assess the performance of pre-school children.
- assess the performance of pre-school children
- familiarize with the concept of ABL.

UNIT I: HISTORY OF EARLY CHILDHOOD EDUCATION IN INDIA:

Concept of Early Childhood Education - Need and importance of Early childhood Education - Objectives - Early Childhood Education movement in India and Abroad - Problems of Early Childhood Education in India.

UNIT II: CONTRIBUTIONS OF PHILOSOPHERS TO PRE SCHOOL EDUCATION :

Contributions of Froebel- Rousseau-Montessori- Piaget- Comneius- Gandhiji-Tagore and Dhara Bai Modak.

UNIT III: PLANNING AND ORGANIZATION OF PRE SCHOOLS:

Planning of pre-school programmes - Yearly plan, Monthly plan, Weekly plan, Daily plan
-Organisation of a pre-school - site, space, material, personal and time- Types of pre-school programmes - Nursery , Kindergarten, Montessori, pre-basic and Balwadi - Role of ICDS (Integrated Child Development Scheme).

UNIT IV: GROWTH AND DEVELOPMENT OF CHILD:

Developmental stages - parental period - factors affecting parental period– Birth hazards, immunization schedule - various aspects of development with special emphasis to early childhood period.

UNIT V: SPECIAL NEEDS AND PROBLEMS OF PRE-SCHOOL CHILDREN:

Needs of pre-school children - children with special needs - physical, visual and hearing impairment - Learning disabilities - Behaviour problems - Aggression, temper tantrum, stealing, lying, eating problems, nail biting, bed wetting, thumb sucking - their causes and remedial measures.

SESSIONAL ACTIVITIES:

- Observe and inquire the process of learning by children from different backgrounds and record your observations.
- Prepare an album of any 10 psychologists and their contributions to the learning process.
- Visit any two Special Education Institutions and write a report on the methods of teaching.

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- develop an awareness about the importance of Early Childhood Education.
- acquire a sound knowledge about the contributions of various philosophers to the cause of early childhood education.
- develop an understanding about organizing different types of early childhood education programmes.
- acquire knowledge about various instructional strategies to teach young children.
- develop an awareness about the various developmental aspects of children.
- develop the ability to deal children with minor/major behavioural disorders.

REFERENCES:

- Hurlock, Elizabeth. B, (2001). Child growth and development, Tata McGraw Hill publishing company , New Delhi.
- Kaul Vinetha (2001). Early Childhood Education Programme. National council of Educational Research and Training, New Delhi.
- Mohanthy jagannath and Bhagyadhar Mohanthy (2000). Early Childhood care and Education, Deep and Deep Publication, New Delhi.
- Ruth Katherine et.al. (1987). Early Childhood programmes. New York
- Sathe, Shweta and Mehta, Anubha. (1999). You and Your child - Observation, Milestones and Activities, Mumbai.
- Shanmugavelayudham. K. and Bhuvanewari. M., (2003) the 'must' for Nursery Education. TN - FORCES
- Swaminathan, Mina. (1995). Playing to Learn. A training manual for Early Childhood Education, M.S. Swaminathan Research Foundation.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR -SEMESTER -II
PROFESSIONAL COURSE FOR TEACHER PROFICIENCY
COURSE CODE: 19130EP26D

OBJECTIVES:

The student teachers will be able to

- Acquire knowledge on various concepts of Pedagogy.
- Extrapolate on various stages of developmental tasks.
- Enumerate various aspects of guidance and counseling.
- Apprise on cognitive development.
- Acquire mastery in the professional course for teachers' proficiency.
- Understand the role of a teacher as a leader.

UNIT 1 – CHILD DEVELOPMENT AND PEDAGOGY

Nature of Educational Psychology – Human Growth and Development – Cognitive Development – Social, Emotional and Moral Development – Learning – Intelligence and Creativity – Motivation and Group Dynamics – Personality and Assessment – Mental Health and Hygiene – Guidance and Counseling.

UNIT II – TEXT BOOK ANALYSIS

Syllabus prescribed for Standard VI, VII and VIII by Government of Tamil Nadu (From time to time) (Tamil, English and Subject)

UNIT III – TEACHING PROFICIENCY

Definition for Proficiency – The role of teacher in the class-room management - Tactics for effective Instructional communication - Criteria for the selection of Tools and Techniques for teaching and Learning.

UNIT IV - PROFESSIONAL ETHICS FOR TEACHER

Code of conduct of Teacher – Ethics and Etiquettes – Unethical activities – qualities of professional towards student development and curriculum – Right of Children to free and compulsory Education – concept of Disciplinary proceedings and Punishment.

UNIT V – LEADERSHIP PROFILE

School vision – Instructional Leader – Organizational Leader – Community Leader – communication skill commitment – Decision Making and Problem Solving- Transformational Leader.

SESSIONAL ACTIVITIES:

- Prepare a question paper for classes IX to X and XI to XII to assess all the aspects of language learning.
- Analyse the text books of English of Tamil Nadu Govt. in terms of organization and integration of essential components, skills, needs and requirements with special reference to learners.
- Preparation of remedial materials for slow learners, gifted and differently abled children for anyone of the units

LEARNING OUTCOME:

- Acquire knowledge on various concepts of pedagogy.
- Understand the human growth development.
- Identify professional ethics of teacher.
- Analyze text-Books for VI, VII and VIII standards.
- Virtualizes leadership profile of the teacher.

REFERENCES:

- Aggarwal.J.C,(2009). Essentials of Psychology, 2nd Edition, New Delhi: Vikas Publishing House Pvt Ltd.
- Aggarwal R.S. Dr. (2011). Objective arithmetic, New Delhi: S. Chand and Company Ltd.
- Anjaneyalu, Y. (2004). Introduction to environmental Science. Hyderabad, A.P. India :BS Publications,
- Bruce W. T, David M.M, (2010). Educational Psychology. USA: Wadsworth Cengage Learning.
- Department of Education (2012), Sixth standard Social Science Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.
- Guide to general aptitude test – G .K. Publications private limited (2011) Noida.
- Gupta, P.K. (2004.) Methods in environmental analysis – water, soil and air. Jodhpur: Agrobios (India).

- Gupta. R (2010). Quantitative Aptitude, New Delhi: Ramesh publishing house.
- Jagdison.S. et.al (2010). Common Errors in English, Hyderabad: Neelkamal Publications Pvt Ltd.
- Kalpana Raja ram, Constitutional of India and Indian Policy, 9th Edition – 2012 Spectrum India Books Pvt. Ltd
- Kuppuswamy. B. (1991). Advance Educational Psychology, New Delhi: Sterling Publications Pvt. Ltd.
- Prakash Chander, Eyclopedia of Indian History, A.P.H Publishing corporation
- Reddy. G. S. (edt) (2007). Vocabulary Builder – Compound words, Hyderabad: Neelkamal publications Pvt Ltd,
- Richard T. W right., Dorothy F. Boorse (2010). Environmental Science: Toward a sustainable future. Benjamin Cummings;
- Santhanam, S. (1985). Teacher and Learners. Chennai: Asian Book Company.
- Satyaprakash, Automatic structure, advanced inorganic chemistry, S. Chand & Company Ltd.,
- Sinha.B.L. (2002). Educational Psychology – An Introduction. New Delhi: Anmol Publications.
- Skinner, (2005). Educational Psychology, New Delhi: Prentice Hall.
- Sung, Abraham (2004). New First Aid in English Grammar made simple, Malaysia, Minerva Publications Seeramban,
- Tomas, C. (2007). Personality and individual differences. New Delhi: BPs Text Books.
- The Teacher’s grammar of English Cowan, Ron. Cambridge University press New Delhi (2009).
- Tyler Miller, G. Scott Spoolmar. (2011). Living in the environment: Principles, Connections and solutions, Brooks Cole.
- William unningham., ary Cunningham (2011). Environmental science: A Global concern McGraw – Hill Publishers Pvt Ltd.

SEMESTER – III

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – III
KNOWLEDGE AND CURRICULUM**

COURSE CODE: 19130PE31

OBJECTIVES:

The Student Teachers will be able to

- Explain the epistemological and sociological bases of education.
- Explain the nature and principles of child – centered curriculum.
- Understand the relationship of Nationalism, Universalism and Secularism with education.
- Comprehend curriculum process and practice.
- Explain the need for hidden curriculum.

UNIT I : Episte mological and Social bases of Education:

Episte mology – Types of knowledge – Meaning of Knowledge – Skill – Teaching – Training – Information – reason and belief – influence of society – Industrialization – Modern values – Equality - Social justice – dignity – with special reference to Dr.B.R.Ambedkar.

UNIT II : Nationalism, Universalism, Secularism and Education:

Nationalism Meaning – concept of Nationalism – Universalism – Secularism and Education – Democracy meaning – Dewey’s concept of Democracy – The need for democratic education in a society – Training for democratic citizenship – Multiculturalism and Education.

UNIT III: Meaning, Nature and Child centered Curriculum:

Concept of Curriculum – Structure – Dynamics – Changing concepts – characteristics of curriculum – Child centered curriculum – Pavlo Freire’s concepts of Activity, Discovery and Dialogue.

UNIT IV: Principles and Resources of Curriculum:

Need for curriculum development – Principles – Types – Subject – centred – life centred – Models of curriculum development – Tyler’s model – Hilda Tabal’s model – Resource of curriculum – Textbooks, children’s Literature, Teacher’s Hand book.

UNIT V: Curriculum Implementation, Curriculum change and Innovation:

Role of the State in the development of Curriculum – Curriculum from the Top to Down and Curriculum for Down to Top – Meritocracy and its impact on Curriculum – Valuing of rituals in schools and its celebrations – Recreation of Norms in the society – Relationship between Power, Ideology and the Curriculum- Curriculum revision and evaluation – Need for change and innovative curriculum.

SESSIONAL ACTIVITIES:

- Getting Training on different kinds of skills.
- Demonstrating the democratic rule in the classroom.
- Administration of Paulo Freire' concepts of activity inside the classroom.
- Discussion on the society centred curriculum.
- Conducting Seminars on the need of importance curriculum.

Learning Out comes:

- The Episte mological and social bases of Education are highly valued.
- The concepts of Nationalism, Universalism and Secularism well appreciated.
- The need and value of Education are understood properly.
- The concepts of Democracy and Democratic Education are comprehended.
- The Need and importance of innovative curriculum to satisfy the growing needs of the society is felt.

REFERENCES:

- Orenstein Ac and Hunkins F.P (1968) Curriculum. Foundations Principles and Issues, New Jersey. Prentice Hall.
- Dewey.John (1996) The Child and the Curriculum. Chicageor. The university of Chicago press.
- Diamond Robert.M. Designing and improving course in Higher Education. A systemic approach California. Jossey.
- Doll Romal. C. Curriculum improvement decision making process London Allyon and Bacon.
- Saylor.G.J and Alexander.W (1965) Planning Curriculum of School. New York. Holt Richand and Winston.
- Taha Hilda (1962) Curriculum development Theory and practice New York. Harcourt Brace.Jovonvich.
- Tanner D and Tajjer LN (1975) Curriculum development theory and Practice New York. Mac Millan.
- Thangasamy. Kokila (2016) jkpo;nkhop Foe;ijfs; Mrphpah;fs; Chennai.Pavai publications.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – III
PEDAGOGY OF TAMIL- PART – III
Course Code: 19130CP32A**

Nehf;fq;fs;:

- gpiiapd;wpg; Ngr, vOj nkhopapd; mbg;gil ,yf;fzq;fis mwpjy;.
- nghUs; ,yf;fzq;fisj; njspthfg; Ghpe;J nfhs;Sjy;.
- jkpo; ,yf;fpaq;fspy; cs;s ePjpf;fUj;Jf;fisAk; gz;ghl;L czh;TfisAk; mwpjy;.
- jkpohpd; xOf;f czh;itAk; flikfisAk; czur;nra;jy;.
- jkpo; tsh;j;j rhd;Nwhh;fisg; gw;wp mwpe;J nfhs;Sjy;.
- jw;fhyj; njhy;ypay; Ma;Tfis tsh;j;jy;.

,ay; - I : ,yf;fzk;:

msgil, jpiz, nrhy;, nrhw;nwhlh,; Ntw;Wik cUGfs; - Nghypfs; - mzpfs; - ,ay;G etpw;rpazp, cah;T etpw;rpazp, ,y;ngHUs; ctikazp, Ntw;Wg;ngHUs; itg;gzp – jw;Fwpg;Ngw;w mzp, tQ;rfg; Gfo;r;rp mzp – Fw;wpaYfuk; Fw;wpaypfuk; Kw;wpaYfuk; - ,ay;Gtof;F, jFjptof;F – MFngah; - nganur;rk; tpidnar;rk; - ,ul;ilf;fpstp mLf;Fj;njhlh;, ctkcUGfs; - nghUs; ,yf;fzk;, Gwg;ngHUs;.

,ay; - II nra;As;

ew;wpiz – fypj;njhif – Iq;FWE}W – GwehD}W – jpUf;Fws; (,dpait\$wy;) ehybahh; - ehd;kzpf;fbif - ,dpait ehw;gj, jphpfLfk;, gonkhop ehD}W, jpUts;Stkhiy – rpj;jh; ghly;fs; - rpyg;jgpfhuk; - rPtfprpe;jhkzp – fk;guhkazk; - jpUtpisahlw; Guhzk; - esntz;gh – jpUke;jpuk; - nghpaGuhzk;.

,ay; - III nra;As;

Njthuk; - rpw;wpyf;fpaq;fs;, rPwhg;Guhzk; - Njk;ghtzp – tpNtfrpe;jhkzp – ee;jpf;fyk;gfk; - ehyhapuj;jpt;tpagpuge;jk; - jkpo;tpLJ}}, fypq;fj;Jg;guzp Kj;Jf;Fkurhkpq; gps;isj;jkpo; - Fw;wyhFwtQ;rp- ghQ;rhyprgjk; - kNdhd;kzPak; - Fapy;ghl;L, kWkyh;r;rpq; ghly;fs; - topghl;Lg; ghly;fs;

,ay; - IV ciueil:

nrk;nkhopj;jkpo; - njhd;ikj; jkpofk; - jkpo;tsh;j;j rhd;Nwhh;fs; - jkpof kfsph; - jkpof tpisahL;Lf;fs; - jpuhtpl nkhopfs; - jkpo; nkhopapy; mwptpay; rpe;jidfs; - fy;ntl;Lf;fs; - ,f;fhyf;ftpijfs; - Ngr;Rf;fiy – Xtpaf;fiy – ehlf;fiy – nghpahhpd; ngz; tpLjiyr; rpe;jidfs; - gRk;nghd; Kj;Juhkypq;fk; - fhe;jpak; - mk;Ngj;fhh; - ts;syhh;.

,ay; - V Jizg;ghlk; :

epiyj;j nry;tk; fy;tp; nry;tk; - nfhilf;Fzk; - jkpo;ehlf;Kd;Ndhbfs; - Ch;j;jpUtpoh – CUK; NgUK; - nrd;id mUl;fhl;rpafk;, E}yfk; - jw;fhyj; njhy;ypay; Ma;Tfs; - [p.a+.Nghg; - tPur;rpWtd; (tpNtfhde;jh;) – nfyd;nfy;yh; ghjpjpkhw; fiyQh; - mz;zhtpd; fbjk; - fz;zjhrd; ftpapd;gk; - ghujuj;dh vk;.[p.,uhkr;re;jpud;.

nra;Kiw Ntiy:

1. gl;bkd;wk;
2. fUj;juq;fk; elj;jjy;
3. ehlfq;fs; vOjp ebj;jy;
4. thndhypapd; Ngr;irf;Nfl;L Fwpg;ngLj;jy;
5. nra;As; eyk; ghuhl;ly;
6. nra;jpj;jhs;fisg; gbf;Fk;NghJ gpiofisf; fz;lwpjy;
7. fw;gpj;jy; njhlh;ghdj; Jizf;fUtpfisj; jahhpj;jy;

fw;wypd; tpisTfs;:

- nkhopapd; mbg;gil ,yf;fzq;fis mwpe;J nfhs;fpwhd;.
- jkpo; ,yf;fpaq;fspy; cs;s ePjpf; fUj;Jf;fisAk; gz;ghl;L czh;TfisAk; njhpe;J nfhs;fpwhd;.
- jkpohpd; xOf;f czh;it mwpe;J nfhs;fpwhd;.
- jkpo; tsh;j;j rhd;Nwhh;fis mwpe;J nfhs;fpwhd;.
- jw;fhyj; njhy;ypay; Ma;Tfisg;gw;wpg; Ghpe;J nfhs;fpwhd;.

ghh;it E}y;fs;:

1. jkpo;ehl;Lg; ghIE}y; fofk; mr;rpl;Ls;s 6 Mk; tFg;G Kjy; 12k; tFg;G tiu cs;s jkpo;g;ghIE}y;.

B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – III
PEDAGOGY OF ENGLISH: PART – III
COURSE CODE: 19130CP32B

Objectives: After completion of the course the student teachers will be able to:

- Acquire knowledge about different aspects of language.
- Use language for effective communication. Familiarize with nature and structure of English language.
- Master content, pedagogical and technical knowledge.
- Enable them to professionalize teaching of language based on constructive approach.
- Understand about different objectives of teaching English.
- Learn and use different methods and approaches of teaching English.

Unit 1: Tenses-classification types and uses. - Verbs and its kinds.

-Voices- Active, Passive. Transformation of sentences. -Language functions in different contexts.- social, formal and informal occasions of expressing likes,-introduction, Greeting, apologizing, seeking permission.

Unit II: English Language and its Nature.

Language: meaning, Definitions, importance and functions - Principles of Language learning, English as second Language and library language. Distinction between L1 and L2. -Structure of English Language- Phonological structure, Morphological structure, Semantic structure, Syntactic structure and graphic structure in detail. -Brief description of organs of speech, Phonetics- vowel sounds, consonants, transcription. Concept of R P and IPA

Unit III: Aims and objectives of Teaching English.

Aims and objectives- meaning and difference. Objectives of teaching English: knowledge, comprehension, expression and appreciation. General, instructional and specific objectives. - Revised Anderson and Krathwohl taxonomy of objectives.-Policies and recommendations of Kothari commission (Three language Formula), N P E 1986,NCF 2005, NCFTE 2009. –

Unit IV Language Skills- Listening, Speaking Reading And Writing(objectives, meaning ,importance and methods to develop each skills).

Unit V: Methods and Approaches of Teaching English

Method, Approach and technique- Meaning and differences. -brief discussion on salient features, principles, advantages and limitations of Bilingual and Direct methods. -Meaning, principles, merits and demerits of Structural, communicative and situational approaches.

Sessional Activities

- Practice in 44 sounds of English.
- Preparation of mini dictionary

- Developing language games, cross word puzzles.
- Phonological structure in English
- English Language teaching in India –present Scenario Role of English in India and abroad.
- Activities to develop linguistic skills-LSRW
- Latest trends of teaching English.
- Preparation of Discourse items in English-Dialogues, conversation, Roleplay, Dramatisation, Notice, Letter writing, story writing, creative writing and editing.
- Factors affecting second language acquisition in students

Learning Outcomes

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

- Acquire knowledge about different aspects of language.
- Use language for effective communication. Familiarize with nature and structure of English language.
- Master content, pedagogical and technical knowledge.
- Enable them to professionalize teaching of language based on constructive approach.
- Understand about different objectives of teaching English.
- Learn and use different methods and approaches of teaching English

References:

- Block;C C (1997) Teaching the Language Arts,2nd Ed. Allyn and Bacon
- Mckay. et.al (1995) The communication skills Book, 2nd Ed. New Harbinger Pub.
- High School English Grammar, Wren and Martin.
- Anderson, RC (1984).Role of the reader`s schema in comprehension, learning and memory. in R C Anderson, J Osborn, &R. J Tierney(Eds); Learning to read in American schools.
- Phillips, D.C (1995)The good , the bad and the ugly: the many faces of constructivism, educational research.
- Iggy Roca&Wyn Jonson, A Course in Phonology,Blackwell(1999).
- O`Connor, Principles of Phonetics;OUP (1973).
- T.CBaruah; The English Teachers Hand book.
- Menon and Patel ;Teaching of English language as a Foreign Language.
- R A Sharma; Teaching of English.

- Bhatia &Bhatia ; Methods of Teaching English
- Geetha Nagaraj; Trends in teaching of English
- Ganesh Bagchi English sound and spelling, RIE Bengaluru.
- .NCERT(2006) Position paper National focus group on teaching of Indian Language.NCF-2005

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR**

SEMESTER – III
PEDAGOGY OF MATHEMATICS PART - III
COURSE CODE 19130CP34C

OBJECTIVE:

At the end of the course, the student – teachers will be able to

- Identify concepts to be transected at various level with special emphasis on mathematics content.
- Explain the planning for theory of set and function.
- Develop sequences and series of real numbers.
- Organist the concept for teaching – learning of algebra.
- Identify learner’s matrices and geometry.
- Use of school in lesson plan -- Students.

UNIT – I PLANNING FOR THEORY OF SETS: Introduction – Description of Sets – Representation of a Set – Different Kinds of Set – Set Operation – Representation of set Operation using Venn Diagram – Set and Function: Introduction – set – Operation of Sets – Properties of Set Operations – De Morgan’s laws – Cardinality of Set – Relations Function.

UNIT – II REAL NUMBER SYSTEM: Introduction – Decimal Representation of Rational Numbers – Irrational Numbers – Real Numbers – Sequences and series of real numbers: Sequence Arithmetic Sequence – Geometric Sequence – Series.

UNIT – III ALGEBRA: Introduction – Algebraic Expressions – Polynomials – Remainder theorem – Factor theorem – System of Linear Equations in Two unknowns – Quadratic Polynomials – Synthetic Division – Greatest Common Divisor and least Common Multiple – Rational Expressions – Square Root Quadratic Equations.

UNIT – IV MATRICES: Introduction – Formation of Matrices – Types of Matrices – Operation on Matrices – Properties of Matrix Addition – Multiplication of Matrix – Properties of Matrix Multiplication. **GEOMETRY :** Introduction – Geometry Basie – Quadrilateral – Parallelograms – Basic Proportionality and Angle bisector theorem Similar Triangles – Circles and Tangents.

UNIT – V USE OF LESSON IN SCHOOL

Text books, Teacher Manuals, Reference books and Journals, Instructional media - Need and importance of chalk Board - Preparation and Use of micro and macro teaching – Effective classroom climate – Planning for specific behavioral changes - Preparation of Teaching Aids – Evaluation achievement - diagnosis – blue print – check list -- characteristic of a good test – item analysis – remedial teaching – feed back.

LEARNING OUT COMES: The student teachers

- To Identify concepts to be transected at various level with special emphasis on mathematics content.
- To Explain the planning for theory of set and function.
- To Develop sequences and series of real numbers.
- To Organise the concept for teaching – learning of algebra.
- To Identify learners matrices and geometry.
- To Use of school in lesson plan and models.

PRACTICALS

- Preparation of models.
- Test Construction.
- Preparation of Records.
- Making 30 charts and 3 improvised apparatus.
- Preparation of Assignment.
- Critical analysis of content course of Tamil Nadu Text Books

REFERENCES :

- Aggsrwal. J.C(2008). Teaching of mathematics UP; Vikas Publishing House Pvt Ltd.
- The Current Text Book in Tamil Nadu for Mathematics.
- Teaching of mathematics. Dr. V. Natrajan (2008); Santa publishing house Pvt Ltd. Chennai

COURSE CODE: 19130CP32D

OBJECTIVES:

The student- teachers will be able to

- Gain insight on the meaning and nature of physical science
- Develop attitude of students towards teaching of physical science
- Appreciate that physical science is a dynamic and expanding body of knowledge
- Understand the process of physical science and role of laboratory in teaching learning situations
- Use effectively different activities and experiences for teaching – learning of physical science
- Integrate on physical science knowledge with other school subject
- Analysis the content of physical science with respect to its branches
- Organize the concepts for teaching-learning of physics and chemistry
- Identify the application of physical and chemical phenomenon in day-to-day life and human welfare

UNIT I: NATURE AND SCOPE OF PHYSICAL SCIENCE LEVEL I

Science as a domain of inquiry- as a dynamic - science as process of constructing knowledge - area of learning - Thermodynamics – Bimolecular - Surface Chemistry - Science is an international enterprise - tentative nature of science - science promotes skepticism and perseverance - Science as a process of constructing knowledge - How science works - Role of science teacher - Science and society- Physical science and society - physical science for environment - health - peace and equity.

UNIT II: BASE OF PHYSICAL SCIENCE IN EDUCATION

Knowledge and understanding through science - Nurturing process skills of science - developing scientific attitude and scientific temper - Nurturing curiosity - creativity and aesthetic – Relating education to natural environment - artifacts and people - technology and society - Imbibing various values through teaching –learning - Developing problem solving skills - content areas cognitive development of learners – Mechanics - Heat – Electricity- magnetism- Light –Acids - Bases and Salts - Metallurgy - Physical and Chemical changes - Nature and state of Matter.

UNIT III: EXPLORING LEARNERS AND METHODS OF TEACHING

Each learner in unique - Motivating them to bring their previous knowledge gained into classroom - Naïve – concepts - Involving learners in teaching- learning process through dialogue – discussion - argumentation - Negotiating and mediating learning in Physical Science - Encouraging learners to raise and ask questions - creating the habit of listening to learners - Encouraging learners to collect materials from local resources – soil - water - and to develop activities in Physics and Chemistry – methods of teaching laboratory – assignment – biographical – creativity – NTS – brain storming - team teaching - supervised study method – historical method.

UNIT IV: SCHOOL CURRICULUM IN PHYSICAL SCIENCE

Curriculum Framework - curriculum and syllabus - From subject-centered to behaviorist to constructivist approach to curriculum development - Review of NCERT and a state syllabus - recommendations of NCFs on science curriculum - Trends of NCERT and SCERT syllabi - Moving from textbooks to teaching-learning – content - integration – flexibility – forward looking principle – empiricism – rationalism – PECRP – CAPE – DACEP.

UNIT V: APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE

Pedagogical shift from science as a fixed body of knowledge to the process of constructing knowledge - Knowledge – learners - learning and teachers - assessment – planning teaching - learning experiences - Solutions - Chemical Equilibrium – Electrochemistry - Mechanical and Thermal Properties of Matter - Reflection – Refractions - Waves optics - Democratizing Science learning - Critical pedagogy - facilitating for self study.

SESSIONAL ACTIVITIES:

- Application of any evaluation technique
- Preparation of short and objective type test
- Visit any one science centre and prepare the report
- Setting of the apparatus for any one experiment in the laboratory and demonstrating the same
- Critically evaluate any one Science textbook

LEARNING OUTCOMES:

By the end of the course, the student teacher will be able to

- Gain insight on the meaning and nature of physical science
- Develop attitude of students towards teaching of physical science
- Appreciate that physical science is a dynamic and expanding body of knowledge
- Understand the process of physical science and role of laboratory in teaching learning situations
- Use effectively different activities and experiences for teaching – learning of physical science
- Integrate on physical science knowledge with other school subject
- Analysis the content of physical science with respect to its branches
- Organize the concepts for teaching-learning of physics and chemistry
- Identify the application of physical and chemical phenomenon in day-to-day life and human welfare

REFERENCES:

- Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dace and Falvery, P., Holbrook, J., Conian, D. (1994). Assessing Students, Longmans Publications, Foundation by Longmans, Penguin Books.
- Mee, A.J. (1967). A Modern Chemistry for Schools, J.M. Dent & Son Limited, Bedford
- Natrajan, C. (Ed.). (1997). Activity Based Foundation Course on Science Technology and
- Sharma, P.C. (2006). Modern Science Teaching, Dhanpat Rai Publications, New Delhi.

- Williams, B., (1999). Internet for Teachers, John Wiley & Sons, U.S.A. World Inc.
- Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II. National Council of Educational Research and Training, 2013.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – III
PEDAGOGY OF BIOLOGICAL SCIENCE - PART – III
COURS CODE: 19130CP32E**

OBJECTIVES:

The student teacher will be able to

- Understand the basic and practices of science education relevant to teaching biological science in the secondary and higher secondary classes.
- Plan for Instructional design.
- Acquire skills in curriculum construction and evaluation of learning outcomes.
- Understand the various methods and techniques for teaching of biology.
- Develop skills in organizing practical work and maintain the biology laboratory.
- Acquire knowledge about teaching aids, suitable for biology teaching.
- Understand the impact of globalization on biology and education.
- Develop understanding in organizing co-curricular activities in teaching of biology.

UNIT I: NATURE AND SCOPE OF BIOLOGICAL SCIENCE:

Changes around us - Measurement and motion – Magnetism qualities - Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge Biological science for environment and health, peace, equality - History of biological science, its nature and knowledge of biological science independent of human application – Origin of life and evolution, biodiversity, observations and experiments in biological sciences – Interdisciplinary linkages, biological sciences and society - The world of plants, Food habits – Balance Diet - Fundamental

UNIT II: BASE OF BIOLOGICAL SCIENCE EDUCATION

Developing scientific attitude and scientific temper – Nurture the natural curiosity, aesthetic senses and creativity in biology – Acquire the skills to understand the methods and process that lead to exploration – Generalization and validation of scientific knowledge in biological science – Relate biology education to environment (natural environment – artifacts and people) and appreciate the issues at the interface of science technology and society – Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment – Solving problems of everyday life – Know the facts and principles of biology and its applications consistent with the stages of cognitive development of learners – Specific objective of different content areas in biology.

UNIT III: EXPLORING LEARNERS AND METHODS OF TEACHING:

Motivating learner to bring his/her previous knowledge in science/biology gained through classroom, environment, parents and peer group – Cultivating in teacher –learner the habit of listening to child – Generating discussion, involving learners in teaching –learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups encouraging learners to collect materials from local resources and to develop/fabricate suitable

activities in biological science (individual or group work) – Role of learners in negotiating and mediating learning in biology.

UNIT IV: SCHOOL CURRICULUM IN BIOLOGICAL SCIENCE:

Trends in Science curriculum – Consideration in developing learner – centred curriculum in biology – Analysis of textbooks and biology syllabi of NCERT and Stats/UTs at upper primary, secondary and higher secondary stages – Analysis of other print and non-print materials in the area of biological science used in various states.

UNIT V: STRATEGIES OF LEARNING BIOLOGICAL SCIENCE:

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method – observation, enquiry, hypothesis, experimentation, data collection, generalization (teacher-educator will illustrate taking examples from different stage-specific content areas keeping in mind the variation, e.g. structure and function, molecular aspects – Interaction between living and non living, biodiversity, etc) Communication in biological sciences – Problems solving, investigatory approach, concept mapping, collaborative learning and experiential learning in biological science (teacher-learner will design learning experiences using each of these approaches) – Facilitating learners for self- study.

SESSIONAL ACTIVITIES:

- Any 5 Experiments at school levels in Biological Science.
- Construction and use of achievements test. Analysis and interpretations of test scores.
- Presenting one demonstration to the peers.
- Preparation of science album.
- Field Trip.
- Organize an event on Earth day/ Water day/ Environment day/ World Health Day
- Preparation of Herbarium.
- Identifying science related websites and preparing critical account of the web pages and power point presentation.

Learning Outcome:

By the end of the course, the student teacher will be able to

- Become self made professional teachers.
- Understand psychological foundations of education and learning theories.
- Keep themselves abreast of latest trends and issues in secondary education.

- Reduce the gap between theory and practice i.e., Teacher – education curriculum and school realities.
- Rationalize curricular areas of teacher education to develop ICT knowledge – base.
- Become self made humane teachers.
- Develop knowledge in the emerging teaching and learning technology of Biological Science.

REFERENCES:

- Bhandula, Chadha and Shanna: Teaching of Science, Parkash Brothers Educational Publishers 1985.
- Bhandula.N: Teaching of Science (2004), Prakaslibrothers (Ludhiana).
- Bhatnagar, AD, Teaching of Science (2004), Surya publications, Meerut.
- Frost Jenny & Turner Tony, Learning to teach Science in the Secondary School (2001 Edition) Routledge Palmer, N.York. (2005).
- J.C. Aggarwal Principles, Methods and Techniques of Teaching, Vikas Publishing House Pvt.Ltd., 2000.
- Korde and Sawant : Science and Scientific Method, Himalaya Publishing house, 1980.
- Mangal, S.K., Teaching of Science.
- Narendra Vaidya : Science Teaching in Schools for the 21th century.
- New Trends in Integrated Science Teaching, vol.1. UNESCO, 1969.
- Prasad Janardhan, Practical aspects in Teaching of Science, Kanishka Publications New Delhi 1999.
- Sharma Jagdish, Model of Science Teaching, Raj Publishing House, Jaipur (2006).

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – III
PEDAGOGY OF SOCIAL SCIENCE- PART – III
COURSE CODE: 19130CP32F**

OBJECTIVES:

The student - teacher will be able to

- Comprehend the nature, aims and scope of teaching social science.
- Develop the fundamental social values in school curriculum.
- Comprehend the Philosophical Principles related to school curriculum.
- Develop professional skills and understand individual differences in classroom teaching.
- Equip with resources, strategies and approaches of learning.

UNIT – I NATURE AND SCOPE OF SOCIAL SCIENCE – LEVEL 1:

Social Science – Meaning and definitions – Nature and Scope of social science – Social Science books and its effective use – Correlation of the subject with other school subjects – The great historical figures in social sciences – National integration – Indian and Western Philosophers – Influence of Social Sciences – National Integration and International Understanding – India and World peace democracy – Unity in Diversity – Consumer Rights.

UNIT – II SOCIOLOGY IN SCHOOL CURRICULUM:

Sociology in the school curriculum – The concept of socialization at the school level – Social lives of people, groups and societies – Goals and objectives of sociology – Rules and regulations of the society – Application of sociology in classroom situation role of society's system in dealing with deviants and deviance among Peer groups, role of families and family system in influencing behaviour – The role of society in developing culture : traditional society, modern society.

UNIT – III PHILOSOPHICAL CONCEPTIONS OF EDUCATION:

Philosophy and education : Idealism and Realism, Naturalism, Pragmatism, Humanism and Existentialism – Relation between culture and other subjects – traditional Indian Philosophy and Indian culture – educational opportunities for disadvantaged – Support and sponsor non-privileged students.

UNIT – IV: EXPLORING LEARNERS:

Learner's Individual differences: nature, concept, meaning, Identification, types, causes – Characteristics: Personal, intellectual, educational and social education: enrichment programmes, remedial – Action research: definition, objectives, characteristics, steps, importance – Classroom: Significance of Individual differences to a social science classroom teacher, tackling the problem of Individual differences in the social science classroom, ability grouping, motivational strategies in the social science classroom, fostering and maintain interest among students in learning social science.

UNIT – V ISSUES IN TEACHING AND LEARNING SOCIAL SCIENCE:

Language problem in learning – Nature of Subjects – Examination and grading system – Teaching and learning styles – Classroom behaviour of Teacher and learner - Approaches and strategies of teaching social science – Teaching of current affairs and controversial issues in social science – Qualities of social science teacher.

SESSIONAL ACTIVITIES:

- Participating in at least two seminars (in B.Ed topics) and presenting two papers.
- A booklet showing current events of particular years.
- Collection of teaching – learning materials from online and offline resources.
- Preparation of workbook for std IX and X
- Discussion and debates.
- Preparing Maps, Charts, Pictures, Models etc.,

Learning Outcomes:

By the end of the course, the student teacher will be able to

- Develop the fundamental social values in school curriculum.
- Equip with resources, strategies and approaches of learning.
- Comprehend the nature, aims and scope of teaching social science.
- Develop professional skills and understand individual differences in classroom teaching.
- Comprehend the Philosophical Principles related to school curriculum.

REFERENCES:

- Aggarwal.J.C. (2008). Principles, methods & techniques of teaching.UP: Vikas Publishing House Pvt.Ltd.,
- Dhand,H.(2009).Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Joyce, & Well, (2004), Models of teaching U.K: Prentice hall of India.
- Leshin,C. (1992) Instructional design strategies and tactics. NJ: Education Technology Publications.
- Mangal, S.K, & Mangal.S. (2005). Essentials of educational technology and management. Meerut: Loyal Book Depot.
- Sharma,R.A.(2008). Technological foundation of education. Meerut: R;Lall Books Depot.
- Siddiqui, M.H(2009). Techniques of classroom Teaching, New Delhi : APH Publishing corporation.
- Taneja,V.K.(1992) Teaching of Social studies, Ludhiana: Vizo’s Publications.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – III
PEDAGOGY OF COMMERCE AND ACCOUNTANCY- PART – III
COURSE CODE: 19130CP32G**

OBJECTIVES:

The Student – teacher will be able to:

- Familiarize with the system of Ancient Trade Practice.
- Comprehend the Business value of commerce.
- Understand the importance and functions of commerce.
- Know the value of consumerism and consumer Exploitation.
- Understand the need and importance of Accountancy.

UNIT – I THE ORIGIN AND DEVELOPMENT OF ANCIENT TRADE PRACTICE:

Historical development of commerce – Trade by exchange of Goods – Money Transaction in Trade – Nature of Trade – Types of Industries – Branches of commerce – Relation between Trade and Commerce - factors for deciding the distribution – Difference between agents and Brokers – characteristics of whole sale trader – Cash and carry system – Nature and Functions of co-operative societies – The functions of web marketing and E-Commerce – Teleshoppee.

UNIT – II THE ROLE OF TRANSPORT AND WARE HOUSES IN THE DEVELOPMENT OF COMMERCE:

Transport – importance – Functions – Types of Transport – Advantages of Tramways – Advantages of River and canal Transport – Liners – Container ship – Airways – Containerisation – Railway Transport – Storage meaning - need for storage – Food corporation of India – Documents of warehouse – The services of warehouse in Tamilnadu.

UNIT – III COMMERCIAL SERVICES OF BANKS:

Need for Banking – Types of Banks – Primary services – Commercial services – Functions of central and state co-operative banks – Services of Indian Bank – Internet Banking – Dishonour of cheque – Advantages of Automatic Teller machine – Credit card – Types of Endorsement – Account Payee crossing – Not Negotiable crossing – Salient features of the cheque – Ration of credit – Overdraft – Savings Account – Recurring Deposit.

UNIT – IV INSURANCE:

Insurance Meaning – Need – Difference between Insurance and Assurance – Indemnity – Types of Insurance – Surrender value – Nomination – Types of General Insurance – Medical

Insurance – Need for Privatization of Insurance – Advantages of Privatization of Insurance – Burglary Insurance, Hull Insurance – Money Back Policy – Endowment policy.

UNIT – V ADVERTISEMENT:

Definition of Advertisement – Objectives – Advantages – Criteria for selecting the Media – Types of Advertising Media – Advantages of Radio Advertising – Nature of Television Advertising – Poster Advertisement – Vehicle Advertisement – SKY Advertising – Film Advertising – Merits and defects of Magazine Advertisement – The role of Newspaper in Advertisement.

Learning Outcomes:

- Ancient Trade and Commerce are effectively analysed.
- Essential Need for Warehouses and the importance of Transport are highly appreciated.
- Recent development in Global Banking is thoroughly comprehended.
- The importance of Insurance is clearly understood.
- The value of Advertisement is clearly understood.

SESSIONAL ACTIVITIES:

- Preparation of a Module explaining the development of Commerce at Global level.
- Presenting the various functions of Bank through Power Point.
- A Documentary film showing the various schemes of LIC.
- Visit to a factory nearby to learn Book –keeping and Accountancy.
- Conducting Exhibition explain the various modes of Transport.

REFERENCES:

- Existing syllabus for XI std and XII std drafted by the Tamilnadu Education University.
- Verman, M.M.A (1979) Method of Teaching Accountancy , Newyork.
- Douglas, Palnford and Anderson(2000) ; Teaching Business subjects, prentice Hall, Newyork.
- Chopra, H.K and Sharma,H (2007) ; Teaching of commerce, Kalyani publishers, Ludhiana.
- Rao Seema(2005) Teaching of Commerce, Anmol publishers, New Delhi.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR
SEMESTER – III
PEDAGOGY OF COMPUTER SCIENCE: PART - III
COURSE CODE: 19130CP32H**

OBJECTIVES:

The student- teachers will be able to

- Acquire knowledge of the approaches to computer science in level-I
- Obtain in depth knowledge about teaching of computer science
- Comprehend the concepts of growth and development of computer science in education
- Know about various policies
- Understand integrating ICT in teaching
- Apply the knowledge in actual classroom in teaching computer science

UNIT I: NATURE AND SCOPE OF COMPUTER SCIENCE LEVEL I

Introduction of computer Science - as a domain of inquiry- as a dynamic - as process of constructing knowledge - area of learning - objective – concept – application scope – History and development of computer – types – characteristics of computer - computer science is an international enterprise - tentative nature of computer science - promotes skepticism and perseverance - computer science and society - computer science for environment - health - peace and equity.

UNIT II: BASE OF COMPUTER SCIENCE IN EDUCATION

Knowledge and understanding through computer science - Nurturing process skills of computer science - developing scientific attitude and scientific temper - Nurturing curiosity - creativity and aesthetic – exploration – generation and validation of knowledge in computer science - technology and society - Imbibing various values through teaching –learning - Developing problem solving skills - content areas cognitive development of learners – Micro computer - Super computer – portable computer – minicomputer - basic components of computer – Operating system - Role of computer science - important in day life. .

UNIT III: EXPLORING LEARNERS AND METHODS OF TEACHING

Each learner in unique - Motivating them to bring their previous - knowledge gained into classroom - Naïve – concepts - Involving learners in teaching- learning process through dialogue – discussion - argumentation - Negotiating and mediating learning in computer science - Encouraging learners to raise and ask questions - creating the habit of listening to learners - collect materials from local resources - develop activities in computer science –
- Methods of teaching - laboratory – assignment – biographical – creativity – NTS – brain storming - team teaching - supervised study method – historical method – Inquiry – scientific attitude – programmed learning – concept mapping.

UNIT IV: SCHOOL CURRICULUM IN COMPUTER SCIENCE

History and development of Curriculum Framework – curriculum and syllabus - From subject-centered to behaviorist to constructivist approach - Review of NCERT - state syllabus - recommendations of NCFs on computer science - Trends of NCERT and SCERT syllabi - Moving from textbooks to teaching-learning – content - integration – flexibility – forward looking principle – empiricism – rationalism – principles – characteristics – BSCS and Nuffield secondary computer science project E –assessment and limitation - PECRP – CAPE – DACEP.

UNIT V: APPROACHES AND STRATEGIES OF LEARNING COMPUTER SCIENCE

Pedagogical shift from computer science as a fixed body of knowledge to the process of constructing knowledge – learners and teachers - assessment – planning teaching -learning experiences - observation enquiry - hypothesis experimentation –functions components of computer data information and program- number system - Democratizing computer science learning - Critical pedagogy - facilitating for self study.

SESSIONAL ACTIVITIES:

- Face- to- face discussion on reading, designed to develop students critical thinking and facilitating skills

- Online discussion used mainly for facilitating during their practice teaching in schools
- Tech workshop, for sharing ICT knowledge and skills the students already have just gained
- Group project done in a digital format and relevant to ICT in education
- Online data collection and analyzing
- Pedagogical analysis of any topic of computer science
- Conducting a virtual session in class

LEARNING OUTCOMES:

By the end of the course, the student teacher will be able to

- Acquire knowledge of the approaches to computer science in level I
- Obtain in depth knowledge about teaching of computer science
- Comprehend the concepts of growth and development of computer science in education
- Know about various policies
- Understand integrating ICT in teaching
- Apply the knowledge in actual classroom in teaching computer science

REFERENCES:

- Balagursamy, *Programming in Basic*, THN, Delhi.
- Aggarwal J.C., (2000) Principles, Methods and Techniques of Teaching, Vikas Publishing House Pvt. Ltd.,
- Malvino, *Digital Computer Electronics*, TMH, Delhi.
- Krishna Sagar, (2005) ICTs and teacher training, Delhi: Tarun offset.
- Harley, H.K. (2007). *The internet: complete reference*. New Delhi: Tata McGraw Hill, pub.co. Ltd.
- Goel, H.K (2007). *Teaching of computer science*. New Delhi: R.Lall Books
- Hillman, David : *Multimedia Technology and Applications*, New York : Delmar Acquire knowledge of the approaches to computer science in level I
- Obtain in depth knowledge about teaching of computer science
- Comprehend the concepts of growth and development of computer science in education
- Know about various policies
- Understand integrating ICT in teaching
- Apply the knowledge in actual classroom in teaching computer science
- Publishers, 1998.
- Patton, M.Q. (1980). *Qualitative evaluation methods*. New Delhi: Sage Publications.
- Rao, P.V.S., *Computer Programming*, TMH, Delhi.
- Roger Hunt Hon Shelley, *Computers and Common Sense*, Prentice Hall (India)Delhi.
- Sambath,K.,Paneerselvam,A.,&Santhanam,S.(2006).*Introduction of educational Technology*.
- Sharma,R.A.(2008).*Technological foundation of education*. Meerut: R.Lall Books Depot.
- Shied, *Introduction to Computer Science*, SCHAVM.
- Stanely Pogrow, *Education in the Computer Age*, Sage Publication, Delhi, 1993.
- Steeven M. Rass, *Basic Programmking for Education*, Pentic Hall, New York, 1990.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – III
PEDAGOGY OF ECONOMICS: PART – III
COURSE CODE: 19130CP32I**

OBJECTIVES:

The student – teachers will be able to

- Understand the meaning and scope of Economics.
- Applies skill on the problems of teaching Economics.
- Develop knowledge on various methods in teaching and learning Economics.
- Develops skill in lifelong learning.
- Create positive attitude on the curriculum of Economics.
- Appreciate the role of various educational organizations.

UNIT I: NATURE AND SCOPE OF ECONOMICS – LEVEL - I:

Meaning, Scope and Nature of Economics – Values of teaching Economics – Practical, Social, Disciplinary and cultural values – Collaborative learning with other subjects – History, Sociology, Politics, Civics, Maths, Psychology, Commerce and Statistics – Dynamic and Static concepts – Micro and Macro Economics – Various types of Economic systems.

UNIT II : BASE OF ECONOMICS EDUCATION:

Problems of Indian Economy – Population – theories of Population – Govt measures to control the population – Poverty – kinds of poverty – causes of poverty – Unemployment – Types of Unemployment – Malnutrition – Inflation – types of inflation – causes of inflation – Deflation – Role of teacher in creating awareness.

UNIT III: EXPLORING LEARNERS AND METHODS OF TEACHING:

Focusing on interest, attitude , motivation among students in learning Economics – Enquiry approach method – Laboratory method – Lecture method – Socialized approach method – Supervised study method – Case study method – Text book method – Assignment method – Story telling method – Review and Drill - Source method – Dramatization – Field work - Structure and Design of the school – School building structure – Departmental Library – Action research – Definition, objectives, characteristics, steps – Importance.

UNIT IV: SCHOOL CURRICULUM IN ECONOMICS:

Curriculum development process: National and State levels – Pedagogical analysis of various topics in Economics at Higher Secondary level of schooling – Planning – Need for Planning – First five year plan to tenth five year plan and its objectives – Agriculture – Role of agriculture in economic development – Land reforms – Industries – large and small scale industries – Industrial Policies – Banking – Commercial Bank, RBI and its functions – Human resource development and its functions.

UNIT V : ROLE OF EDUCATIONAL ORGANIZATIONS:

MHRD, NCERT, SCERT and its functions of organization – concurrent functions of the government – Programmes organized to achieve the target under article 45 – Rashtriya Madhyamik Shiksha Abhiyan – School leadership development programme.

SESSIONAL ACTIVITIES:

- Getting Training on improvised teaching aids.
- Preparation of Digital Lesson Plan for any one concept in Economics.
- Critical analysis of content course of standard XI & XII syllabus.
- Conducting an investigatory project on any one industry and preparing the report.
- Organizing a Quiz programmes related to Economics topic.

Learning Outcomes:

By the end of the course, the student teacher will be able to

- Create positive attitude on the curriculum of Economics.
- Applies skill on the problems of teaching Economics.
- Develops skill in lifelong learning.
- Understand the meaning and scope of Economics.
- Develop knowledge on various methods in teaching and learning Economics.
- Appreciate the role of various educational organizations.

REFERENCES:

- Aggarwal.J.C (2006) Teaching of Social studies, New Delhi, VIKAS Publishing House.
- Balaguruswamy E.& Sharma, K.D (1982) Computer in Education and Training, New Delhi: NIIT.
- Mangal, S.K.& Mangal, S(2005). Essentials of Educational Technology and Management , Meerut, Loyal Book Depot.
- Edgar Dale, Audio – Visual methods in Teaching, Revised Edition, Thy Dryden press, New York.
- Finch, R Curtes, Crunkitton, R John, Curriculum Development in Vocational and Technical Education, Planning content, and Implementation, 1984.

- Saxena N.R .Teaching of Economics , Meerut: R.Lall Book Depot, 2002.
- The current Economics syllabus in Tamilnadu for standard XI and XII.
- Joyce. & Well : (2004) Models of teaching .U.K: Prentice hall of India.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – III
PEDAGOGY OF HISTORY- PART – III
COURSE CODE: 19130CP32J**

OBJECTIVES:

The student – teacher will be able to

- Acquire knowledge of the nature, scope, structure and concept of History.
- Understand the dimensions and classifications of History.
- A knowledge about the contribution of eminent historians of the development of History.
- Develop effective teaching skills.
- Get familiarize with the various learning resources for professional effectiveness.

UNIT – I NATURE AND SCOPE OF HISTORY LEVEL 1:

History – Meaning – Definitions – Nature of History objectivity and scientific – Kinds of History – Logical sequence – Structure and Scope – Different concept of History – Biographical, Evolutionary, Theistic, Cyclic and Modern conception – Dimensions of History – Time, Place, continuity and development – Geographical foundation of History – Ancient civilizations – Intellectual awakening of 6th century B.C.

UNIT – II BASE OF HISTORY EDUCATION:

Contribution of Eminent Historians to the development of History – Greek Historians – Herodotus, Thucydides – Roman Historians – Cato, Cicero, Livy, Tacitus – Medieval Historians – Eusebius Pamphilus, St. Augustine – Modern Historians – Edward Gibbon, Macaulay, Vincent Smith – Indian Historians – R.G. Bhandarkar, K.P. Jayaswal, J.N. Sarkar, S.K. Iyengar and K.A.N. Sastri.

UNIT – III EXPLORING LEARNERS AND LEARNING RESOURCES:

Interest and attitude of students towards learning History – Field Visit – Assignment – Seminar – Debate – Workshop – Group discussion – History club and its activities – Socialized recitation – Primary and Secondary Sources – Reading of Books, Journals, Magazines, Historical fictions, News papers and Archives – Visits to related fields – Temples, Museums, Art Galleries and Exhibitions – Library as secondary sources and reference materials, such as Dictionaries and Encyclopaedias – Using Atlas as a resource for History: Maps, Globe, Charts and Models and their uses – Use of Audio visual aids, Multimedia and Internet.

UNIT – IV SCHOOL CURRICULUM IN HISTORY:

Civilization culture, Revolt, Revolution, Wars, Freedom struggle, Nationalism – Medieval age – Beginning of modern age – The Industrial Revolution – The French revolution (1789) – Cultural Heritage of Tamilnadu.

UNIT – V ISSUES IN TEACHING AND LEARNING HISTORY:

Individual differences – Language problem in learning – Nature of subjects – Examination and grading system – Teaching and learning styles – Classroom behavior of Teacher and

learner – Approaches and strategies of teaching History – Teaching of current affairs and controversial issues in History – Qualities of History teacher.

SESSIONAL ACTIVITIES:

- A creative write up for developing National Integration.
- Preparing maps, charts, Pictures, models etc.
- Writing historical stories /Dramatization.
- Collection of historical quotations.
- A booklet showing current events of particular years.

Learning outcomes:

By the end of the course, the student teacher will be able to

- Understand the dimensions and classifications of History.
- Develop effective teaching skills.
- Acquire knowledge of the nature, scope, structure and concept of History.
- Get familiarize with the various learning resources for professional effectiveness.
- Acquire knowledge of the nature, scope, structure and concept of History.

REFERENCES:

- Aggarwal, J.C. (1982). Development and planning of modern education, New Delhi, Vikas Publishing House Pvt.Ltd.,
- Arora, K.L Teaching of History, Tandon Publications, Ludhiana.
- Chauhan, S.S. (2008). Innovations in teaching learning process UP: Vikas Publishing House Pvt.Ltd.,
- Kochhar.S.K. (2003). Teaching of History, New Delhi : Sterling Publishing Pvt.Ltd.,
- Mangal, S.K. & Mangal.S (2005). Essentials of Educational Technology and Management, Meerut, Loyal Book depot.
- Nayak, A.K. (2004). Classroom Teaching methods and practice, A.P.H publishing corporation , New Delhi.
- Singh.Y.K. (2004). Teaching of History Modern methods, New Delhi: APH Publishing corporation.

- The current syllabus in Tamilnadu text book society from std VI to X.
- Kannammal , Teaching of History, Saratha Publishing (2009).
- Gowmarieswari, Kannammal. Teaching of History , Saratha Publishing, (2016).

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – III
PEDAGOGY OF GEOGRAPHY- PART – III
COURSE CODE: 19130CP32K**

OBJECTIVES:

The student - teacher will be able to

- Understand the nature and scope of Geography.
- Acquire adequate knowledge of contents in Geography.
- Provide practical experience in making and using software material.
- Read and interpret maps, graphs and weather charts.
- Acquire knowledge on the current trends in Geography Curriculum.

UNIT – I NATURE AND SCOPE OF GEOGRAPHY – LEVEL 1:

Geography – Meaning and definitions – Nature and Scope of Geography – Different branches – as a tool to develop national Integration and International Understanding – Correlation of the

subject with other school subjects – Developing values through Geography (Scientific, Political and Socio – Cultural) – Geographical foundation of History – Tamilnadu – Physiography of Tamilnadu – Climate of Tamilnadu.

UNIT – II BASE OF GEOGRAPHY EDUCATION:

Basic key concepts in Geography – Location, Place, Human – environment interaction, Movement and Region – The great geographers – Environmental problems such as Green House effect, Acid Rain, Global warming and Ozone Layer Depletion and Biodiversity Loss – Over population – Real Geography Projects – Resources of Tamilnadu – Tamilnadu Agriculture.

UNIT – III INSTRUCTIONAL RESOURCES IN GEOGRAPHY:

Instructional Resources in Geography – Text books, Journals, Magazines, Teacher Manuals, Reference books such as Dictionaries and Encyclopaedias – Visits to related fields – Museum, Planetarium and Exhibitions – Geography club and its activities – Using Atlas as a resource for Geography: Maps, Globe, Charts and Models and their uses – Instructional Media – Need and importance of computers – Instructional Resource centre – Planning – Classroom Accessories – Preparation of Teaching Aids – Mobile Laboratories and improvised Apparatus.

UNIT – IV: SCHOOL CURRICULUM IN GEOGRAPHY:

Pedagogical concepts in Geography – Tamilnadu Manufacturing Industries – Transport and Communication – Disaster Management – Tamilnadu Trade – Population – Environmental Issues – Conservation of resources and sustainable development.

UNIT – V ISSUES IN TEACHING AND LEARNING GEOGRAPHY:

Individual differences – Language problem in learning – Nature of subjects – Examination and grading system – Teaching and learning styles – Classroom behaviour of Teacher and Learner – Approaches and strategies of teaching Geography - Teaching of Current affairs and controversial issues in Geography - Qualities of Geography teacher.

SESSIONAL ACTIVITIES:

- Organize a field trip and prepare a report.

- Getting Training on Improvised Teaching Aids.
- Role Play of different Innovative methods of teaching.
- Preparation of laboratory Instructional cards.
- Comparing any two websites related to any topic in Geography Curriculum.

Learning Outcomes:

By the end of the course, the student teacher will be able to

- Acquire adequate knowledge of contents in Geography.
- Read and interpret maps, graphs and weather charts.
- Understand the nature and scope of Geography.
- Acquire knowledge on the current trends in Geography Curriculum.
- Provide practical experience in making and using software material.

REFERENCES:

- Aggarwal. (2008). Teaching of history (4nd.ed).UP: Vikas Publishing House Pvt.Ltd.
- Aravind,G.(2005). Nationalism and Social reform in a Solonial situation. New Delhi: Gyan Books Pvt.Ltd.
- Brock, Jan, O.M; (1965) , Geography, its scope and spirit, Ohio Charles E.Merrill.
- Chauhan, S.S.(2008).Innovations in teaching learning process. UP: Vikas Publishing.
- Dhand,H.(2009).Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Joyce, & Well, (2004), Models of teaching U.K: Prentice hall of India.
- Mangal, S.K, & Mangal.S. (2005). Essentials of educational technology and management.
- Rekha,P.(2005). Movements in medieval India. New Delhi: Gyan Books Pvt.Ltd.,
- Singh,Y.K.(2009).Teaching of history : Modern methods. New Delhi: APH Publishing corporation.
- UNESCO (1965) Source Book for Geography Teaching, London, Longman, Longman Co.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
DRAMA AND ART IN EDUCATION
COURSE CODE: 19130EP33A**

OBJECTIVES:

The Student – Teachers will be able to

- To enable learners to have a practical experience with drama and art.
- To introduce certain concepts to enhance the understanding of drama and art.
- To make learners acquainted with aspects of theatre management.
- To understand the functions of drama and art.
- To learn how to integrate drama and art in the school curriculum.
- To enable learners to develop their aesthetic sensibilities.

UNIT – I INTRODUCTION TO CONCEPTS OF DRAMA AND ART:

Forms of Drama and Art – Elements of Drama and Art understanding stage craft and audience etiquettes.

UNIT – II APPLICATION OF DRAMA AND ART IN ACADEMICS:

Functions of Drama and Art – Integration of Drama and Art in the school curriculum – Developing aesthetic sensibility through Drama and Art.

UNIT – III DRAMA AND ART FOR PEDAGOGY:

Drama and Art for self realization – Drama and Art for children with special needs – Drama and Art for creative expression.

UNIT – IV DRAMA AND ART FOR SOCIAL INTERVENTION:

Social and environment issues through drama and Art – Local culture through drama and art – Global culture through drama and art.

UNIT – V TASK ASSIGNMENT:

Produce a play to be presented on stage and write a reflective essay on lighting back stage, onstage and audience etiquettes - Developing mask and puppets to teach any topic in their methods, present a lesson using it submission of a lesson plan is required - Create a Drama derived from stimuli photographs, paintings, music, poetry, story newspapers, television, films, real life events.

Sessional Activities:

- Production of educational musicals/ workshop/presentation.
- Developing musical ability by listening to musical pieces on radio.
- TV or Internet and writing a description on the vocal and instrumental music used.
- Workshop to be conducted on kinesthetic movements to develop theatrical skills
- Use of body language, voice, speech, and movement.
- Workshop on techniques of integrating drama and art in teaching.
- Develop a song, play or drama on any of the Topic in the curriculum.
- Visit to any centre of art museums art gallery.

Learning outcomes:

- To enable learners to perceive the social and environmental issues through drama and art.
- To develop understanding of the local culture through drama and art.
- To widen the understanding of learners by integrating global culture.

REFERENCES:

- Akademi South Asian dance, <http://www.southasiandance.org>.
- Andrewes.E A manual for Drawing and painting, Hazall Watson and viney Ltd., 1978.
- Armstrong.M. 1980. The practice of art and the growth of understanding in closely observed children.
- LPH schools.aglasem.com/266695.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR
SEMESTER – III
ELECTIVE – PEACE EDUCATION
COURSE CODE: 19130EP33B**

OBJECTIVES:

The student- teachers will be able to

- Understand the concept of peace and value education.
- Understand the dynamics of transformation of violence into peace.
- Realize the significance of Values in Self-development.
- Familiarize the nature of conflicts and their resolutions.
- imbibe the knowledge, attitudes and skills needed to achieve and sustain a
- Global culture of peace and values.
- Adopt peace and value education in the curriculum.
- Understand the constitutional values and their importance for social harmony
- Understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in peace Building
- Understand the need and importance of Peace Education

UNIT I: PEACE EDUCATION

Peace education – Meaning - Definition - Types of peace - Constitutional values - Fundamental rights - Social harmony - Concepts – Scope - Aims and objectives– at different level of Education - its relevance to the present global scenario - Contribution of Mahatma Gandhi, - Swami Vivekananda and the Dalai Lama in Peace education.

UNIT II: INTEGRATING PEACE EDUCATION IN THE CURRICULUM

Major Media of Integration - Subject context - subject perspectives - Curricular and Co – Curricular activities - staff development - Class room and School management – Role of mass

media in peace education –peace education at different levels- elementary –Higher secondary and college level- life skills required for peace education (WHO)

UNIT III: PROMOTING CULTURE OF PEACE

Culture of peace – Focal areas – Fostering culture of peace through education promoting-inner peace - understanding – tolerance - solidarity – Participatory Communication – democratic participation - gender equality – sustainable Economic and Social development – Non – Violence - International peace and security – Conservation of environment.

UNIT IV: PEACE MOVEMENT

Gandhiji’s contributions to peace movement Non – Violence – Non – Aligned Movement - Nuclear Disarmament -Arms Reduction - Role of world organization in promoting peace - UNO - UNDP (United Nation Development Programmes) - UNICEF(United Nation Children’s Fund) - UNEP (United Nation Environment Programmes) - UNHCR (United Nation High Commissioner for Refugees High Commissioner for Human Rights) - Amnesty International – International Committee of Red cross –NGOs - UNESCO – WMFRC(World Movement for Right Children) – IASEP – (International Association of school Educating for Peace) – IAEWP (International Association of Education for world)

UNIT V: CONFLICT RESOLUTION

Bases of conflicts – Positive and negative aspects of conflicts – Types of conflicts – Conflict Resolution – Conflict Management - Model of Conflict Resolution - Dual Concern Model - A Concern for self (assertiveness) A Concern for others (empathy) - Styles - Avoidance conflict – yielding conflict competitive conflict – co-operation conflict conciliation conflict - Thomas and Kilmann’s style – Competitive collaborative, compromising – Accommodating Avoiding.

SESSIONAL ACTIVITIES:

- To study peace values among schools
- Role of media in value crisis
- Strategies of promoting values among students
- Suggest the means and method for a clean and safe environment
- Prepare a scrap book on issues to the peace movement
- Prepare a case study report on the effect of conflict Resolution

LEARNING OUTCOME:

By the end of the course, the student teacher will be able to

- Understand the concept of peace and value education.
- Understand the dynamics of transformation of violence into peace.
- Realize the significance of Values in Self-development.
- Familiarize the nature of conflicts and their resolutions.
- imbibe the knowledge, attitudes and skills needed to achieve and sustain a
- Global culture of peace and values.
- Adopt peace and value education in the curriculum.
- Understand the constitutional values and their importance for social harmony

- Understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in peace Building
- Understand the need and importance of Peace Education

References:

- Dr.Kirupa Charles and Arul selvi, Peace and Value Education, Neelkamal Publications Pvt Ltd, 2011.
- Vanaja and Vijiya Bharathi, Value Oriented Education, Initiatives at the Teacher Education Level, New Delhi, Neelkamal Publications Pvt Ltd, 2011.
- Babu Muthuja ., Usharani, R & Arun, R.K (2009) Peace and Value Education, New Delhi :Centrum Press.
- Lakshmi Narayanan & U ma Maheswari, Value Education, Chennai, Nlnilam Publications, 2009
- DBNI, NCERT, SLERT Dharma Bharti National Institute of peace and Value education, secunderabad 2002
- Mani Jacob (Ed) Resource Book for value education, Institute for value Education, New Delhi 2002.
- Salomon, G., & Neva, B (2002) .Peace Education :The Concept, Principles and Practices around the world .London:Lawrence Erlbaum Associates.
- Balasooriya, A.S.(2001) .A teacher's guide to Peace Education .New Delhi :UNESCO Publication. Passi, B.K., & Singh, P. (1999). Value education.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR
SEMESTER - III
ELECTIVE - STRENGTHENING LANGUAGE PROFICIENCY
COURSE CODE: 19130EP33C

OBJECTIVES:

The students will be able to

- Develop comprehending ideas, for reflection and thinking, as well as for expression and communication.
- Enhance one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject areas that they are going to teach.
- visualize as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
- Develop a taste for and abilities in reading and making meaning of different kinds of texts.

UNIT I: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.

UNIT II: ENGAGING WITH POPULAR SUBJECT BASED EXPOSITORY WRITING

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)

UNIT III: ENGAGING WITH JOURNALISTIC WRITING

The selected texts would include newspaper or magazine articles on topics of contemporary interest.

UNIT IV: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

UNIT V: ENGAGING WITH EDUCATIONAL WRITING

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes.

SESSIONAL ACTIVITIES:

- Write an essay on various contemporary social and educational emerging issues and problems in detail
- Enumerate the activities from the school text book
- Suggest your own activities using supplementary materials
- Analyse the tasks given at the end of any one unit in the text book
- Critical analysis of content

LEARNING OUTCOMES:

By the end of the course, the student teacher will be able to

- Enhance one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject areas that they are going to teach.
- visualize as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
- Develop a taste for and abilities in reading and making meaning of different kinds of texts.

REFERENCES:

- Dhand, H. Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation
- Aggarwal. J. C. Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
- Sharma, R. A. Technological foundation of education. Meerut: R.Lall Books Depot.
- Chauhan, S. S. Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
- Venkateswaran, S. Principles of Teaching English. UP: Vikas Publishing House Pvt Ltd.
- Sharma, R. N. Contemporary Teaching of English. Delhi: Surjeet Publications.
- Palmer, H. E. Oral Method of Teaching Language. Delhi: Surjeet. Publications.

- Mowla, Venkateswaran, S. Principles of Teaching English. UP: Vikas Publishing House Pvt Ltd.
- Christopher, S. W. Computer and language learning. Singapore: SEAMEO – Regional Language Centre.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR
SEMESTER - III
ELECTIVE – GENDER ISSUES IN EDUCATION
COURSE CODE: 19130EP33D**

OBJECTIVES:

The student teacher will be able to

- develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

UNIT I: GENDER ISSUES: KEY CONCEPTS

Gender, sex, sexuality, patriarchy, masculinity and feminism - Gender bias, gender stereotyping, and empowerment - Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

UNIT II: GENDER STUDIES: PARADIGM SHIFTS

Paradigm shift from women's studies to gender studies - Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth century's with focus on women's experiences of education - Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmed and plans.

UNIT III: GENDER, POWER AND EDUCATION

Theories on Gender and Education: Application in the Indian Context - Gender Identities and Socialization - Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).

UNIT IV: GENDER ISSUES IN CURRICULUM

Gender, culture and institution: Intersection of class, caste, religion and region - Curriculum and the gender question - Construction of gender in curriculum framework since Independence: An analysis - Gender and the hidden curriculum - Gender in text and context (textbooks' intersectionalist with other disciplines, classroom processes, including pedagogy) - Teacher as an agent of change - Life skills and sexuality.

UNIT V: GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

Linkages and differences between reproductive rights and sexual rights - Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) - Sites of conflict: Social and emotional - Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions - Agencies perpetuating violence: Family, school, work place and media (print and electronic) - Institutions redressing sexual harassment and abuse.

SESSIONAL ACTIVITIES:

- Study the school customs prevailing in the local community
- Study the religious diversities existing in the community
- Describe the root causes for such diversities
- Study the social stratification in a village /ward and prepare a report on it
- Study the essential skills and life skills in education and prepare a report on it

LEARNING OUTCOMES:

By the end of the course, the student teacher will be able to

- develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

REFERENCES:

- Lakshmi.S, (1990) Challenges in Education, New Delhi; Sterling publication.
- Santhanam,S.(2000) Philosophical and sociological foundation of education; Chennai; vasantha publications.
- Pathak, R.P(2001) philosophical and sociological perspectives of education, New Delhi; Atlantic publishers and Distributors.
- Bhatia.K.K(2003) Bases of Educational Psychology, Kalyani publishers, New Delhi.
- Chauhan, S.S (2002), Advanced Educational Psychology, Vikas publishing house, New Delhi.

- Dandapani (2002) – Advanced Educational Psychology, Second Edition, Anmol publication, Pvt.Ltd. New Delhi.

SEMESTER - IV

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
CREATING AN INCLUSIVE SCHOOL
COURSE CODE: 19130PE41

OBJECTIVES:

The Student – teachers will be able to

- To develop an understanding of the concept of disability.
- To develop an understanding of the concept of learning disabilities.
- Critically evaluate the models of disability.
- Identify the need and importance of inclusive education.
- Discuss the contributions of national and international agencies to inclusive education.

UNIT – I UNDERSTANDING THE DISABILITY:

Meaning and definition of disability – Meaning and definition of impairment – Differences between disability and impairment – Characteristics of disabilities – Causes of disabilities – Classification of disabilities – Sensory, Neuro developmental, Loco motor and Multiple disabilities – Types of disabilities- Hearing impairment, Speech impairment, Visual impairment, Morbidity, Physically challenged, Psychological disorders, Mentally retarded, Cerebral Palsy, Epilepsy, Autism and Multiple disability.

UNIT- II UNDERSTANDING THE LEARNING DISABILITIES:

Meaning and definition of learning disabilities – Causes of learning disabilities – Kinds of learning disabilities: dyslexia, dyscalculia, dysgraphia, dyspraxia- Approaches to identifying children with disabilities : Cognitive approach, Sensory approach, Disability- based approach, Society – based approach- Role of teachers in managing students with learning disabilities.

UNIT – III MODELS OF DISABILITY:

Salient features of different models of disability – Individual model, Social model, Medical model, Nagi model, Quebec disability production process model, Human rights model, Professional model, transactional model, Charity model, Functional model and Rehabilitation model.

UNIT – IV INCLUSIVE EDUCATION:

Meaning of inclusive education – UNESCO’S definition of inclusive education – Inclusive education and education for all – Barriers to inclusive education – Overcoming barriers in inclusive education – Promoting inclusive education – Mixed – ability grouping and teaching – Differences between inclusive , integrated and special education – Teacher development Initiatives for inclusive schooling.

UNIT –V LEGAL AND POLICY PERSPECTIVES OF INCLUSIVE EDUCATION:

Global policies and programmes on inclusive education – National Policy on disabilities (2006) SSA (2000) – RMSA (2006) – RCI & National Institutes accountable for disabilities – UN convention on the Rights of persons with disabilities (2006) – Inclusive education policies and programmes in India.

SESSIONAL ACTIVITIES:

- Case Study of a Learner with special needs.
- Prepare a report of visit to a resource room of SSA.
- Interviewing a teacher working in an Inclusive school.
- Write a detailed report on the best Practices of Inclusive education/models of inclusive education in India and other countries.

Learning Outcomes:

By the end of the course, the student teacher will be able to

- To develop an understanding of the concept of learning disabilities.

- Critically evaluate the models of disability.
- Discuss the contributions of national and international agencies to inclusive education.
- To develop an understanding of the concept of disability.
- Identify the need and importance of inclusive education.

REFERENCES:

- Desh.Prabhu, Suchitra (2014). Inclusive education in India. New Delhi: Kanishka Publishers.
- Mohapatra, Damodar(2006) Impact of family environment on early childhood education, Hyderabad : Neelkamal pub.
- Manivannan.M(2013) Perspectives on special education. Hyderabad : Neelkamal pub.
- Naomi, G Victoria, Optical devices for low vision reading, 2014, Hyderabad, Neelkmal pub.
- Nambissan, G.B (2009). Exclusion and discrimination in schools; Experiences of dalit children. New Delhi: Indian Institute of Dalit studies and UNICEF.
- Rehabilitation council of India (2013). Status of disability in India. New Delhi; Rehabilitation Council of India Publications.
- Rao, Alla Appa, (2010) Learning Disabilities. Neelkamal pub.
- Rana, Nishta (2013) Children with special needs. Hyderabad : Neelkamal pub.
- Sharma, Yogendra K. (2014) Inclusive education, New Delhi: Kaniksha publishers.
- UNESCO, (2009) Policy guidelines on inclusive in education. France:United Nations Educational Scientific and Cultural organisation.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
GENDER, SCHOOL AND SOCIETY
COURSE CODE: 19130PE42

OBJECTIVES:

- Understand the concept of gender roles in Society.
- Explain the gender identity and socialization process.
- Identify gender roles in text books and curriculum.
- Discuss safety of girls and women at school, home and work place.
- Understand the representation of gender in various mass media.

UNIT – I GENDER ROLES IN SOCIETY:

Gender meaning and definition – Difference between gender and sex – Gender roles in society, family, caste, class, religion, culture – The media and popular culture – Law and the state (film advertisements, songs etc) – Reasons for gender inequalities – Gender education outside school settings.

UNIT – II GENDER IDENTITY AND SOCIALIZATION PROCESS:

Gender identity and socialization practices in family, school and organization – Role of School, Peers, teachers, curriculum and text books in challenging gender inequalities on reinforcing gender parity – Actual gender roles and responsibilities assigned in schools and classrooms – Measurement of gender identity – discrimination of gender in classroom interactions, rituals and school/ routines processes of disciplining techniques for boys and girls – Analysis of sex roles stereotype.

UNIT – III GENDER AND SCHOOL CURRICULUM:

Representation of gender roles in school text books and curricula – Role of schools in nurturing or challenging young people as masculine and feminine selves – Integration of gender roles in school

and curriculum – Gender issues in diverse cultural constraints – Teacher’s role – Developing positive attitude towards opposite genders in schools – gender bias in education - Transgender providing opportunities for education employment and life skills – Developing school curriculum for gender equality.

UNIT – IV: VIOLENCE OF SAFETY OF GIRLS AND WOMEN

Safety of girls and women at school, home and work place – Sexual abuse and violence – Role of education in preventing them – Meaning and concept of body objectification – combating female body objectification – Role of teachers and parents

UNIT – V: MASS MEDIA AND GENDER:

Gender roles in mass media – Gender stereotypes in mass media – Gender identify roles – Positive nations of body and self – Gender in media: Magazines, TV shows, cartoons, movies and advertisements – Gender equality and language use.

SESSIONAL ACTIVITIES

- Conducting Seminars and reasons for Gender in equalities.
- Presentation of a paper on gender roles based on the visit of students in a school.
- Workshop on developing school curriculum for quality and gender –just society.
- Brain storming session on safety of Girls at school home and work place.
- Preparing a report on different roles of adolescents.

Learning Out comes:

- The role of Gender in society and reasons for Gender inequalities are understood.
- The process at Gender identity and socialization practices in family. School and organization comprehended.
- A great amount of knowledge on developed school curriculum for equality and gender just society is gained.
- The importance of safety of girls and women against sexual abuse and violence of school home and work place is realized greatly.
- Gender roles in mass media related to identity and equality are strongly understood.

REFERENCE:

- NCERT.2006. Gender issues in Education, New Delhi Publications division.
- Kosut.Marry (2012) Encyclopedia of Gender in media, New Delhi. Sage Publications’.
- Carole Brugeiles & Sylvie Cromer (2009) Promoting Gender Equality through Text books Paris UNESCO Publications division.
- Byerly C.M 2011. Global Report on the status of women in the News media, Washihgtan DC. International Women’s Media foundation.
- Fredrick Luie Aldama (2005) Brown on Brown Chilapola representations of gender. Sexuality and Ethnicity University of Texas press.
- Kata Rousmaiere Kari Dehili & Ning De Comink Smith (2013) Discipline Moral regulations and schooling. A social history, New yar Routledge.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
LANGUAGE ACROSS THE CURRICULUM
COURSE CODE: 19130PE43

OBJECTIVES:

The student – teachers will be able to

- Understand the language background of the learner.
- Know language diversity in the classroom.
- Understand the nature of communication process in the classroom.
- Understand the nature of reading Comprehension in different content areas.
- Develop multilingual awareness among the learners.

UNIT – I LANGUAGE AND SOCIETY:

Language: Meaning, concept and functions- Understanding of Home language and School language – Understanding the language background of the learner - Developing oral and written language in the classroom – Language and Culture.

UNIT – II LANGUAGE DIVERSITY IN CLASSROOMS:

First Language and Second Language Acquisition – Using of First and Second language in the classroom – Difference between language as a school subject and means of Communication – Relationship between language mastery and subject mastery – Mastery in first language and subject – mastery in second language and subject – Understanding of multilingualism in classroom.

UNIT – III POSITION OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT:

Position of English as a second language in India – Communication process in the classroom - The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control.

UNIT – IV LANGUAGE ACROSS CURRICULUM:

Language for specific purpose and subjects – Social Science, Science and Mathematics – Critical review of medium of instruction – Factors related to poor reading comprehension – Developing

skills of reading comprehension – Theories of language – Deficit theory and Discontinuity theory
– Educational implications of language – Understanding the nature of classroom interaction.

UNIT – V LANGUAGE RELATED ISSUES:

Bilingualism – Multilingualism – Challenges of teaching language in multicultural classroom – Nature of reading comprehension in the content areas – Developing writing skills for writing in specific content areas – Strategies for developing oral language in the classroom that promotes learning in the subject areas – Reading in the content areas – Social Sciences, Science and Mathematics, nature of expository texts Vs. narrative texts; transactional Vs. reflexive texts; Schema theory; text structure; examining content areas textbooks; reading strategies for note-making, summarizing, making reading –writing connections; process writing ; analyzing children’s writing to understand their conceptions ; writing with a sense of purpose –writing to learn and understand.

Sessional Activities:

- Organise the students to participate in discussion on Home Language Vs. School Language.
- Visit a school in your neighbourhood and find out the language background of students and conduct a seminar highlighting the language diversity that exists in the classroom.
- Observe two language classes of secondary schools (one rural and the other urban) and record the discipline –based language, teacher language and student language during interaction – make a comparative analysis.
- Conduct a seminar on – “Language is the vehicle that carries the content”.
- Participation in two extempore presentations , one Debate, one paragraph writing and one Application writing (To be the basis of Evaluation after exhaustive sessions to improve communication skills.
- Discussion on “Language development in the school is the responsibility of all the teachers”.
- Talk to the students and find out the different languages that they speak. Prepare plan to use multilingualism as a strategy in the English classroom.
- Interact with 5 student – teachers and present a paper on:
 - The structure of the language.
 - Pronunciation and Vocabulary.

Learning out comes:

- Develop knowledge diversity of students in the class –room
- Capable of processing nature of communication
- Comprehend the different Content area
- Develop multilingual awareness in the class -room

References:

- Agnihotri, R.K (1995) **Multilingualism** as a classroom resource, Heinemann Educational Books.
- Earl Stevick.W (1982) Teaching and Learning Languages. Cambridge, Cambridge University Press.
- Krashen, S.D (1981) The study of second language acquisition and second language learning. OXford. Oxford University Press.
- Richards,J.C (2006) Communicative language teaching today, Cambridge. Cambridge University Press.
- Thangasamy, Kokila (2016) Communicative English for College students, Chennai, Pavai publications.
- Widdowson, H. (1978) Aspects of language teaching. Oxford, Oxford University Press.
- Wallace, M.J (1998) Study skills in English Cambridge, Cambridge University Press.
- Forum for across the curriculum teaching – <http://www.factworld.info/>
- Language for understanding across the curriculum – www.det.act.gov.au – LUAC handbook.
- Curriculum guide – Language arts language across the curriculum – [www.moe.gov.jm>sites>default>files](http://www.moe.gov.jm/sites/default/files).

**SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER IV
PEDAGOGY OF TAMIL – PART - IV**

COURSE CODE: 19130CP44A

Nehf;fq;fs;:

- Njrpaf;fy;tpf; Fwppf;Nfhs;fisAk; Njrpaf; fiy;jpl;l;jpd; Nehf;fq;fisAk; mwpjy;.
- jkpo;nkhop ,aypd; mikg;Gf;fis mwpjNyhL kdpj tho;f;ifapd; gy;NtW nra;jpj; njhlh;gpd; gq;Ffis mwpjy;.
- clypay; cstp; mbg;gilapy; nkhopf;fw;wy; \$Wfis mwpar;nra;jy;.
- gy;NtW nkhopeilf; \$WfisAk; ,yf;fpaq;fisAk; jpwdhAk; Mw;wiw tsh;j;jy;.
- jkpo;nkhop tsj;jpy; tho;tpay; \$Wfs; ngw;Ws;sg; gq;fpid czur;nra;jy;.
- nkhopg;gapw;wha;Tf; \$lj;jpd; gad;ghl;il mwpjy;.
- jkpo;nkhopapd; jdpj;jd;ik, mtw;iw tsh;f;f Ntz;ba mtrpaj;ij czur;nra;jy;.
- r%ftpay; gpd;dzpapy; gz;ghl;il tsh;j;jy;.

,ay; - I : nkhopg; gapw;wha;Tf;\$lk;:

Kf;fpaj;Jtk; - Clfq;fs; - xypg;gjpT ehlh, glg;gjpT ehlh, kf;fs; njhlh;Gr; rhjdq;fs; thndhyp, njhiyf;fhl;rp Nghd;w gd;Kf Clfq;fis nkhopg;ghlk; fw;gpj;jYf;Fg; gad;gLj;jy; - fzpdp top ClfKiwiag; gad;gLj;jpf; Nfl;ly;, gbj;jy;, vOJjy; jpwid tsh;j;jy;.

,ay; - II tFg;giw ,iltpidAk; jpwdha;Tk;:

tFg;giw ,iltpidg; gFg;gha;T – gpshz;lhp; tFg;giw ,iltpidg; gFg;gha;T - ,iltpidg; gjpT nra;jy; - mzp tbtpy; FwpaPL nra;jy; - nghUs; tpsf;fk; ngWjy; - jpwdha;Tg; nghUs; - tiffs; - jpwdha;thsUf;Fhpaj; jFjps; - jpwdha;Tf;fhdf; fhuzq;fs; - jkpopy; jpwdha;tpd; tsh;r;rp.

,ay; - III ghl ,izr;nray;fs;:

fUj;juq;fk; - elj;jy; - jiythpd; nghWg;Gfs;, Mrphpahpd; gq;F – fye;J nfhs;Nthhpd; nghWg;Gf;fs; - fye;Jiuahly; - elj;jy; - Mrphpahpd; gq;F- gad;fs; - Ma;tuq;fk; -

rpwg;ghf elj;Jtjw;fhd topKiwfs; - ,yf;fpaf;fofk; - mtrpak; - mikg;G – fofj;jpd;
nray;fs; - fsg;gazq;fs; - jpl;lkpLjy; - tiffs;.

,ay; - IV nkhopahf;fk;:

xypad; cUgd; Mfpa ,tw;NwhL vOj;Jf;fspd; tbtikg;G – fiyr;nrhy;yhf;f mikg;G –
xg;gpay; kPl;LUthf;fk;- mwptpay; njhopy;El;gr; nrhw;fisj; jha;nkhopapy; gilj;Jg;
gad;gLj;jy; - fld; thq;ff; fhuzq;fs;.

,ay; - V jkpo; ,yf;fpaq;fspd; cah;kjpg;Gfs;:

rq;f ,yf;fpaq;fs; - ,ilf;fhy ,yf;fpaq;fs; - ,Ugjhk; E}w;whz;L ,yf;fpaq;fspd; tsh;r;rp,
GJf;ftpij, rpWfij, Gjpdk,; ehlfk; Nghd;w ,f;fhy ,yf;fpaq;fspd; cah; kjpg;Gfs;.

nray;Kiw Ntiy:

1. nrhw;Nghh; - gl;bkd;wk;
2. fUj;juq;fk; - elj;Jjy;
3. ehlfq;fs; vOjp ebj;jy;
4. thndhypapd; Ngr;irf;Nfl;L Fwpg;ngLj;jy;
5. nra;As; eyk; ghuhl;ly;
6. kyh; jahhpj;jy;
7. jpwdha;Tf; fl;Liuiaj; jahhpj;jy;
8. fw;gpj;jy; njhlh;ghdj; Jizf;fUtpfisj; jahhpj;jy;
9. tl;lhu nkhopr; nrhw;fisj; njhFj;jy;
10. goFjypd; nghj nkhop mikj;jy; gw;wpa gapw;rp mspj;jy;

fw;wypd; tpisTfs;:

- nkhopg;gapw;wha;Tf; \$lj;jpd; gad;ghl;ilj; njhpe;J nfhs;fpwhd;.
- tFg;giw ,iltpidg; gFg;gha;tpidg; gw;wpg; Ghpe;J nfhs;fpwhd;.
- ghl ,izr; nray;fisg; gofpf; nfhs;fpwhd;.
- mwptpay; njhopy;El;gr; nrhw;fisj; jha;nkhopapy; gilj;Jf; nfhs;fpwhd;.

➤ jkpo; ,yf;fpaj;jpd; cah; kjpg;Gf;fis kdjpy; gjpa itj;Jf; nfhs;fpwhd;.

ghh;it E}y;fs;:

1. K.Nfhtpe;juhrd; ew;wkpo; gapw;wypd; Nehf;fKk; KiwAk; Njd;nkhopg; gjpg;gfk,; nrd;id – 14.
2. K.Nfhtpe;juhrd; gapw;Wg; gapw;rpAk; nkhopahrphpah;fSk; jpUkiyf; Fkug;gjpg;gfk,; jQ;ir khtl;lk;.
3. K.Nfhtpe;juhrd; nkhopj;jpwd;fSk; rpW rpf;fy;fSk; Njd;nkhopg; gjpg;gfk,; nrd;id – 14.
4. jpU.ruz MWKf Kjypahh; jkpo;g;gapw;W Kiw Eq;fk;ghf;fk; nrd;id – 34.
5. e.Rg;G nul;bahh; jkpo;g; gapw;W Kiw khzpf;f thrf E}yfk;, rpjk;guk;.
6. jpU.nghd;dd; jkpo;g;ghlk; nrhy;Yk;Kiw jkpo;ehl;Lg; ghIE}y; epWtdk; nrd;id.
7. njhy;fhg;gpah; njhy;fhg;gpak;, vOj;J, nrhy;, nghUs;.
(,sk;g+uzk; er;rpdh;f;fpdpahh; Nguhrphpah; ciufs;)
8. gtde;jp Kdpth; ed;D}y; - lhf;lh; rz;Kfnry;t fzgjp.
9. jpUts;Sth; - jpUf;Fws;
K.tujuhrd; - ,yf;fpaj; jpwd;
K.tujuhrd; - ,yf;fpa kuG

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
PEDAGOGY OF ENGLISH: PART – IV
COURSE CODE: 19130CP44B

Objectives: After completion of the course the student teachers will be able:

- Acquaint themselves with different genres of literature.
- Understand about different forms of literature.
- Acquire Knowledge about planning of instruction.
- Understand about the steps of teaching poetry, prose, grammar and composition
- Develop and use various resources and teaching aids in the class room including ICT.
- Understand the importance of instructional materials and social resources in teaching of English.
- Acquaint with different types of assessment pattern especially CCE and E-evaluation.
- Understand the role, responsibilities and competencies of English teacher.
- Develop professional competencies among teacher`s in the making.
- To familiarize with IT Related Professional inputs in Language Teaching

Unit I: Language and Literature

Introduction to different forms of poetry and prose form. -Aristotle`s poetics- Renaissance- Elizabethan period- Romanticism- Wordsworth, Coleridge. Critical analysis of Lyrical Ballad and Ode to Nightingale. - Development of English literature through different ages-Essays of Bacon and Elia. Shakespeare- Comedies and Tragedies (Any one from each) - Indian Writers –Sarojini Naidu, R.K Narayan, Chetan Bhagat and Kiran Desai, .

Unit II: Planning in teaching of different aspects of English language

Planning –Meaning, importance and steps as per constructivist approach. Year plan, Unit plan-meaning and importance. Lesson plan- meaning, importance and steps. -Teaching of prose, poetry, grammar, composition and vocabulary. (in detail) -Designing activities for lesson -Role play, language game, Language laboratory, book review, language club, wall magazine and class library.

Unit III: Resources and Instructional Materials for teaching of English

Meaning and importance of Learning Aids. Audio resources. - Audio cassette, Radio broadcast, Visual resources- Black board, charts, pictures, flash cards, models cartoons, -Audio visual resources- Films, videocassettes, computers T.V, multimedia, CAL Programmes. E- learning in English. use of website. -Social resources- Field trips and visit to CIIL, Contribution of CIEFL and RIE. Literay Activities- Debate, Dramatics, symposium, Declamations, Quiz, elocution. Text Books-importance and characteristics of good text book. Supplementary reader, Reference material, Work book, teachers manual. -Teacher as a human resource.-

Unit IV Qualities, Qualification and Competencies of English teacher.

Reflective teaching. -Avenues for professional growth. Creating global teachers- IELTS, TOFEL, content writing, anchoring, script writing and editing, event management .

Unit V: Assessment and Evaluation

Evaluation in English- purpose, principles and types of evaluation in English- formative & summative - Techniques of evaluation- oral, written, portfolio, and self evaluation, objective type test, Characteristics of good test. Continuous and comprehensive evaluation. -Construction and administration Achievement Test and Diagnostic Test. Feedback from peer group, to parents and students - Evaluation of the skills in English (LSRW).

Sessional Activities

- Preparation of lesson plans –(behaviorist &constructivist) on a single topic based on different approaches to experience the difference in outlooks.
- Book review on any two literary works published in the last ten years.

- Get familiarized with the IT sources / packages that are helpful in teaching English.
- Prepare a manuscript magazine and publish in the class. (group work)
- Make a content analysis of any unit of English in standard 8 or 9.
- Prepare a year plan or unit plan
- Prepare a question bank on a unit of your own choice from 8th or 9th std English Text Book.
- Preparation of unit tests, diagnostic test and remedial lesson plan.
- Evaluation of 8 & 9 th standard course books List out 10 storybooks suitable for secondary school students.
- Use infolibnet to identify ELT journals and go through them.
- Maintain a class library.
- Prepare a report on any on line language teaching Programme
- Experiencing the making of a multi-media package/very short film/short documentary/theatre education/puppetry.
- Preparation of a brief report about 10 recent researches in ELT.
- Interviewing English Teachers and write Report.
- Presentation of seminar paper on the advantages and disadvantages of lesson planning.
- A Debate on the topic —Should grammar be taught formally or functionally?
- Power point presentation on the teaching of structures and vocabulary.
- Collecting different types of materials& resources for teaching English.
- Conducting symposium on different types of evaluation in terms of their practice in secondary school.
- Conducting Quiz competition in practice Teaching schools.
- Seminar on the importance of supplementary readers.

References:

- Allan CampbellR; Teaching English as a second language, Mc Graw Hill (1971).
- Brown G:Listening to spoken English.London:Longman
- Hornby :Teaching of structural words and sentence pattern stage 1,2,3 and 4, London
- Sachdeva M.s:A New approach to teaching English in free India.
- Bhist Teaching Of English
- KL Kohli Teaching of English

- Kshanika Bose: Teaching Of English
- Sharma RA Teaching of English
- Richards, J.C and Rodgers, TS; Approaches and methods in Language teaching
- Paliwal,A.K(1988): English Language Teaching Jaipur: Surbhi publication
- Chomsky N(1975) Reflections on language. New York: Random house.
- Fosnot C(1996) Constructivism: Theory, Perspectives and practice. New York: Teacher`s College Press.
- Doff, Adrain (1998) Teach English:A Training Course for teachers. Cambridge: Cambridge University Press.
- Ur Penny and Andrew Wright (1992). Five minutes Activities: A Resource Book for Language Teachers Cambridge; Cambridge University Press.
- Bhattacharya, Indrajit (2002) An approach to communication skills. New Delhi, Dhanpat Rai & Co
- Tickoo M L,Teaching and Learning English:Jawahar Book
- Walia G S (2002) Teaching of English.
- Aslam(2008) Teaching of English: A Practical course for B.Ed Students.
- Arora Navita English Language Teaching: Approaches &methodologies
- Nagaraj G; English Language Teaching: Approaches &methodologies&techniques.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
PEDAGOGY OF MATHEMATICS PART - IV
COURSE CODE 19130CP44C

OBJECTIVE:

At the end of the course, the student – teachers will be able to

- Identify concepts to be transected at various level with special emphasis on mathematics content.
- Explain the planning for trigometry, statistics and probability.
- Develop sequences and practical geometry of co – ordinate geometry.
- Organist the concept for teaching – learning of complex numbers.
- Identify learning resources in mathematics.
- Use of teaching aids and models in school.

UNIT – I TRIGOMETRY – Introduction – Trigonometric identities Heights and Distances. MENSURVATION: Introduction – Surface Area – Volume – Combination of Solids. GRAPHS: Introduction – Quadratic graphs – Some special graphs. STATISTICS: Introduction – Measures of Dispersion. PROBABILITY: Introduction Classical Definition of Probability – Addition theorem on Probability.

UNIT – II PRACTICAL GEOMETRY: Introduction – Special line segments with in Triangles – The points of Concurrency of a Triangle – Construction of tangents of a Circle – Construction of triangles Construction of Cyclic Quadrilaterals. CO-ORDINATE GEOMETRY: Introduction – Cartesian Co- Ordinate system – Distance between any two points – Section Formula – Area of a triangle – collinearly of three points Area of a Quadrilateral – Straight line – General Form of equation of a Straight line.

UNIT – III COMPLEX NUMBERS: Complex number system, conjugate – properties, ordered pair representation. Modulus – properties, geometrical representation, meaning polar form, principal value conjugate, sum, difference, product, quotient, vector interpretation, and solution of polynomial equation, De Movre’s theorem and its applications. Roots of a complex number – nth roots, cube roots, fourth roots.

UNIT – IV LEARNING RESOURCES IN MATHEMATICS : Text book usage – text book learning methods – text books very import ion characteristics – Need for text book – Integrated subject matter of the text book – Teaching method and interaction – Text book learning methods logical – Correlation of experiences of students and seniors characteristics of a textbook – Improper handling of the textbook – Teachers hand book – Student’s work book – Audio – Visual

– Multimedia – Selecting and Designing – Edgar dale – Radio – Television – Mobile learning --
CCTV -- Internet – Mail id – Mathematicians.

UNIT – V USE OF TEACHING AIDS AND MODEL IN SCHOOL

Flannel board – cutouts – Collection of Sets, Pictures and Packets of Seeds, Beeds etc – Abacus -
- Coloured rods, paper folding to demonstrate fractions – Number line board –Geo Board – PEG
Board – Place value Board – wooden or cardboard Models cubes, cone, cylinder, sphere,
pyramid, square, triangles, circle, parallelogram – Time piece – Calendar – Set of Indian Coins –
Metric scale's, Measuring tape, metric weight box ,Litre Measures – Collection of Pictograms –
Discs – Moving strips – Match board – Number ladder – Flash Cards – Quiz board – Number top
& 10 slide – Album – Napier bones – Card board models – Punched card – Clock face –
Transparency models – Fold boards – Wooden bone model – Number Booklets, trays – Duenes
materials – Matching Cards. TEACHING MODEL: Types of models – Sub concepts – Concept
attainment model – Social system – Principles of interaction method – Inquiry training model.

LEARNING OUT COMES: The student teachers

- To identify concepts to be transected at various level with special emphasis on mathematics content.
- To explain the planning for trigometry, statistics and probability.
- To develop sequences and practical geometry of co – ordinate geometry.
- To organist the concept for teaching – learning of complex numbers.
- To identify learning resources in mathematics.
- To use of teaching aids and models in school.

PRACTICALS

- Preparation of models.
- Test Construction.
- Preparation of Records.
- Preparation of Assignment.
- Critical analysis of content course of Tamil Nadu Text Books

REFERENCES :

- Aggsrwal. J.C(2008). Teaching of mathematics UP; Vikas Publishing House Pvt Ltd.
- The Current Text Book in Tamil Nadu for Mathematics.
- Teaching of mathematics. Dr. V. Natrajan (2008); Santa publishing house Pvt Ltd. Chennai

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR
SEMESTER – IV
PEDAGOGY OF PHYSICAL SCIENCE: PART - IV
COURSE CODE: 19130CP44D

OBJECTIVES:

The student- teachers will be able to

- Identify and use of learning resources in physical science
- Develop indicators for performance
- Develop assessment framework in physics and chemistry
- Explain professional development programmed for physics and chemistry teachers
- Explore different ways of creating learning situations in learning different concept of physical science
- Formulate meaningful enquiry episodes
- Facilitate development of scientific attitude in learners.
- Examine different pedagogical issues in learning physical science
- Construct appropriate assessment tools for evaluating learning of physical science

UNIT I: NATURE OF PHYSICAL SCIENCE LEVEL - II

Identification and use of learning resources in physical science from immediate environment - Natural pH Indicators - Soaps and Detergents - Baking Soda - Washing Soda - Common Salts – Fruits - Fiber - Pulleys – Projectiles - Lenses and Mirrors – Inter conversion of one Form of Energy to other - Propagation of waves in Solid - Liquid and Gas – Thermodynamic - exploring alternative sources - Multimedia–selection and designing - Use of ICT experiences in learning in physical science - Using community resources for learning science - Pooling of learning resources in school complex.

UNIT II: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING PHYSICAL SCIENCE

Performance-based assessment - learners records of observations field diary - Oral presentation of learners work - Portfolio - Assessment of project work - Assessment of participation in collaborative learning - Construction of test items and administration of tests - Assessment of experimental work - Exploring content areas in physical science not assessed in formal examination system and their evaluation through various curricular channels - Encouraging

teacher- learners to examine variety of methods of assessments – appreciating evaluation as ongoing teaching- learning process and through overall performance of child – Item analysis – item difficulty – Index of discrimination – Ability of distracter – Question wise analysis Pupil wise analysis – Interpretation.

UNIT III: TEACHING-LEARNING OF PHYSICAL SCIENCE

Identification and organization of concepts for teaching-learning - different topics - Motion - Work and Energy - Matter and their Measurements - Carbon and its Compounds - Periodic Properties of Elements - Atomic Structure - Dual Nature of Matter and Radiation - learners' participation in developing them - Identifying and designing teaching-learning – activities - laboratory experiences - making groups - Planning ICT applications in learning in physics and chemistry.

UNIT IV: PHYSICAL SCIENCE–LIFELONG LEARNING

Every child has natural curiosity of observation and drawing conclusion - Identification and application of physical and chemical phenomenon in day-to-day life and human welfare - facilitating learning progress of learners with various needs in physics and chemistry - Ensuring equal partnership of learners with special needs - Organizing various curricular activities - debate – symposium - workshop – simulation – co-scholastic area – discussion - socialized class room techniques - drama - poster making on issues related to physics and chemistry - Organizing events on specific day - Science Day - Environment Day - nurturing creative talent at local level and exploring linkage with district – state and central agencies In-service training – Action research.

UNIT V: PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHERS

Professional development programmed for - physics and chemistry teachers - Participation in seminar – conferences - online sharing - membership of professional organizations - Teachers as a community of learners - collaboration of schools with universities- Journals and other resource materials in physical science education - Role of reflective practices in professional development of physics and chemistry teachers - Field visit to industries – mines - refineries - National Laboratories - power stations science centre - Teacher as a researcher - Learning to understand how children learn science—action research in physical science.

SESSIONAL ACTIVITIES:

- Application of any evaluation technique
- Preparation of digital lesson plan for power point presentation
- Pedagogical analysis of any topic of physical science
- Record of activities of physical science club
- Criteria for assessment of practical work, lab work, journal and project work
- Choosing and execution of any one project and preparing its report
- Areas of continuous comprehensive evaluation in science

LEARNING OUTCOMES:

By the end of the course, the student teacher will be able to

- Identify and use of learning resources in physical science
- Develop indicators for performance
- Develop assessment framework in physics and chemistry
- Explain professional development programmed for physics and chemistry teachers
- Explore different ways of creating learning situations in learning different concept of physical science
- Formulate meaningful enquiry episodes
- Facilitate development of scientific attitude in learners.
- Examine different pedagogical issues in learning physical science
- Construct appropriate assessment tools for evaluating learning of physical science

REFERENCES:

- Brandwein Paul, F. (1955). *The Gifted as Future Scientist*, New York, Earcourt Dcace and Falvery, P., Holbrook, J., Conian, D. (1994). *Assessing Students*, Longmans Publications, Foundation by Longmans, Penguin Books.
- Mee, A.J. (1967). *A Modern Chemistry for Schools*, J.M. Dent & Son Limited, Bedford
- Natrajan,C. (Ed.). (1997). *Activity Based Foundation Course on Science Technology and*
- Sharma, P.C. (2006). *Modern Science Teaching*, Dhanpat Rai Publications, New Delhi.
- Williams, B., (1999). *Internet for Teachers*, John Wiley & Sons, U.S.A. World Inc.
- Hillman, David: *Multimedia Technology and Applications*, New York: Delmar Publishers, 1998.
- Patton, M.Q. (1980). *Qualitative evaluation methods*. New Delhi: Sage Publications.
- Rao, P.V.S., *Computer Programming*, TMH, Delhi.
- Roger Humt Hon Shelley, *Computers and Common Sense*, Prentice Hall (India)Delhi.
- Sambath,K.,Paneerselvam,A.,&Santhanam,S.(2006).*Introduction of educational Technology*.
- Sharma,R.A.(2008).*Technological foundation of education*. Meerut: R.Lall Books Depot.
- Shied, *Introduction to Computer Science*, SCHAVM.
- Stanely Pogrow, *Education in the Computer Age*, Sage Publication, Delhi, 1993.
- Steeven M. Rass, *Basic Programmking for Education*, Pentic Hall, New York, 1990.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
PEDAGOGY OF BIOLOGICAL SCIENCE - PART – IV
COURS CODE: 19130CP44E

OBJECTIVES:

The student teacher will be able to

- Understand the basic and practices of science education relevant to teaching biological science in the secondary and higher secondary classes.
- Plan for Instructional design.
- Acquire skills in curriculum construction and evaluation of learning outcomes.
- Understand the various methods and techniques for teaching of biology.
- Develop skills in organizing practical work and maintain the biology laboratory.
- Acquire knowledge about teaching aids, suitable for biology teaching.
- Understand the impact of globalization on biology and education.
- Develop understanding in organizing co-curricular activities in teaching of biology.

UNIT : I NATURE OF BIOLOGICAL SCIENCE LEVEL – II

Bio Diversity – Cell Biology – Human Anatomy – Genetics- Developmental Biology – Economic Zoology – Origin of life – Reproduction Biology – Environmental Biology VI to XII Level text books.

Identification and organization of concepts for teaching – learning of biology – Instructional materials required for planning teaching –learning of biological science and learners participation in developing them – Identifying and designing teaching –learning experiences – Planning field visits, Zoo, Sea shore life – Botanical garden, etc., - Organising activities, laboratory experiences, making groups, planning ICT applications in learning biology.

UNIT : II TOOLS AND TECHNIQUES OF ASSESSMENT FOR BIOLOGICAL SCIENCE

Identification and use of learning resources in biological science from immediate environmental, exploring alternative sources – Developing science kit and biological science laboratory – Designing biology laboratory – Planning and organizing field observation – Collection of materials etc – Textbooks , audio-visual materials, multimedia – selection and designing – Use of ICT experiences in learning biological science – Using community resources for biology learning –

Pooling of learning resources in school complex/block district level – Handling hurdles in utilization of resources.

UNIT: III TEACHING –LEARNING OF BIOLOGICAL SCIENCE:

Learners record of observations – Field diary, herbarium and collection of materials – Oral presentation of learners work in biological science,- Portfolio – Assessment of project work in biology (both in the laboratory and in the field) – Assessment of participation in Collaborative learning – Construction of test items (open-ended and structured) in biological science and administration of tests – Assessment of experimental work in biological science – Encouraging teacher –learners to examine a variety of methods of assessments in biological science – Continuous and comprehensive evaluation.

UNIT : IV BIOLOGICAL SCIENCE LIFE LONG LEARNING:

Nurturing natural curiosity of observation any drawing conclusion – Facilitating learning progress of learners with various needs in biology – Ensuring equal partnership of learners with special needs – Stimulating creativity and inventiveness in biology – Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science/biology – Organising events on specific day, such as Earth Day, Environment Day etc – Planning and organizing field experiences, Science club, Science exhibition.

UNIT: V PROFESSIONAL DEVELOPMENT TO BIOLOGICAL TEACHERS:

Participation in seminar, conferences, online sharing membership of professional organization – Teachers as a community of learners – Collaboration of school with colleges, universities and other institutions – Journals and other resource materials in biology education, Field visits, visit to botanical garden, science part, science centre zoo, National Laboratories etc – Teacher as a researcher, learning to understand how children learn science – action research in biological science.

SESSIONAL ACTIVITIES:

- Any 5 Experiments at school levels in Biological Science.
- Construction and use of achievements test. Analysis and interpretations of test scores.
- Presenting one demonstration to the peers.
- Preparation of science album.
- Field Trip.
- Organize an event on Earth day/ Water day/ Environment day/ World Health Day
- Preparation of Herbarium.
- Identifying science related websites and preparing critical account of the web pages and power point presentation.

Learning Outcome:

By the end of the course, the student teacher will be able to

- Become self made professional teachers.
- Understand psychological foundations of education and learning theories.
- Keep themselves abreast of latest trends and issues in secondary education.
- Reduce the gap between theory and practice i.e., Teacher – education curriculum and school realities.
- Rationalize curricular areas of teacher education to develop ICT knowledge – base.
- Become self made humane teachers.
- Develop knowledge in the emerging teaching and learning technology of Biological Science.

REFERENCES:

- Bhandula, Chadha and Shanna: Teaching of Science, Parkash Brothers Educational Publishers 1985.
- Bhandula.N: Teaching of Science (2004), Prakaslibrothers (Ludhiana).
- Bhatnagar, AD, Teaching of Science (2004), Surya publications, Meerut.
- Frost Jenny & Turner Tony, Learning to teach Science in the Secondary School (2001 Edition) Routledge Palmer, N.York. (2005).
- J.C. Aggarwal Principles, Methods and Techniques of Teaching, Vikas Publishing House Pvt.Ltd., 2000.
- Korde and Sawant : Science and Scientific Method, Himalaya Publishing house, 1980.
- Mangal, S.K., Teaching of Science.
- Narendra Vaidya : Science Teaching in Schools for the 21th century.
- New Trends in Integrated Science Teaching, vol.1. UNESCO, 1969.
- Prasad Janardhan, Practical aspects in Teaching of Science, Kanishka Publications New Delhi 1999.
- Sharma Jagdish, Model of Science Teaching, Raj Publishing House, Jaipur (2006).

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
PEDAGOGY OF SOCIAL SCIENCE- PART – IV
COURSE CODE: 19130CP44

OBJECTIVES:

The student - teacher will be able to

- Understand the school content in their respective subjects.
- Comprehend the psychological principles related to school curriculum.
- Acquire the aims and objectives of teaching political science.
- Learn interaction analysis in handling social science for an effective classroom.
- Apply the educational innovation in teaching learning process.

UNIT – I NATURE OF SOCIAL SCIENCE – LEVEL II:

The nature of subject materials and learning experiences included in the study of social science such as Psychology, Philosophy, logic Political science and Sociology – Social science books and its effective use – Values: Moral, Social, Cultural, Aesthetic, Psychological, International, Intellectual, Practical, Civic recreational – The Union Government – The State Government.

UNIT – II PSYCHOLOGICAL CONCEPTIONS OF EDUCATION:

Psychology in the school curriculum – Relation between Psychology and other subjects – Fundamental Psychological principles – Application of Psychology in teaching – Adolescence and characteristics – Cognitive, affective behaviour of adolescence – Intelligence and Creativity – Aptitude, attitude and interest of adolescence – Individual differences among adolescence.

UNIT – III POLITICAL SCIENCE IN SCHOOL CURRICULUM:

Political Science in the school curriculum – Aims of teaching political science at higher secondary school level – Goals and objectives of teaching political science with reference to Bloom's taxonomy – Current Political issues in State and Central Resources: News papers, radio, television

– Political Parties – Model Parliament and model trial – Right and Duties of Citizens – Contemporary social issues of Tamilnadu.

UNIT – IV: CLASSROOM INTERACTION ANALYSIS:

Nature – Objectives – Assumptions – Flander’s Interaction Analysis: Meaning, dimensions, assumptions, categories, Procedure, advantages, Precautions – Concepts and principles of teacher influence – Teaching behaviour – Classroom climate : Concept , meaning, definitions, factors affecting classroom climate – Implications and limitations – Reciprocal category system – Equivalent talk category system.

UNIT – V EDUCATIONAL INNOVATIONS:

Innovative Practices in teaching and learning – Multimedia - Internet and its uses – e-learning. Characteristics of e-learning - Virtual learning – Web based learning – Tele – conferencing – Video conferencing – Online teaching – Satellite – EDUSAT – World Wide Web – Computer Assisted Instruction – Mass media for social science learning – programmed learning.

SESSIONAL ACTIVITIES:

- Getting training on Improvised teaching aids.
- Preparing Power Point Presentation.
- Prepare rating forms to evaluate teacher effectiveness.
- Project report.
- Preparation of social science album.

Learning Outcomes:

By the end of the course, the student teacher will be able to

- Acquire the aims and objectives of teaching political science.
- Understand the school content in their respective subjects.
- Apply the educational innovation in teaching learning process.
- Comprehend the psychological principles related to school curriculum.
- Learn interaction analysis in handling social science for an effective classroom.

REFERENCES:

- Aggarwal. (2008). Teaching of Social Studies: A Practical approach (4th ed), UP:Vikas Publishing House Pvt.Ltd.
- Bining A.C and Bining D.H(1952). Teaching the social studies in Secondary School Bombay: Tata MC Crsaw – Hill Publishing Co-Ltd.,
- Edger, S.W and Stanley,P.W (1958). Teaching Social studies in High schools, IV Edison Boston, D.C: Health and company.
- Kohili, A.S. Teaching of Social studies, New Delhi: Anmol Publications.
- Mittal, H.C, Teaching of Social studies, New Delhi: Dhanpat Rai and Chandra R.N.Sons.
- Shaid, B.D.(1962) Teaching of Social Studies, Jalandhar, Panipat, Kitat Ghar.
- Sidhu, H,S, Teaching of Social studies, Ludhiana, Tondon publishers.
- Singh, Gurmit and Kaur, Jasvir(2007). Teaching of Social studies, Ludhiana:Kalyani Publishers.
- Taneja, V.K. (1992) Teaching of Social Studies, Ludhiana: VIZO's Publications.

SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
PEDAGOGY OF COMMERCE AND ACCOUNTANCY- PART – IV
COURSE CODE: 19130CP44G

OBJECTIVES:

At the end of the course, the student- teachers will be able to

- Explore the individual differences existing among the learners for effective teaching of commerce and accountancy by the student teachers.
- Help the student teachers familiarize the scholastic and non-scholastic commerce curriculum to acquire the difference skills and abilities relating to formation of commerce department and its activities.
- Enable the student teachers for using different strategies and approaches in teaching of Commerce & Accountancy.
- Help the student teachers to understand the different learning resources employed in teaching of Commerce & Accountancy.
- Help the student teachers to understand the different learning resources employed in teaching of Commerce & Accountancy.
- Acquire different types of teaching skills for an effective teaching.
- Enable the student teachers to get knowledge about planning for their classes.

UNIT – I COMMERCE:

Introduction – Internal trade – Small Scale retail organization – Internal trade – Large Scale retail organization – International Trade – Transport – Warehousing – Banking – Insurance – Advertising – Salesmanship and Consumerism.

UNIT – II ACCOUNTANCY:

Introduction to Accounting – conceptual Frame work of Accounting – Basic Accounting procedures – I – Double Entry System of Book Keeping – Basic Accounting Procedures – II Journal – Basic Accounting Procedures – III – Ledger – Subsidiary Books I – Special Purpose Books – Subsidiary Books II – Cash Book – Subsidiary Books III – Petty Cash Book – Bank Reconciliation Statement – Trail Balance and Rectification of Errors – Capital and Revenue Transactions – Final Accounts.

UNIT – III EXPLORING LEARNERS OF COMMERCE:

Concept of Individual differences – Nature and type of differences: Inter Vs. Intra individual differences – Factors of Individual differences – Dealing with Individual differences – Areas of Individual differences – Aptitude, Attitude, Intelligence, Interest, Creativity and Social characteristics of commerce learners – Identification of gifted and slow learner – Enrichment and remedial methods of teaching.

UNIT – IV SCHOOL CURRICULUM OF COMMERCE:

Scholastic : Introduction – Meaning & Definition of Curriculum – Types of Principles of Developing Curriculum – Different approaches of Curriculum Construction – Academic and vocational curriculum – Vocational areas identified in the Tamil Nadu Higher Secondary Stage under the heading “Business and Commerce”- selection of materials – gradation of material for school and college level – comparison of CBSE, State Board commerce and accountancy syllabus – Latest trends in curriculum construction in developed countries.

UNIT – V APPROACHES IN TEACHING OF COMMERCE & ACCOUNTANCY EDUCATION:

Approaches in Teaching of Accountancy – Introduction – Different types of approaches – The journal approach – The ledger approach – The balance sheet approach – The equation approach – The spiral development approach – The complete cycle approach and the Single entry approach.

Learning Outcomes:

- Explore the individual differences existing among the learners for effective teaching of commerce and accountancy by the student teachers.
- Help the student teachers familiarize the scholastic and non-scholastic commerce curriculum to acquire the difference skills and abilities relating to formation of commerce department and its activities.
- Enable the student teachers for using different strategies and approaches in teaching of Commerce & Accountancy.
- Help the student teachers to understand the instructional materials employed in teaching of Commerce & Accountancy.

Sessional Activities:

- Visiting the Large Scale Commercial Firms and Learning the procedure of warehouse storage.
- Visit to a Bank near by to learn Accounting procedure.
- Analysing the School curriculum of Commerce.
- Learning the different approaches of Commerce.

References:

- Aggarwal, J.C (2006): Teaching of Social Studies, New Delhi; Vikas Publishing House.
- Bining A.C & Bining D.A (1962), Teaching of Social Studies in Secondary Schools, New York, Mc Graw Hill.
- Chopra, H.K and Sharma,H (2007) Teaching of Commerce, Kalyani Publishers, Ludhiana.
- Douglas, Painford and Anderson (2000) Teaching Business Subjects, Prentice Hall, New York.
- Muthumanickam,R (2004) Educational Objectives for Effective Planning and Teaching, Chidambaram : Cyber Lan Publisher.
- Pattanshetti, M.M (1992) Designing and organizing tutorials in colleges and Universities, Davangere: you need publications.
- Rao Seema(2005) Teaching of Commerce, Anmol Publishers, New Delhi.
- Singh Y.K (2009), Teaching of Commerce, New Delhi; APH Publishing Corporation.
- Sharma, R.N (2008); Principles and Techniques of Education, New Delhi: Surject Publications.
- Sivarajan.K & E.K Lal(2004) Commerce Education – Methodology of Teaching Pedagogic Analysis, Calicut .

B.Ed. SYLLABUS SECOND YEAR
SEMESTER – IV
PEDAGOGY OF COMPUTER SCIENCE: PART - IV
COURSE CODE: 19130CP44H

OBJECTIVES:

The student- teachers will be able to

- Acquire knowledge of the approaches to computer science in level- II
- Develop assessment framework in computer science
- Organize the concepts for teaching-learning of computer science
- Identify the application of computer science phenomenon in day-to-day life and human welfare
- Explain professional development programmed for computer science teachers

UNIT I: NATURE OF COMPUTER SCIENCE LEVEL – II AND RESOURCES

Identification and use of learning resources in computer science from immediate environment - exploring alternative sources - selection and designing - Use of ICT experiences in learning computer science - Using community resources for learning computer science - Pooling of learning resources in school complex – Improvisation of apparatus developing computer science kit – multimedia selection and developing – Edgar Dale’s cone of experience - computer science lab - computer science library – CCT – Magic experiment – mnemonics – hard ware and soft ware components – field trip - qualities of good textbook.

UNIT II: TOOLS AND TECHNIQUES OF ASSESSMENT FOR COMPUTER SCIENCE

Performance-based assessment - learners records of observations - field diary - Oral presentation of learners work - Portfolio - Assessment of project work in computer science - Assessment of participation in collaborative learning - Construction of test items and administration of tests - Assessment of experimental work - Exploring content areas in computer science not assessed in formal examination system and their evaluation through various curricular channels - Encouraging teacher - learners to examine variety of methods of assessments – appreciating evaluation as ongoing teaching- learning process and through overall performance of child – Standardized test - Item analysis – item difficulty – Index of discrimination – Ability of distracter – Question wise analysis - Pupil wise analysis – Interpretation.

UNIT III: TEACHING-LEARNING OF COMPUTER SCIENCE

Identification and organization of computer science – computer Networks – types of net work components of a communication network – communication processors – communication satellites – Network protocols – communication system – micro wave system - Radar – ISDN – data transmission - Modem – introduction to windows XP – Network topology - learners' participation and developing them – organizing activities - laboratory experiences - making groups - Planning ICT applications.

UNIT IV: COMPUTER SCIENCE–LIFELONG LEARNING

Every child has natural curiosity of observation and drawing conclusion - application of computer science phenomenon in day-to-day life and human welfare - facilitating learning progress of learners with various needs in computer science - Ensuring equal partnership of learners with special needs - Organizing various curricular activities - debate – symposium - workshop – simulation – co-scholastic area – Panel discussion - socialized classroom techniques - drama - poster making on issues related to computer science - Organizing events on specific day – science day computer day - Environment Day - planning and organizing field experiences computer lab – computer club - computer exhibition – museum nurturing creative talent at local level and exploring linkage with district – state and central agencies.

UNIT V: PROFESSIONAL DEVELOPMENT OF COMPUTER SCIENCE TEACHERS

Participation in seminar – conferences - online sharing - membership of professional organizations - Teachers as a community of learners - collaboration of schools with universities- Journals and other resource materials in computer science education - Role of reflective practices in professional development of computer science teachers - Field visit to industries - National Laboratories - power stations science centre - IT park - Teacher as a researcher - Learning to understand how children learn I computer science - action research in computer science - in-service training - evaluation of computer science teacher – Flanders interaction analysis –models of teaching – computer science teacher qualities – Evaluation of teacher by pupils.

SESSIONAL ACTIVITIES:

- Application of any evaluation technique
- Preparation of short and objective type test
- Preparation of digital lesson plan for power point presentation
- Develop a Blog of your own and add it in online
- Visit any one IT centre and prepare the report
- Setting of the apparatus for any one experiment in the laboratory and demonstrating the same
- Critically evaluate any one Computer Science textbook

LEARNING OUTCOMES:

By the end of the course, the student teacher will be able to

- Acquire knowledge of the approaches to computer science in level II
- Develop assessment framework in computer science
- Organize the concepts for teaching-learning of computer science
- Identify the application of computer science phenomenon in day-to-day life and human welfare
- Explain professional development programmes for computer science teachers

REFERENCES:

- Balagursamy, *Programming in Basic*, THN, Delhi.
- Aggarwal J.C., (2000) *Principles, Methods and Techniques of Teaching*, Vikas Publishing House Pvt. Ltd.,
- Malvino, *Digital Computer Electronics*, TMH, Delhi.

- Krishna Sagar, (2005) ICTs and teacher training, Delhi: Tarum offset.
- Harley, H.K. (2007). The internet: complete reference. New Delhi: Tata McGraw Hill, pub.co. Ltd.
- Goel, H.K (2007). Teaching of computer science. New Delhi: R.Lall Books
- Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dcace and Falvery, P., Holbrook, J., Conian, D. (1994). Assessing Students, Longmans Publications, Foundation by Longmans, Penguin Books.
- Williams, B., (1999). Internet for Teachers, John Wiley & Sons, U.S.A. World Inc.
- Sharma,R.A.(2008).Technological foundation of education. Meerut: R.Lall Books Depot.
- Shied, Introduction to Computer Science, SCHAVM.
- Stanely Pogrow, Education in the Computer Age, Sage Publication, Delhi, 1993.
- Steeven M. Rass, Basic Programmking for Education, Pentic Hall, New York, 1990.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
PEDAGOGY OF ECONOMICS: PART – IV
COURSE CODE: 19130CP44I**

OBJECTIVES:

The student – teachers will be able to

- To develop understanding the use of various support materials required for teaching of Economics.
- Apply skills effectively on the resources available to teach Economics.
- Acquire knowledge on professional development of teacher.
- Develop positive attitude on the text book of Economics.
- Understand the recent developments in Economics.
- Apply the educational innovation in teaching learning process.

UNIT: I NATURE OF ECONOMICS – LEVEL – II

The nature of subject materials and learning experiences included in the study of Economics – Need for Economics in the school curriculum – Basic concepts of Economics – Theory of consumer behavior – Characteristics of wants – Demand and Supply – Demand curve – Factors determining demand – Importance of Elasticity of demand – Supply – Factors determining supply – Types of elasticity of supply – Production – Functions of an Entrepreneur.

UNIT : II THE TEACHER AND RESOURCES FOR TEACHING ECONOMICS:

Academic and Professional qualifications of an economics teacher – Professional growth (in service training) - Salient features intrinsic to the teaching of Economics – the characteristic qualities to be looked for in a teacher of Economics – Research in Economics – Importance of research – Research topics related to national, agriculture, industry and general-Community resources – Participation in Seminar – Conferences – Membership of Professional Organizations – Journals and other resource materials in Economics education – Field visit – Teacher as a researcher.

UNIT : III TEACHING AND LEARNING OF ECONOMICS:

Identification and organization of concepts for teaching and learning in different topics – Cost of production – Meaning – Cost benefit analysis of any economic activity – Revenue concepts – Market- Meaning and characteristics – Classification of Markets – Theories of rent – Wage theories – Interest and profit theories - Monetary and Fiscal Policy – Participation in budgeting learner's - Participation in developing them – Identifying and designing teaching and learning activities.

UNIT : IV RECENT DEVELOPMENTS IN ECONOMICS:

FERA, FEMA – Foreign investment and its impact – Waste Management – Women self help groups – LPG - E- Commerce – Business value of the E-Commerce – Advantages of

E-Commerce - Teleshopping – Advantages – Internal and External Markets – Internet Banking.

UNIT : V MODERN ELECTRONIC TECHNOLOGY IN TEACHING ECONOMICS:

Instruction – Objectives – Future trends – Emerging technologies in education – teletext – Video text – Audio conferencing – Tele conferencing – Computer conferencing – V-SAT (Very Small aperture terminals) – Internet and Intranet – Online teaching – Virtual classroom in Economics – Satellite – EDUSAT – Communication Satellite – World Wide Web – E-mail.

SESSIONAL ACTIVITIES:

- Role play of different innovative methods of teaching.
- Prepare e-content for a particular topic in Economics.
- Prepare rating forms to evaluate teacher effectiveness.
- A booklet showing current events of particular years.
- Preparation of Module for any one of the economics concept.
- Analysis of any five year plan.

Learning Outcomes:

By the end of the course, the student teacher will be able to

- Understand the recent developments in Economics.
- To develop understanding the use of various support materials required for teaching of Economics.
- Apply the educational innovation in teaching learning process.
- Develop positive attitude on the text book of Economics.
- Apply skills effectively on the resources available to teach Economics.
- Acquire knowledge on professional development of teacher.

REFERENCES:

- Dhillon S; Chopra K : Teaching of Economics.
- Mustafa M, 2005, “Teaching of Economics” Deep Publications Pvt Ltd., F-159, Rajouri Garden, New Delhi – 110027.
- Natarajan S. 1993, “Introduction to Economics of education”, Sterling publications Private Ltd.,,

- Sharma Kadambari : Teaching of Economics.
- Siddiqui M.H : Teaching of Economics, APH Publications Corporation.
- Sindhu H.S: Teaching of Economics, Tandon Publications, Books Market, Ludhiana – 141008.
- Saxena Mishra Mahonty (2004) “Teaching of Economics” Surya Publications, Meerut.
- Prof.Rai B.C (1991) “Techniques of Teaching” Prakashan Kendra Luckhnow – 7.
- Yadav Amita, 1999, “Teaching of Economics” Anmol Publications Pvt.Ltd., New Delhi.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
PEDAGOGY OF HISTORY- PART – IV
COURSE CODE: 19130CP44J**

OBJECTIVES:

The student – teacher will be able to

- Acquire adequate knowledge of contents in History.
- To develop understanding the use of various support materials required for teaching of History.
- Know the importance of co-curricular activities in History.
- Explore learning in History.
- Ability to organize history exhibitions in the school.
- Apply the educational innovation in teaching and learning process.

UNIT – I NATURE OF HISTORY – LEVEL II:

The nature of subject materials and learning experiences included in the study of History – Aims of teaching History at Primary, High School and Higher Secondary level – Imperialism in India and china – First World War (AD 1914 – AD 1918) League of Nations – World between the two world wars (AD 1919 – AD 1939) Economic depression – Fascism in Italy – Nazism in Germany – Second World War (AD 1939 – AD 1945).

UNIT – II ORGANIZATION OF CO-CURRICULAR ACTIVITIES AND HISTORY METHOD ROOMS:

Meaning and importance of co-curricular activities – Various co-curricular activities related to history : Experiments and resources, Collateral reading literacy, Exhibitions, organizing thought provoking programmes like Quizzes, Puppet show, Word searches. Field trips and Educational tour – Introduction – Meaning of History method rooms – Need and importance of History method rooms - Designing of History method rooms – Types of material and Equipment to be kept in History method rooms – Procurement , safety and proper handling of Instrument.

UNIT – III TEACHING AND LEARNING OF HISTORY:

Identification and organization of concepts for teaching and learning in different topics – The United Nations Organization – European Union – The Great Revolt of 1857 – Social and religious reforms movement in the 19th century.

UNIT – IV HISTORY LIFELONG LEARNING:

Freedom movement in India phase – I Pre-Gandhian Era (AD 1885-AD 1919) – Freedom movement in India phase – II Gandhian Era (AD1920 – AD1947) – Role of Tamilnadu in the freedom movement – Social transformation in Tamilnadu.

UNIT – V EDUCATIONAL INNOVATIONS:

Innovative practices in teaching and learning – Multimedia – Internet and its uses – e-learning, characteristics of e-learning – Virtual learning – Web based learning – Tele-conferencing – Video conferencing – Online teaching – Satellite – Communication Satellite - EDUSAT – World Wide Web – E-mail.

SESSIONAL ACTIVITIES:

- Comparing any two websites related to any topic in history curriculum.
- Preparation of workbook for std IX and X.
- Quiz programmes.
- Discussion and debates.
- Implement any types of co-curricular activities.

Learning Outcomes:

By the end of the course, the student teacher will be able to

- To develop understanding the use of various support materials required for teaching of History.
- Apply the educational innovation in teaching and learning process.
- Acquire adequate knowledge of contents in History.
- Know the importance of co-curricular activities in History.
- Explore learning in History.
- Ability to organize history exhibitions in the school.

REFERENCES:

- Aggarwal, J.C(1993), Teaching of Social Studies – A Practical approach, Second Revised Edition, New Delhi: VIKAS Publishing House Private Ltd.,

- Aggarwal, J.C. (2008). Principles, methods & techniques of teaching .UP:Vikas Publishing.
- Arul Jothi, Balaji, D.L & Sunil Kapoor (2009). Teaching of History II, New Delhi: Centum press.
- Chaudhry, L.P (1975) The effective teaching of History of India , New Delhi. NCERT.
- Kochhar.S.K (2003) Teaching of History, New Delhi : Sterling publishing.
- Mangal,S.K & Mangal.S. (2005). Essentials of Educational Technology and Management, Meerut, Loyal Book depot.
- Sharma, R.A (2008). Technological Foundation of Education. Meerut: R Lall Book Depot.
- Singh.Y.K. (2004). Teaching of History Modern Methods, New Delhi : APH Publishing corporation.
- Taneja, V.K. (1992). Teaching of Social Studies, Ludhiana: VIZO’S Publications.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
PEDAGOGY OF GEOGRAPHY- PART – IV
COURSE CODE: 19130CP44K**

OBJECTIVES:

The student - teacher will be able to

- Understand and appreciate the objectives of Teaching Geography.

- Organise Co-Curricular activities in Geography.
- Develop different skills in using computer for Teaching Geography.
- Ability to organize Geography laboratory in the school.
- Apply the educational technology in teaching learning process.

UNIT – I NATURE OF GEOGRAPHY – LEVEL II:

The nature of subject materials and learning experiences included in the study of Geography – Aims and objectives of teaching Geography at Primary, High School and Higher Secondary level – Need for Geography in the school curriculum – India – Location and Physiography – India Climate.

UNIT – II ORGANIZATION OF CO-CURRICULAR ACTIVITIES AND GEOGRAPHIC LABORATORY:

Meaning and importance of co-curricular activities – Strengthening Geography Education – Community Resource – Excursions – Geography clubs – Nature calendar – Exhibitions & Field Trips – Practical work in Geography – Need, Importance and Organization of Geographic Laboratory – Setting up of laboratory, Purchase and maintenance of equipments, Laboratory Techniques – Preservation of maps and models – Procurement, Safety and Proper handling of Instrument.

UNIT – III PEDAGOGICAL ANALYSIS OF GEOGRAPHY:

Identification and Organization of concepts for Pedagogical analysis of Geography in different topics – India Natural resources – India Agriculture – India Industries – Approaches for Pedagogical analysis – Concept and importance – Content cum methodology approach – IT based approach.

UNIT – IV: LIFELONG LEARNING:

Environmental Issues – Major environmental problems in India – Environmental Protection and policies in India- Measures taken in India – India – Trade, Transport and Communication — Means of Transport – International Trade – Means of Communication – Recent developments in communication – Remote sensing – Disaster Risk Reduction.

UNIT – V EDUCATIONAL TECHNOLOGY:

Innovative Practices in teaching and learning – Internet and its applications – Meaning – Working of Internet – e learning – World Wide Web – Tele conferencing – Video conferencing – Satellite

– EDUSAT – Educational technology in Geography teaching – Programmed learning – Computer Assisted Instruction – Mass media for Geography learning.

SESSIONAL ACTIVITIES:

- Conducting an investigatory project on any geographic topic and presenting the report.
- Participating in at least two seminars (in B.Ed topics) and presenting two papers.
- Prepare e-content for a particular topic.
- Implement any types of co-curricular activities.
- Preparation of work book for Std X.
- Reporting of current events/ Scrap book.
- Preparing maps, charts, pictures, models etc.,

Learning Outcomes:

By the end of the course, the student teacher will be able to

- Organise Co-Curricular activities in Geography.
- Ability to organize Geography laboratory in the school.
- Understand and appreciate the objectives of Teaching Geography.
- Apply the educational technology in teaching learning process.
- Develop different skills in using computer for Teaching Geography.

REFERENCES:

- Aggarwal. (2008). Teaching of Social studies: A practical approach (4th ed). UP: Vikas Publishing House Pvt.Ltd.,
- Aggarwal.J.C (2008) Principles , methods & techniques of teaching .UP:Vikas Publishing House Pvt Ltd.,
- Chauhan, S.S.(2008).Innovations in teaching learning process. UP: Vikas Publishing.
- Duplass, J.A.(2009). Teaching of elementary social studies, New Delhi: Atlantic Publishers.
- Gupta,B.L.(1992). Value and distribution system in ancient India, New Delhi: Gyan Books Pvt.Ltd.,
- Henryk,S.(2005). Philosophy for a new Civilization, New Delhi: Gyan Books Pvt.Ltd.,
- Mangal,S.K. & Mangal,S.(2005) Essentials of educational technology and management. Meerut: Loyal book depot.

- Passi, B.K.(1976) . Becoming a better teacher: Micro teaching approach. Ahemedabad: Sahitya Mudranalaya.
- Sharma, R.N.(2008). Principles and techniques of education, Delhi: Surjeet Publications.
- Sharma, R.A.(2008). Technological foundation of education. Meerut: R.Lall Books Depot.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR
SEMESTER – IV
ELECTIVE – CRITICAL UNDERSTANDING OF ICT
COURSE CODE: 19130EP45A**

OBJECTIVES:

The student- teachers will be able to

- understand the concept of Information and Communication Technology

- acquire knowledge about new horizons in ICT
- comprehend the theory of communication
- appreciate enriched learning experiences using ICT comprehend the role played by ICT in Education
- attain the knowledge of internet and its applications
- appreciate the use of multimedia and web content for teaching learning
- use ICT in educational institutions
- organize and learn through ICT
- analyze the role of ICT in Evaluation

UNIT – I INFORMATION AND COMMUNICATION TECHNOLOGY

ICT – Concept - Objectives – Types of computer – Hard ware and soft ware – Role of ICT - Need and Importance of ICT - Characteristics and Scope of Information and Communication Technology - **NEW HORIZONS IN ICT** Recent trends in the area of ICT - Interactive Video-Interactive White Board- video-conferencing – Audio conferencing – Tele conferencing - M-learning, Social Media- Community Radio - Gyan Darshan, - Gyanvani - Sakshat Portal - e-Gyankosh - Blog - MOOC - Whatsapp - Facebook - Twitter etc.-Recent experiments in the third world countries and pointers for India with reference to Education.

UNIT – II COMMUNICATION AND INTERACTION

Communication – Concept - Elements - Process - Barriers and nature - Types of classroom communication-verbal, non - verbal classroom communication- its barriers and solutions - **ICT ENRICHED LEARNING EXPERIENCES** - Application of ICT for Enriching Classroom Experiences – Application and use of Multimedia Educational Software for Classroom situations – Use of Internet based media for teaching and learning enrichment - learning using computers-Internet and Activities – Collaborative learning using group discussion, projects - field visits - blogs - etc.

UNIT - III ICT IN EDUCATION

E-learning – Meaning - Advantages and Disadvantages – Open Educational Resources - Concept and Significance - Internet and Education - Critical Issues in Internet usage – Authenticity - Addiction - Plagiarism, - Ethical and Legal Standards - **INTERNET AND ITS APPLICATIONS** - Introduction - History of the internet- Understanding WWW- Web browsers - Favourites and bookmarks - Kinds of information available - Parts of internet, searching the net, researching on the net - intranet .

UNIT -IV MULTI - MEDIA TECHNOLOGY AND INNOVATIONS IN TEACHING AND LEARNING

Concept and Characteristics of Multi-media Technology - Multi-media packages in teacher training - Multi-media laboratory - need for multi-media laboratories in India - functions of multimedia laboratory - setting up of multi-media laboratory in class rooms - Personalized System of Instruction(PSI) - Meaning and concept - origin and growth of PSI- Current status and Research on PSI - problems involved in using PSI in India - Learner Controlled Instruction (LCI) - Meaning and Concept of LCI - Advantages and Limitations of LCI- Use of ICTs to

simplify record keeping - information management in education administration – ICT infrastructure – Automated and ICT managed school process – School Management Information System(school MIS) – Learning management systems – Timetable – Student record systems – Library systems – Finance systems.

UNIT – V ICT IN EVALUATION

ICT in Evaluation – Purposes and Techniques of Evaluation - Scope of ICT in evaluation - Data analysis - look at data, read and make meaning – Graphs - Exploring Sources of data - Evaluation of Data – Communicating data and data analysis - **ORGANIZING AND LEARNING THROUGH ICT** - Digital Story Telling - Combining media to tell a story – Scripting - Creating Photo essays and video documentation as a source of information and a learning process - Framework for Creation of Learning resources.

SESSIONAL ACTIVITIES:

- Use various social networks in teaching and learning and report their effectiveness on learning of the students.
- Prepare a communication module on any one topic and analyse its effectiveness for student learning.
- Prepare a multimedia package on any one topic to enrich the teaching - learning process.
- Submit a report on critical issues in utilization of internet among learners.
- Organize a seminar on the impact of ICT in Educational institutions.
- Prepare various types of graph highlighting the performance of students.

LEARNING OUT COME:

By the end of course, the student teacher will be able to

- understand the concept of Information and Communication Technology
- acquire knowledge about new horizons in ICT
- comprehend the theory of communication
- appreciate enriched learning experiences using ICT
- comprehend the role played by ICT in Education
- attain the knowledge of internet and its applications
- appreciate the use of multimedia and web content for teaching learning
- use ICT in educational institutions
- organize and learn through ICT
- analyze the role of ICT in Evaluation

REFERENCES:

- Aggarwal, J. C. (2000). Innovations in Educational Technology. New Delhi: Vikas Publishing House.
- Aggarwal, D.D.(2004). Educational Technology. New Delhi: Sarup Publishing House.
- Aggarwal, J. C. (2013). Modern in Educational Technology. New Delhi Black Prints.
- Bharihok, D. (2000). Fundamentals of Information Technology. New Delhi: Pentagon Press.

- Bhattachary, S.P. (1994). Models of Teaching. Regency Publications.
- Byran, P. (1997). Discover the Internet Comdex Computer. New Delhi: Dream Tech Publishing.
- Conrad, K. (2001). Instructional Design for Web based Training. HRD Press
- Crouton, T. E. (1962). Programmed learning and computer based instruction. New York:
- Edwards, F. B. (1973). Teaching Machines and Programmed - New York: McGraw Hill Book.
- Gupta, M., & Arya. (1993). The Illustrated Computer Dictionary. New Delhi: Dream land
- Kumar, K.L (2000), Educational Technology, New Delhi, New Age International Pvt. Ltd.
- Madhu, P. (2006). Satellite in Education. Delhi: Shipra Publications.
- Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd
- Mrunalini, T. & Ramakrishna, A. (2014). ICT in Education. Neelkamal Publications, Hyderabad.
- Sampath K(1981). Introduction to Educational Technology, Sterling Publishers, New Delhi.
- Saxena, S. (2000). A First Course in Computers. New Delhi: Vikas Publishing House Pvt.Ltd.
- Shukla, Sathish S(2005). Basics of Information Technology for Teacher Trainees, Ahmedabad, Varishan Prakashan.
- Venkataiah, (1996), Educational Technology, New Delhi: APH Publishing Corporation.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
UNDERSTANDING THE SELF
COURSE CODE: 19130EP45B**

OBJECTIVES:

The Student – Teachers will be able to

- Enable students to develop a vision of life for themselves.
- Encourage students to give conscious direction to their lives to take responsibility for their actions.

- Develop a holistic and integrated understanding of the human self and personality.
- Facilitate the personal growth of the students by helping them to identify their own potential.
- Develop the power of positive attitude.

UNIT – I EXPLORING THE AIM OF LIFE WORKSHOP THEMES:

Vision as a person - aspiration and purpose of life – Giving a conscious direction to life – Understanding difference dimensions of self and personality and way in which they influence the dynamics of identity formations, values and direction of life.

UNIT – II DISCOVERING ONE’S TRUE POTENTIAL:

Understanding one’s strengths and weaknesses through self observation exercises – Taking responsibility for one’s own actions – Developing positivity, self esteem and emotional integration – Exploring fear and trust competition and cooperation – Developing skills of inner self organization and self reflection – Writing a self-reflective journal

UNIT – III DEVELOPING SENSITIVITY:

Understand and challenge the unconscious, conditional attitudes that are stereotyped and prejudiced gender, caste, class, race region, disability etc and critically examine the sources of stereo typed messages (eg. media) – Defining consciously one’s own values towards self and society and develop a capacity to understand and appreciate divergent points of view – Widening their realm of consciousness – Developing the capacity for empathic listening and communications skills – Understanding one’s own childhood and adult – child gaps in society.

UNIT – IV PEACE, PROGRESS AND HARMONY:

Establishing peace with in oneself - exercises of concentration and meditation – Understanding group dynamics and communication – Creating group harmony – Exploring methods of creating a collective aspiration for progress and conflict resolution – Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change.

UNIT-V FACILITATING PERSONAL GROWTH APPLICATIONS IN TEACHING:

Becoming a self –reflective practitioner becoming conscious of one’s own attitudes and communication pattern while teaching – Observing children: appreciating social, economic, cultural and individual differences in children and relating with them – Exploring and

practicing ways to facilitate personal growth the develop social skills in students while teaching.

Sessional Activity:

- Preparing a chart to develop a vision of life for themselves.
- Giving training on conscious direction of life.
- Discussing one's own childhood and adult-child gaps in society.
- Examine the local community to explore the bases of social disharmony.

Learning Outcomes:

By the end of the course, the student teacher will be able to

- Different dimension of self and personality are understood.
- Positive self esteem and Emotional Integration are developed.
- The capacities for Empathic listening and communications skills are developed.
- Peace, Progress and harmony are established.
- The aims of becoming a self reflective practitioner is achieve.

REFERENCES:

- Gupta.SK. Modern psychology
- AAA.India, NewDelhi, India
- Santharan,R Human development and Psychology.
- W.W.W understanding selfweb add.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR
SEMESTER - IV
ELECTIVE – HUMAN RIGHTS
COURSE CODE: 19130EP45C**

OBJECTIVES:

The student- teachers will be able to

- acquires knowledge on the concept, meaning and theories of human rights
- understand the role of UNO in human rights development
- secure knowledge on the role and functions of international instate
- Develop interest on Indian Constitutional provision of human rights unions to enforce human rights.

- understand the power and functions of various Human right Commissions in India
- Apply knowledge on the issues related to human rights violations with regard to the marginalized sections.
- understand the need for human rights education
- Apply the appropriate methods of teaching with respect to human rights education.
- Understand the role of various agencies in promoting human rights education.

UNIT I : HISTORICAL BACK GROUND OF HUMAN RIGHTS

Human Rights: Concept, Meaning, Definition, Historical and cultural back ground - Theories: Natural, Legal, Social Welfare, and Idealist.

UNIT II: INDIAN CONSTITUTION AND HUMAN RIGHTS

Constitutional Provisions of Human Rights – Fundamental Rights -Directive Principles of State Policy.

UNIT III: HUMAN RIGHTS COMMISSIONS IN INDIA

National Human Rights Commission – State Human Rights Commissions – Human Rights Courts - National Commission and State Commissions for Women, SC/ST, Backward Classes and - Minorities – NGOs.

UNIT – IV: HUMAN RIGHTS EDUCATION

Meaning, Objectives and Principles –Problems and Prospects - Human Rights Education at different levels: Primary, Secondary and Higher Education -Research in Human Rights Education -Good practices of State - Casteless Society .

UNIT V: AGENCIES OF HUMAN RIGHTS EDUCATION

Family, Peer-group, Religious and Social Organizations, Media, Educational Institutions - National and State organizations - NCPCR - SCPCR.

SESSIONAL ACTIVITIES:

- To study peace values among schools
- Role of media in value crisis
- Strategies of promoting values among students
- Suggest the means and method for a clean and safe environment
- Prepare a scrap book on issues to the peace movement
- Prepare a case study report on the effect of conflict Resolution

LEARNING OUTCOMES:

By the end of the course, the student teacher will be able to

- acquires knowledge on the concept, meaning and theories of human rights
- understand the role of UNO in human rights development
- develop interest on Indian Constitutional provision of human rights
- Secure knowledge on the role and functions of international institutions to enforce human rights.
- understand the power and functions of various Human right Commissions in India
- Apply knowledge on the issues related to human rights violations with regard to the marginalized sections.

REFERENCES:

- Bhakry, Savita. (2006). Children in India and their rights. New Delhi: NHRC,
- Chatrath, K. J. S. (1998). Education for human rights and democracy. Shimla: Rashtrapati Niwas.
- Darren, J. (2005). Human rights: An introduction. Singapore: Pearson Education.
- Gopal, B. (2001). Human rights concern of the future. New Delhi: Gyan Books Pvt.
- Gupta, U. N. (2006). Human rights. New Delhi: Atlantic Publishers & Distributors (p) Ltd.
- Harry, D. (2008). Teaching human rights: A hand book for teacher education. Delhi : Authors
- Macwan, Martin, (2006). Dalit Rights. New Delhi: NHRC.
- Manjot, K. (2008). Teaching of human rights. New Delhi: APH Publishing Corporation.
- Micheline, R. I. (2008). The history of human rights: From ancient times to the globalization era. London: Orient Longman Limited.
- Mohit, Anuradha, et al. (2006). Rights of the Disabled. New Delhi: NHRC.
- Naseema, C. (2004), Human Rights Education: Conceptual and Pedagogical Aspects. New Delhi: Kanishka Publishers.
- Varsha, C. (2009). Child labour: A socio legal perspective. Delhi: D.K. Agencies (P) Ltd.
- Vijapur, A.P. and Suresh, K. (1999). Perspectives on human rights. New Delhi: Manak Publications.

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR
SEMESTER - IV**

**ELECTIVE - ADDRESSING SPECIAL NEEDS IN THE CLASSROOM
COURSE CODE: 19130EP45D**

OBJECTIVES:

The student- teachers will be able to

- demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmed for all children with varied abilities in the classroom;
- use human and material resources in the classroom;

- use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- modify appropriate learner-friendly evaluation procedures;
- incorporate innovative practices to respond to education of children with special needs;
- contribute to the formulation of policy; and
- implement laws pertaining to education of children with special needs.

UNIT I: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Historical perspectives and contemporary trends - Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model - Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

UNIT II: LEGAL AND POLICY PERSPECTIVES

Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006; Constitutional Provisions; Programmed and Schemes of Education of Children with Disabilities:

UNIT III: DEFINING SPECIAL NEEDS

Understanding diversities—concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotors and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities) - Special needs in terms of the curriculum in the context of different disabilities and their learning styles - Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach.

UNIT IV: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

School's readiness for addressing learning difficulties - Assessment of children to know their profile - Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities - Classroom management and organization - Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM

UNIT V: DEVELOPING SUPPORT NETWORKS

Addressing social climate of the classroom - Child-to-child programmed - Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home - Involving community resources as source of support to teachers- Involving external agencies for networking – setting up appropriate forms of communication with professionals and para professionals.

SESSIONAL ACTIVITIES:

- Suggest your own activities using supplementary materials
- Prepare question paper for classes VI to VIII to assess all the aspects of language learning

- Practice e of skills in micro and macro teaching
- Presenting one demonstration to the peers
- Prepare a power point presentation
- Reporting on current events

LEARNING OUTCOMES:

By the end of the course, the student teacher will be able to

- demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmed for all children with varied abilities in the classroom;
- use human and material resources in the classroom;
- use specific strategies involving skills in teaching special needs children in inclusive classrooms;

REFERENCES:

- Bhatnagar, R. P., & Seema, R. (2003). Guidance and counselling in education and psychology. Meerut: R.Lal Book Depot.
- Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
- Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
- Jones, A. J. (2008). Principles of guidance.(5 ed). Delhi: Surjeet Publications.
- Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.
- Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers.
- Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt.Ltd.
- Sharma, R. N. (1999). Guidance and counseling. Delhi: Surjeet Publishers.
- Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lall Books Depot.
- Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.
- Sodhi, T. S., & Suri, S. P. (1997). Guidance and counseling. Patiala: Bawa Publication.
- Vashist S. R. (Ed.). (2002). Principles of guidance. New Delhi: Anmol Publications Pvt.Lt

Research Integrated Curriculum

The relationship between teacher and learner is completely different in higher education from what it is in school. At the higher level, the teacher is not there for the sake of the student, both have their justification in the service of scholarship. For the students who are the professionals of the future, developing the ability to investigate problems, make judgments on the basis of sound evidences, take decisions on a rational basis and understand what they are doing and why is vital. Research and inquiry is not just for those who choose to pursue an academic career. It is central to professional life in the twenty-first century.

It is observed that the modern world is characterized by heightened levels of complexity and uncertainty. Fluidity, fuzziness, instability, fragility, unpredictability, indeterminacy, turbulence, changeability, contestability: these are some of the terms that mark out the world of the twenty-first century. Teaching and research is correlated when they are co-related. Growing out of the research on teaching- research relations, the following framework has been developed and widely adopted to help individual staff, course teams and whole institutions analyse their curricula and consider ways of strengthening students understanding of and through research. Curricula can be:

Research – Led: Learning about current research in the discipline

Here the curriculum focus is to ensure that what students learn clearly reflects current and ongoing research in their discipline. This may include research done by staff teaching them.

Research – Oriented: Developing research skills and techniques

Here the focus is on developing student's knowledge of and ability to carry out the research methodologies and methods appropriate to their discipline(s)

Research – Based: Undertaking research and inquiry

Here the curriculum focus is on ensuring that as much as possible the student learns in research and or inquiry mode (i.e. the students become producers of knowledge not just consumers). The strongest curricula form of this is in those special undergraduate programmes for selected students, but such research and inquiry may also be mainstreamed for all or many students.

Research- Tutored: engaging in research discussions

Here the focus is on students and staff critically discussing ongoing research in the discipline.

All four ways of engaging students with research and inquiry are valid and valuable and curricula can and should contain elements of them.

Moreover, the student participation in research may be classified as,

Level 1: Prescribed Research

Level 2: Bounded Research

Level 3: Scaffolded Research

Level 4: Self actuated Research

Level 5: Open Research

Taking into consideration the above mentioned facts in respect of integrating research into the B.Ed. curriculum, the following Research Skill Based Courses are introduced in the curriculum.

Semester	RSB Courses	Credits
I	Research Led Seminar	1
II	Research Methodology	3
III	Participation in Bounded Research	2



PRIST
DEEMED TO BE
UNIVERSITY
NAAC ACCREDITED
THANJAVUR – 613 403 - TAMILNADU

SCHOOL OF EDUCATION

Regulations & Syllabus

Degree of

Master of Education

Two -Year M.Ed Programme – Semester System



(With effect from the academic year 2019-2020)

S.No	CONTENT	Page No.
1	PREAMBLE	3
2	SHORT TITLE AND COMMENCEMENT OF THE COURSE	3
3	OBJECTIVES	3
4	COURSE OFFERED AND DURATION OF THE COURSE	4
5	ELIGIBILITY FOR ADMISSION	4
6	COURSE OF STUDY	4
7	WORKING DAYS	4
8	MEDIUM OF INSTRUCTION	5
9	ATTENDANCE	5
10	CREDIT DISTRIBUTION	5
11	COURSE STRUCTURE & CREDIT DISTRIBUTION	6
12	COMPONENTS OF INTERNAL ASSESSMENT	10
13	EXAMINATION	10
14	EVALUATION	10
15	COMPONENTS OF QUESTION PAPER DESIGN	10
16	QUESTION PAPER PATTERN	11
17	CLASSIFICATION OF CHOICE BASED CREDIT SYSTEM	12
18	SEMESTER –I	13-30
19	SEMESTER –II	31-49
20	SEMESTER –III	50-66
21	SEMESTER –IV	67-84

SCHOOL OF EDUCATION

SEMESTER (CBCS) COURSE

REGULATIONS GOVERNING THE 2 – YEAR M.Ed. PROGRAMME PREPARED AS PER THE NCTE, NCERT & TNTEU NORMS AND STANDARDS OF PRIST DEEMED TO BE UNIVERSITY UNDER (CBCS)

1. Preamble

Quality and excellence, flexibility for working students to complete the programme over an extended period of time, standardization and comparability of educational programmes across are one of the important steps that the UGC has taken relates to Academic Reforms in the university and college system. These reforms mainly include introduction of semester system, grading system, **choice-based credit-system**, regular curriculum development, transparent admission procedures, reform of examination system with switch over to continuous internal evaluation and reducing the written examination component, credit transfer, and credit accumulation. This has been welcomed by universities, and many of them have initiated changes in their academic practices.

2. Short title and commencement of the course June/July

Master of Education (M.Ed Degree)

3. Objectives

The M.Ed. programme aims at preparing truly professional teacher educators and other personnel specialized in different areas of education. The programme intends to achieve the following objectives:

- To understand the nature of education as a discipline
- To understand how concepts/ theories/issues drawn from disciplines relating to education
- To develop specialized knowledge and understanding of the bases of education
- To develop national and international perspectives on educational theory and practice
- To develop understanding of human behaviour and personality for guiding efficient and effective learning
- To acquire skills required to take up leadership roles in the areas of education
- To develop a rational conceptualization of educational research
- To enhance essential ICT skills required for educational practice and professional empowerment

4. Courses Offered and Duration of the Course:

M. Ed. course professional course of two year duration with Four Semesters. Each semester shall extend over a period 16 - 18weeks, i.e., minimum 200 working days per year. The intervening summer vacation (1) and winter vacation (2) summer should be used for field attachment/practicum/other activities

5. Eligibility for Admission: M.Ed. DEGREE COURSE

a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in any one of the following teacher preparation/degree/diploma programmes:

- i. B.Ed. with any undergraduate degree (with 50% marks in each).
- ii. B.A, B.Ed., B.Sc.B.Ed. (Integrated Course)
- iii. B.El.Ed.
- iv. D.El.Ed/D.Ed with any Undergraduate Degree i.e. B.A. B.Sc, B.Com etc., (with 50% marks in each).

b) Candidate with B. Ed. degree of this University or degree of any other University recognized as equivalent there to with not less than 50 % of marks in the aggregate, and 45% marks if he/she belongs to SC/ST/ categories are eligible to seek admission to the M.Ed. course.

Admission shall be as per Government of Tamil Nadu Policy and the directions issued in this regard from time to time.

6. Course of Study:

Each student shall study the following perspective courses (3), Tool course (1), Teacher Education course (1) and specialization course(1). He has to attend practicum, internship and also submit a dissertation after pursuing research on a problem as per the course structure.

A compulsory Dissertation work started in first semester shall be submitted by every student towards the end of second semester as per the date notified in this respect by the Department. The instruction for the course shall be by way of lectures delivered, seminars, Practical/Tutorials and visits conducted.

7. Working Days:

There shall be at least 200 working days for M.Ed. programme for each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

8. Medium of Instruction:

The medium of instruction shall be English. However, candidates may be permitted to write their answers in the examination in their regional language

9. Attendance : Each semester shall be taken as a unit for purpose of calculating attendance.

A student enrolled in the M. Ed. programme shall be deemed to have satisfied the requirement of attendance if he has attended not less than 85% of the total number of the actual working hours which include lectures, seminars, dissertation guidance, practical taken together during each semester. The minimum attendance of students shall be 85% for Theory and Practicum, and 90% for Field Attachment.

Students should have 85% of attendance in each semester. Students who do not satisfy the prescribed attendance requirements shall not be eligible to appear for the ensuing examination. Such candidates may seek admission afresh to the respective semester within a year so long the existing system prevails. Such of the candidates who have participated in State / National level Sports, NSS, NCC, Cultural activities and other related activities as stipulated under the existing regulations shall be considered for giving attendance for actual number of days utilized in such activities (including travel days) subject to the production of certificates from the relevant authorities within two weeks after the event.

10. Credit Distribution

Sem.	Core Courses						Elective Courses		CGPA Credits	NON-CGPA Credits		Total Credits
	Theory Courses		Practical Courses		Courses on *RSD					Nos.	Credits	
	Nos.	Credits	Nos.	Credits	Nos.	Credits	Nos.	Credits		Nos.	Credits	
I	05	15	-	-	01	01	01	02	18	-	-	18
II	05	15	01	06	01	02	01	02	25	-	-	25
III	05	15	-	-	-	-	01	02	17	-	-	17
IV	05	15	01	10	-	-	01	02	27	01	03	30
Total	20	60	02	16	03	03	08	08	87	01	03	90

*RSD-Research Skill Development

11. Course Structure & Credit Distribution

SEMESTER – I

Course Structure & Credit Distribution

SL N O.	COURSE CODE	TITLE OF THE PAPERS PERSPECTIVE COURSE	Periods per week CREDITS			
			L	T	P	Credits
1	19230PC11	History and Political Economy of Education –I	3	0	0	3
2	19230PC12	Advanced Educational psychology -I	3	0	0	3
3	19230PC13	Curriculum Design and Development -I	3	0	0	3
TOOL COURSE						
4	19230TC14	Basics in Educational Research -I	3	0	0	3
TEACHER EDUCATION COURSE						
5	19230TE15	Teacher Education In India Elementary Level –I	3	0	0	3
SPECILIZATION: CORE COURSE (Any One)						
6	19230SC16A	Structure, Status and Issues in Secondary Education	2	0	0	2
	19230SC16B	Women Education And Empowerment				
	19230SC16C	Inclusive Education				
Research Skill Development (RSD) Course						
7	19230CRS	Research Led Seminar	1	0	0	1
		Total	18	0	0	18

L- Lecture, P-Practical, T- Tutorial

SEMESTER – II
Course Structure & Credit Distribution

SL N O.	COURSE CODE	TITLE OF THE PAPERS PERSPECTIVE COURSE	Periods per week CREDITS			
			L	T	P	Credits
1	19230PC21	History and Political Economy of Education –II	3	0	0	3
2	19230PC22	Advanced Educational psychology -II	3	0	0	3
3	19230PC23	Curriculum Design and Development -II	3	0	0	3
TOOL COURSE						
4	19230TC24	Basics in Educational Research -II	3	0	0	3
TEACHER EDUCATION COURSE						
5	19230TE25	Teacher Education In India Elementary Level –II	3	0	0	3
SPECILIZATION: CORE COURSE (Any One)						
6	19230SC26A	Advanced Educational Technology	2	0	0	2
	19230SC26B	Early Childhood Education				
	19230SC26C	Value Education				
7	19230PT27	Practicum	0	0	6	6
Research Skill Development (RSD) Course						
8	19230CBR	Participation in Bounded Research	2	0	0	2
		Total	25	0	0	25

L- Lecture, P-Practical, T- Tutorial

SEMESTER – III

Course Structure & Credit Distribution

SL NO	COURSE CODE	TITLE OF THE PAPERS PERSPECTIVE COURSE	Periods per week CREDITS			
			L	T	P	Credits
1	19230PC31	Philosophical and Sociological Perspectives in Education-III	3	0	0	3
2	19230PC32	Planning, Administration and Management of Secondary and Higher Secondary Education-III	3	0	0	3
3	19230PC33	Curriculum, Pedagogy and Assessment at Secondary Level-III	3	0	0	3
TOOL COURSE						
4	19230TC34	Advanced Educational Research and Statistics –III	3	0	0	3
TEACHER EDUCATION COURSE						
5	19230TE35	Teacher Education In India- Secondary level-III	3	0	0	3
SPECILIZATION: CORE COURSE (Any One)						
6	19230SC36A	Advanced Techniques of Education	2	0	0	2
	19230SC36B	Education for differently abled learners				
	19230SC36C	Trends in Indian Higher Education				
		Total	17	0	0	17

L- Lecture, P-Practical, T- Tutorial

SEMESTER – IV
Course Structure & Credit Distribution

SL N O.	COURSE CODE	TITLE OF THE PAPERS PERSPECTIVE COURSE	Periods per Week CREDITS			
			L	T	P	Credits
1	19230PC41	Philosophical and Sociological Perspectives in Education-IV	3	0	0	3
2	19230PC42	Planning, Administration and Management of Secondary and Higher Secondary Education-IV	3	0	0	3
3	19230PC43	Curriculum, Pedagogy and Assessment at Secondary Level-IV	3	0	0	3
TOOL COURSE						
4	19230TC44	Advanced Educational Research and Statistics-IV	3	0	0	3
TEACHER EDUCATION COURSE						
5	19230TE45	Teacher Education In India- Secondary level-IV	3	0	0	3
SPECILIZATION THEMATIC COURSE (Any One)						
6	19230SC46A	Guidance and counseling	2	0	0	2
	19230SC46B	Special Education				
	19230SC46C	Inferential Statistics				
7	19230PT47	Practicum	0	0	10	10
	19230PEE	Program Exit Examination				3
						30

L- Lecture, P-Practical, T- Tutorial

		L	T	P	TOT	MARKS
1	Dissertation					100
	Viva					50
2	Field based internship Cooperative Schools					50
3	Field based internship in the Teacher Education Institutions	0	0	10	10	75
4	Communication Skills: Academic Writing					75
5	Hands on Training					50
	Total	0	0	10	10	400

16 COMPONENTS OF INTERNAL ASSESSMENT

S.NO	COMPONENTS	MAX. MARKS
01	TEST (Aggregate of marks obtained by each candidate in minimum of class tests converted in to 40)	20
02	ATTENDANCE Weight age for Attendance 95% and above – 20 marks 90% to 94% - 15 marks 85% to 89% - 10 marks 80% to 84% - 5 marks (Below 80% no marks)	20
03	ASSIGNMENTS (Aggregate of marks obtained by each candidate in minimum 4 Assignments converted into 20)	20
04	SEMINAR (Minimum Two)	20
05	Model Examination	20
	Total	100

Maximum Marks 100 to be converted into 40 marks

12.Examination :

There shall be an examination at the end of each semester. The semester examinations shall be conducted by the University.

There shall be semester-end examination of 3 hours duration for 100 marks for compulsory and Elective course

13. Evaluation :

The M.Ed. programme shall have two evaluation components – Internal Assessment (IA) and the Semester End Exams.

14. Components of Question Paper Design:

Each theory subject question paper will be designed for 3 hours in two sections, Part – I and Part – II with number of questions and allotments of Marks as described below.

		Marks	Total
Part – I	Ten Short answers (No Choice)	10X2	20
Part – II	Five Essay Type with internal choice(Either or type)	5X16	80
Total Marks			100

Note: The question paper for external assessment will be set for a maximum of 100 marks and this will be converted to a maximum of 50 marks.

15. Question Paper Pattern

S. No

Code No:

(For candidate admitted from 2008- 2009 onwards)

M.Ed. DEGREE EXAMINATION APRIL/NOVERMBER 2014

Education

(Title of the Paper) History and Political Economy of Education -I

Time: 3 hours

Maximum Marks: 100

PART – I (10X2=20)

Answer **ALL** the questions not exceeding 50 words each:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

PART –II (5X16=80)

Answer **ALL** the questions not exceeding 400 words each:

11. (a) or (b)
12. (a) or (b)
13. (a) or (b)
14. (a) or (b)
15. (a) or (b)

16. Classification of Choice Based Credit System (CBCS)

A candidate shall be awarded the M.Ed degree if he/she has passed both the Theory Component and the practicum components .Successful candidates shall be classified as specified here under by taking into account of their secured mark in Theory and Practical Examination separately.

Grading of Course Performance		
Marks Secured	Grade	Grade Point
90-100	S	10
80-89	A	9
70-79	B	8
60-69	C	7
50-59	D	6
0-49	F(Fail)	0
Absent	AB	-
Incomplete	I	-
Withdrawal	W	-

Grading of Overall Semester Performance Cumulative performance	
GPA/CGPA	Overall Grade
6.00-6.49	D
6.50-7.49	C
7.50-8.49	B
8.50-9.49	A
9.50-10.00	S

GPA-Grade Point Average
$\text{GPA} = \frac{\sum_{i=1}^n C_i P_i}{\sum_{i=1}^n C_i}$
<p>C_i - Credit for the i^{th} Course P_i - Grade Point Secured in the i^{th} Course</p>

SEMESTER - I

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – I
PERSPECTIVE COURSE – I
HISTORY AND POLITICAL ECONOMY OF EDUCATION - I
COURSE CODE: 19230PC11

OBJECTIVES:

By the end of the course, student –teachers will be able to

- acquire knowledge on education and its agencies
- develop understanding about the educational system of ancient India
- develop understanding about the educational system of medieval India
- list out the educational contributions of Christian Missionaries and the East India Company
- analyse the major recommendations of various educational committees and commissions
- during the British rule

UNIT – I: EDUCATION AND ITS AGENCIES

Education: Meaning, definition, concept - Aims of Education, Forms of Education: Formal, Non-formal and Informal - Agencies of Education: Formal, Non-formal and Informal agencies of education.

UNIT – II: EDUCATION IN ANCIENT INDIA

Vedic System of Education and its Educational implications– Buddhist System of Education and its educational implications- Jain System of Education and its educational implications.

UNIT – III: EDUCATION IN MEDIEVAL INDIA

Indigenous Education: Nature, Indigenous Education: Nature, types and its implications – Islamic Education: Nature, types and its implication.

UNIT – IV: EDUCATION UNDER THE EAST INDIA COMPANY

Educational contributions of The Portuguese, The Dutch, The French, The Danish and The English Christian Missionaries – Educational contributions of the East India Company: Charter Act (1813), Charter Act (1833), Macaulay’s Minutes (1835), Wood’s Despatch (1854).

UNIT – V: EDUCATION UNDER THE BRITISH RULE

Hunter Commission (1881-1882) – Indian Universities Commission (1902) – Indian Universities Act (1904) – Sadler Commission (1917-1919) – Hartog Committee (1928-1929) – Abbot-Wood Report (1936-1937) – Wardha Scheme of Basic Education (1937) – Sargent Plan (1944).

SESSIONAL ACTIVITIES:

Trace the historical hallmarks of Indian Education till date with its salient features.

- Write a report on the implementation and the present status of either Right to education, GATT or WTO for Education
- Develop a Cost benefit analysis chart and report with reference to any educational institute.
- Carry out an impact evaluation of any one educational projects of the government (survey or case study)

LEARNING OUTCOMES:

- A Knowledge of History of Education acquired.
- Critical analization of Educational Politics Practised
- Political perspectives of education is learnt properly
- Proper understanding of political economy of education achieved

REFERENCES:

- Agarwal J.C; Agrawal S.P, (1992), Educational Planning in India, Volume 1, Concept publishing Company, New Delhi.
- Agarwal, J.C (2007), Development of Education System in India, Shipra Publications, Delhi
- Agarwal .J.C(2007), History of Modern Indian Education, 6th Edition, Vikas Publishing House Pvt ltd, New Delhi.
- Amala,P.A, Anupama,P and Rao, D.bB;(2004), History of Education, Discovery Publishing House, New Delhi.
- Babalola, J B.(2003), Fundamentals of Economics of Education, University of Ibadan
- Bhatnagar S (2004) Kothari Commission Recommendations and evaluation with atext on NPE, International Publishing House, Meerut.
- Booth, T.&Ainscow, M (1998), From them to Us: An International study of Inclusion in Education. London: Routledge.
- Chauhan, C.P.S, Modern indian Education, Policies, Progress and Problems, Kanishka Publishers, Distributors, New Delhi.
- Devi, S (2005), A History of Modern Education, Omsons publications, New Delhi

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – I
PERSPECTIVE COURSE – II
ADVANCED EDUCATIONAL PSYCHOLOGY -I
COURSE CODE: 19230PC12

OBJECTIVES:

By the end of the course, student–teachers will be able to

- understand the various schools and methods of psychology
- understand adolescent’s growth, development and their problems
- acquaint with the significance of learning and the various theories of learning
- understand the biogenic and sociogenic motives and different theories of motivation
- understand the concepts and theories of intelligence and creativity

UNIT - I: SCHOOLS AND METHODS OF PSYCHOLOGY

Educational Psychology: Nature, Meaning and Scope - Major Schools of Psychology: Structuralism, Functionalism, Behaviourism, Constructivism and Humanism - Methods of Psychology: Introspection, Descriptive, Observation, Case Study, Survey and Experimental.

UNIT - II: GROWTH AND DEVELOPMENT

Growth and Development: Concept and Stages - Factors influencing Development: Genetic, Biological, Physical and Environmental - Theories of Development: Psycho-analytic Theory of Freud and Erikson - Behavioural Theory of Albert Bandura - Cognitive Theory of Jean Piaget, Kohlberg and Havighurst.

UNIT - III: LEARNING

Learning: Meaning and definitions –Behavioral Theory: Bandura’s Social Learning Theory - Cognitive Theory: Gagne’s Theory and Bruner’s Theory - Developmental Theory: Vygotsky’s Theory - Constructivist Theory: Kolb’s Theory - Humanistic Theory: Carl Rogers Theory - Field Theory: Kurt Lewin’s Theory - Information Processing Theory: Donald Norman Theory Descriptive, Observation, Case Study, Survey and Experimental.

UNIT - IV: MOTIVATION AND SELF-REGULATION

Motivation: Meaning – Biogenic and Sociogenic motives – Approaches: Behavioural, Humanistic, Cognitive and Socio-cultural – Theories: Maslow, Vrooms Expectancy Model and Mclelland - Level of Aspiration: Zeigarnik effect – Self-Regulation: Meaning - Factors influencing self-regulation.

UNIT – V: INTELLIGENCE AND CREATIVITY

Intelligence: Definitions and nature – concept of IQ – Gardner’s theory of multiple intelligence, Stenberg’s Triarchic theory, Catell’s theory of fluid and crystallised intelligence, PASS theory of intelligence – culture and intelligence – measuring intelligence. Creativity: nature, factors affecting creativity – programmes and strategies for developing creativity.

SESSIONAL ACTIVITIES:

- Problem Solving
- Creativity Test
- Concept Formation
- Level of Aspiration
- Steadiness Test

LEARNING OUTCOMES:

- Student teachers acquired knowledge of basic concept of educational psychology.
- They gained knowledge of methods of educational psychology.
- They understood the various schools of psychology.
- Adolescent's growth, development and their problems have been realized.
- Various theories of motivation have been understood.
- They acquired the knowledge about the changing concept of intelligence theories and creativity.

REFERENCES:

- Anastasi,A. (1980). Psychological Testing . London: McMillan
- APA's (1996). Diagnostic and Statistical Manual)-IV ., New Delhi: Jaypee Brothers
- Ausubel. & Robinson F.G . (1969) School learning – An Introduction to Educational Psychology, New York, Holt, Rinchart & Winston Inc.
- Baron, R.A., Byrne, D. (2003). Social Psychology (10th Edn) – Prentice Hall.
- Bee H & Boyd D (2002) Life span development Boston MA Allyn & Baccon.
- Bernard, H.W. (1972) Psychology of learning & Teaching, New York, Macgraw – Hill Company Third Edition
- Bigge, M.L. Hunt M.P. (1962) Psychological Foundations of Education, New York, Harper & Brothers, Publish.

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – I
PERSPECTIVE COURSE – III
CURRICULUM DESIGN AND DEVELOPMENT - I
COURSE CODE: 19230PC13

OBJECTIVES:

By the end of the course, student –teachers will be able to

- acquire the knowledge of the nature of the curriculum
- understand the determinants of curriculum design
- comprehend the various principles involved in curriculum design
- understand phases of curriculum process
- recognize models of curriculum development

UNIT- I: THE NATURE OF CURRICULUM

Definition of curriculum: Curriculum as a/an Plan, Experience, Objective, Product, Process, Subject Matter – Principles of Curriculum Construction.

UNIT- II: DETERMINANTS OF CURRICULUM

National Aspirations and Needs – Cultural and Social Change – Factors influencing Curriculum: Political, Social, Economic, Technological, Environmental Factors – Changes in Values – Value System – Foundations of Curriculum: Philosophical, Sociological and Psychological Foundations of curriculum.

UNIT- III: CURRICULUM DESIGN

Components of Curriculum design – Sources of curriculum design – Conceptual framework: Horizontal and Vertical organisation – Design dimensions considerations: Scope, Integration, Sequence - Articulation, Balance and Continuity.

UNIT - IV: PROCESS OF CURRICULUM DEVELOPMENT

Phases of Curriculum Development process: Need assessment, Formulation of aims, goals and objectives, Selection of content, Selection of learning experience, Organization of content and learning experience and Evaluation.

UNIT - V: MODELS OF CURRICULUM DEVELOPMENT

Technical-Scientific Models: Tyler’s Model, Hilda Taba’s Model, Saylor and Alexander’s Model - Non-technical Non-scientific Models: Kohl and Holt’s Model, and Rogers Model.

SESSIONAL ACTIVITIES:

- Design curriculum for higher secondary level.
- Curriculum as a system rationale make models for system rationale.
- Prepare web based instruction for curriculum renewal and change.
- Prepare a plan for implementation and evaluation of curriculum

LEARNING OUTCOMES:

- The contribution of psychologists to the field of curriculum achieved.
- Made acquaintance to the students for the need and urgency to change the curriculum.
- Implementation and evaluation of curriculum achieved.

REFERENCES:

- Bhatt, B.D and Sharma S.R, “Principles of Curriculum Construction”, Kanishka publishing House, New Delhi, 1992.
- Danis Lawton, Peter Darden, et. al., “Theory and Practice of curriculum Studies”,Routledge and Kagen Paul, London, 1978.
- Das R.C., et. al.,”Curriculum and Evaluation”, NCERT, 1984.
- David, Hamilton, “Curriculum Ealuation”, Open Books Press, London 1976.
- Davis, K.I, “Objectives in curriculum Designs”, Mc Graw Hill Book Company, London, 1978.
- Davis, K.I,”Objectives in Curriculum Design” , Mc Graw Hill Book Company, London, 1976.
- Doll Ronald C. (1986) Curriculum Improvement: Decision Making Process, London,Allyon and Bacon Inc.
- Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
- Whecker D.K. (1967) Curriculum Process, University of London Press.
- Faunce and Bossing,”Developing the core Curriculum”, Prentice Hall of India Pvt.Ltd, New Delhi, 1977.
- Gail N. Inlaw, he Emergent in Curriculum”, John Wiley and Sons Inc.New York,1966
- Hilda Taba, “Curriculum Development – Theory and Practice’, harcourt, Brce and World, Inc.
- Hooper R (Ed.), “The Curriculum content, Design and Development”,

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – I
TOOL COURSE – III – BASICS IN EDUCATIONAL RESEARCH-I
COURSE CODE: 19230TC14

OBJECTIVES:

On completion of this course, the students will be able to

- acquire knowledge of research in the field of education
- understand the process of research
- comprehend the research design and research plan
- recognize the research problem
- understand the formulating hypothesis

UNIT - I: NATURE AND PURPOSE OF EDUCATIONAL RESEARCH

Meaning and objectives of Research - Characteristics of research – Scope and Need for Educational Research – Basic types of research: Descriptive versus Analytical research, Applied versus fundamental research, Quantitative versus Qualitative research, Conceptual versus Empirical research – Significance of research – Ethical principles in conduct of research with human participants.

UNIT - II: PROCESS OF RESEARCH

Research proposal –Phases of Research process – Steps in the process of research: Identifying a Research problem, Reviewing the Literature, Specifying a purpose of research, collecting data, Analyzing and Interpreting the data. Reporting and evaluating research.

UNIT - III: RESEARCH DESIGNS

Meaning and parts of Research design, Need for research design , Features of a good design, Important concepts relating to research design - Experimental Research designs – Developing a Research plan.

UNIT - IV: DEFINING RESEARCH PROBLEM

Nature of Research problem – Research topic, Research problem, Research purpose, Research questions – Important tasks for determining research problem: Classifying in argument information needs, Redefining research problem - Establishing hypothesis, Research questions and Objectives - Criteria of a good research problem, Sources of research problem, Conditions for a research problem, Formulating and stating the problem.

UNIT - V: FORMULATING HYPOTHESIS

Meaning, Types, uses, Forms of hypothesis, Criteria for a hypothesis, Methods of deriving hypothesis, Testing of hypothesis, Basic concepts in testing the hypothesis: Null hypothesis and Alternative hypothesis, Level of significance, Decision Rule, Type I and Type II Errors, Two - tailed and One- tailed tests – Procedure for hypothesis testing – Distinguish among Purpose statements, Research questions, Hypothesis and Objectives.

SESSIONAL ACTIVITIES:

- Developing students to gain sufficient knowledge through knowledge resource centre.
- Preparation of different types of tools.
- Knowledge about review of literature activity.

LEARNING OUTCOMES:

- acquired knowledge of research in the field of education.
- familiarized with various types of research.
- awareness developed in the research process.
- developed the skill of selecting a research problem in education and formulate hypotheses.
- acquired skills to construct suitable tests and tools.
- acquired skills to select appropriate sampling techniques

REFERENCES:

- "A Hand Book on Educational Research", NCTE, New Delhi. 1999.
- Agarwal.Y.P., "Statistical methods, concepts, Applications and Computations", Sterling Publications, New Delhi.1986.
- Agarwal.L.P. "Modern Educational Research", Dominant Publishers and Distributers. New Delhi.2007.
- Bhandarkar, P.L., Wilkinson,T.S, & Laldas,D.K., "Methodology and Techniques of Social Research", Himalaya Publishing House, Mumbai,2004.
- Best, John, W., & Kahn James V. " Research in Education", Prentice Hall of India Pvt.Limited, 9th Edition, New Delhi.2005.
- Bruce. J. Chalmer,"Understanding statistics", Marshall Décor Inc.USA.1997
- . Chandra.S.S., "Research in Education", Atlantic Publishers, New Delhi.2004.
- Garret Henry, E., & Wood worth R.S., "Statistics in psychology and Education", Vakils, Feffer and sons Pvt.Ltd., Bombay,
- Gupta.S.K., "Applied Statistics for Educational Research", Mittal Publications, New Delhi, 1999.
- Keeves, John.P, "Educational Research Methodology and Measurement, An International Hand Book", Pergamon Press, Oxford.1998
- Kothari.C.R. "Quantitative techniques" VikasPublishing House, New Delhi.1998.
- Kumar, "Research Methodology", Lakshmi Narayan Agarwal Pub. Agra, 1999.
- Kulbir Singh Siddhu, "Methodology of Research in Education", Sterling publications, New Delhi, 2002.

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – I
TEACHER EDUCATION COURSE
TEACHER EDUCATION IN INDIA ELEMENTARY LEVEL - I
COURSE CODE: 19230TE15

OBJECTIVES:

On completion of this course, the students will be able to

- acquire the knowledge on the origin of teacher education programme in the Indian context
- develop the understanding about the development of elementary teacher education system in India
- Comprehend the structure of elementary teacher education in India
- compare and contrast the salient features of elementary teacher education programmes of Russia, USA, Japan, Germany and India
- analyse the elementary teacher education curriculum and its transaction modes

UNIT-I: GENESIS OF TEACHER EDUCATION IN INDIAN CONTEXT

Concept of Teaching, Instruction, Indoctrination and Teacher - Teacher and Teacher Education: Ancient Period, Medieval Period (Jainism, Buddhism, Islam) and British Period.

UNIT-II: DEVELOPMENT OF ELEMENTARY TEACHER EDUCATION IN FREE

Radhakrishnan Commission (1948-49) – Mudaliar Commission (1952-53) – Kothari Commission (1964-66)- Chattopadhyaya Committee (1983-85) – NPE (1986) – Acharya Ramamurthy Committee (1990) – Revised NPE (1992) - Yashpal Committee (1993) – NCERTCommittee (2005) – National Knowledge Commission (2006) – NCFTE (2010).

UNIT-III: STRUTCTURE OF ELEMENTARY TEACHER EDUCATION

Teacher Education: Concept, Objectives and Scope of Teacher Education; Pre-service and Inservice– Structure of Elementary Teacher Education – Salient features of Elementary Education: Relevance, Flexibility, Integration and Interdisciplinary – Nature and Concept of Elementary Teacher Education – Objectives of Elementary Teacher Education.

UNIT-IV: COMPARATIVE TEACHER EDUCATION AT ELEMENTARY LEVEL

Comparative Education: Concept, Need, Importance and Scope – Comparative Study of Elementary Teacher Education: Russia, USA, Japan, Germany and India.

UNIT-V: ELEMENTARY TEACHER EDUATION CURRICULUM AND TRANSACTION

Pedagogical Theory – Methodology of Teaching School Subjects – Practice Teaching/Internship – Other Practical Works – Competency Based and Commitment Oriented Teacher Education – Curriculum Framework of NCTE Regulations, Norms and Standards (2014).

SESSIONAL ACTIVITIES:

The students may undertake any one of the following activities

- Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom

process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

- Essential Readings - MHRD (2001): Convention on the Right of the child.
- New Delhi. - UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

LEARNING OUTCOMES:

- the context of elementary education knowledge acquired.
- the objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE) realized.
- knowledge acquired about elementary education in India since independence
- strategies and programmes of UEE adopted.

REFERENCES:

- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. • Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – I
SPECILIZATION CORE COURSE
STRUCTURE, STATUS, ISSUES IN SECONDARY EDUCATION
COURSE CODE: 19230SC16A

OBJECTIVES:

On completion of this course, the students will be able to

- Understand the context of secondary education
- Understand the concept, objectives, rationale and context of secondary education
- Learns the challenges and extent of success of Universal Elementary
- Education (UEE) and their influence on secondary education
- Discuss the development of Secondary education in India since independence
- Reflect on the relevance of strategies and programmes of RMSA

UNIT–I: Secondary Education in India

Recommendations of different commissions and policies on secondary education (Mudaliar commission- aims, Problems and Recommendations), Kothari commission, Yashpal Committee) – Policies-and programmes for realizing the constitutional obligations related to secondary education (NPE 1986,-PoA 1992, RMSA) - NCF and KCF 2005 (emphasis of Secondary education)

UNIT–II: Quality in secondary Education

Quality education (concepts, indicators of quality, setting standards for performance) - The present-status of quality education in India (status and prospects) - Professional enrichment of secondary teachers (different in-service programmes for ensuring-quality-different agencies SCERT – NCERT – CIET – NUEPA – IASE etc)

UNIT–III: Secondary Education Curriculum

Secondary School curriculum (features, principles, relevance) - Critical appraisal of present Secondary-School curriculum in the state - Assessment and evaluation in secondary level (new trends in evaluation-- grading – internal assessment – semester system-need and importance of CCE,) - Critical appraisal of-the present evaluation system in elementary level

UNIT–IV: Emerging Perspectives of Secondary Education

Understanding the Secondary School Child-Knowledge and curriculum at Secondary level- Policies and programmes for secondary level (RMSA, Model Schools, yoga Education) skill Development.

UNIT–V: Innovations in Secondary Education

Innovative Resource management – Human and Material resources (Labs, Libraries)-Art and Craft as a pedagogic tool-ICT mediation at secondary level Centre and state initiatives. -Exploring E-resource for teaching and learning at Secondary level - RTE, Open School System

SESSIONAL ACTIVITIES:

- Preparation of data tables related to secondary education- Visits to various secondary schools – Private, Corporate, Aided Government and write a report-Comparison of secondary curricula of CBSE, SSC, JCSE, Cambridge etc.
- Preparation of caste studies, profiles of secondary children with reference to cognitive, affective and psychomotor abilities.
- Review of RTE and SCF with reference to knowledge and curriculum
- Collecting district wise data of secondary school children enrolment & School Teachers.
- Visit to technical / Setwin / Institutions.
- Critical review on Examination system at secondary level. 9. Observation review on CCE at Secondary level.
- Visits to worksites and documentation of the process.
- Preparation of portfolios.

LEARNING OUTCOMES:

- Accomplished Knowledge the context of secondary Education
- Achieved the concept, objectives, rationale and context of secondary education
- Learnt the challenges and extent of success of Universal Elementary
- Leant Education (UEE) and their influence on secondary Education

REFERENCES :

- NCTE, Teacher education curriculum (1978), A Framework, NCERT, New Delhi.
- Pradeep kumar T.(2010): Teacher education APH Publishing corporation.
- Ravi S. S. (2015): A Comprehensive study of Education, Prentice Hall India Pvt. Ltd. Delhi.
- Rita C (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubha Publications.
- Shrimali .K.L Better teacher Education, Ministry of education Govt. of India, New Delhi.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi. 89
- Tilak, J.B. (1992) Educational Planning at grass roots, New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- UNESCO- Economic and Social aspects of Educational Planning, 1963

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER– I
SPECILIZATION: CORE COURSE
WOMEN EDUCATION AND EMPOWERMENT
COURSE CODE: 19230SC16B

OBJECTIVES:

On completion of this course, the students will be able to

- understand the implications of gender perspectives on women.
- deliberate on various Perspectives on Development and Developmental initiatives.
- adopt nationally and internationally.
- acquire and apply knowledge about Feminism, Women Entrepreneurs and Challenges.

Unit I: Basic concepts in Women Studies

Concept and Need for Women's Studies-Scope of Women's studies-Women's Studies as an Academic Discipline-Women's Movement to Academic Curriculum Development in Women Studies.(Historical Perspective)

Unit-II: Gender Perspectives and its Implications

Gender Concepts: patriarchy, sex and gender - social construction of sex and gender; gender roles gender stereotyping, gender discrimination, gender sensitivity; gender perspective, gender analysis, gender auditing, gender budgeting, gender equity, gender equality, gender - Gender as an Axis of Stratification (including Transgender) and its Relation to other Axes of Stratification (Caste, Class, Community and Ethnicity)-Implications of Gender perspectives on women Development and women Education.

Unit-III: Feminism

Feminism- Concept, Challenges -Overview of Feminist Thought and Theory i. Liberal Feminism- Equality, Rationality, Freedom, (Mary Wool stone Craft, Harriet Taylor, J.S Mill, Betty Frieden) ii. Marxist Feminism- Production, Reproduction, Class, Alienation, Marriage and Family (Marx & Engels, Margaret Benston, Dalla Costa Salma James, Zaretsky) iii. Radical Feminism- Gender, Patriarchy, Reproductive Technology, Motherhood (Shulamith firestone, Kate Millet, Mary Daly, Adrienne Rich iv. Socialist Feminism- Class and Gender, Division of Labor, Unified and Dual System, Exploitation (Alison Jaggar, Juliet Mitchell, Irish Young, and Sheila Rowbotham) v. Brief overview of Indian Feminism w.r.t to Family, Caste, Class, Culture, religion Social System c) Relevance of Feminism in the global context.

Unit-IV: Women and Development

Perspectives on Development – Women in Development-WID, Women and Development WAD, Gender and Development- GAD approach and its impact on Women. b) Women's Development and International Interventions i) International Women's Decade ii) Millennium Development Goals c) Rights of Indian Women- political, family and property rights.

Unit-V: Women and Education

Various Committees and commissions on women's education-Initiatives of Adult and non-formal education for women- National literacy Mission, National Adult and continuing Education, Functional Literacy programmes for women-Education for Disadvantaged Women: Socio Economic Deprived, Physical- Mental Challenged Women and Right to Education (RTE) Act 2011.

SESSIONAL ACTIVITIES:

- Report Writing – Gender perspectives /Women's Movement-Historical perspective
- Role Model case studies of Women entrepreneurs
- Exchange of ideas among faculty and students in group discussions and group initiatives on the topic –Women and development / Women and Education/ Feminism.
- Survey- To find out problems and challenges of women at work and its practical solutions

LEARNING OUTCOMES:

- the implications of gender perspectives on women realized
- various Perspectives on Development and Developmental initiatives exercised.
- adopted nationally and internationally.
- acquired and apply knowledge about Feminism, Women Entrepreneurs and Challenges

REFERENCES:

- Agnes, Flavia (1999). "Law and Gender Inequality: The Politics of Women's Rights in India" OUP, New Delhi
- Agnes, Flavia (2003). "Feminist Jurisprudence: Contemporary Concerns". Majlis, Mumbai.
- Butler, Judith and Scott Joan, (Ed). (1992). "Feminist Theorize the Political". Routledge, New York.
- Chaudhuri Maitrayee (Ed). (2004). "Feminism in India – Issues in contemporary Indian 'Feminism'". Book Review Literary Trust, New Delhi.
- Chowdary Paul (1992). "Women welfare and Development". Inter India Publications, New Delhi.
- Desai Neera and Krishnaraj Maithreyi (1987). "Women and Society in India". Ajantha Publications, New Delhi.

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – I
SPECILIZATION: CORE COURSE
INCLUSIVE EDUCATION
COURSE CODE: 19230SC16C

OBJECTIVES

On completion of this course the students will be able to

- understand the global and national commitments towards the education of children with diverse needs,
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- analyze special education, integrated education, mainstream and inclusive education practices, identify and utilize existing resources for promoting inclusive practice.
- To familiarize trainee-teachers with the basic concepts of the learning child.
- To enable trainee-teachers to have a knowledge of physical intellectual, emotional, social and moral aspects of learning
- child during three stages viz Pre-School, during-School and after School.
- To enable trainee teachers to know the factors influencing learning.
- To help trainee-teachers understand learning disabilities of students and adopt suitable strategies to help them.
- To enable trainee-teachers to understand constructivist approach to learning.
- to develop awareness of learner towards inclusive education and its practices.

UNIT-I: Introduction to Inclusive Education

Definition- concept and importance of inclusive education - Historical perspectives on education of children with diverse needs - Difference between special education, integrated education and inclusive education - Advantages of inclusive education for education for all children.

UNIT-II: Concept and Nature

Concept and principles of Inclusion-Benefits of Inclusion - Need of Inclusive education - Policies and legislations for Inclusive Education and Rehabilitation - National legislations for Inclusive Education -Government Scheme and Provisions.

UNIT-III: Competencies development for Inclusive Education

Theories of Inclusive Education - Philosophical Approaches to Inclusive Education - Attitude and positive behavior for Inclusion - Developing attitude and Competencies for Inclusion –Attitude, Self- Efficacy, Skill and Ideologies - Social skills for Inclusion.

UNIT-IV: Recommendations of Education Commissions and Committees

International Initiatives

The Convention on the Rights of the Child - the World Declaration on Education - World Declaration on the Survival, Protection and Development of Children - Plans of action - Asian and Pacific decade of Disabled Persons - World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education-**National Initiatives**-Indian Education Commission - integrated Education for Disabled Children - National Policy on Education - Establishment of National Institutes and their Regional Centers - Project Integrated Education for disabled children - District Primary Education Programme - Persons with Disabilities Act - Sarva Shiksha Abhiyan- Mental Health Act, - Rehabilitation Council of India Act, Persons with Disabilities Act, Protection of rights and full participation, National Trust for the Welfare of Persons with autism.

UNIT-V: Preparation for Inclusive Education

Concept and meaning of diverse needs- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education -Brief account of existing special, integrated and inclusive education services in India - Building inclusive learning friendly classrooms, overcoming barriers for inclusion- Creating and sustaining inclusive practices - Role of teachers, parents and community for supporting- Techniques and methods used for adaptation of content , laboratory skills and play material.

SESSIONAL ACTIVITIES:

- Various types of educational needs of children with respect education identified
- Policies and legislations for Inclusive Education and Rehabilitation implemented.
- Developing attitude and Competencies for Inclusion Attitude, Self Efficacy
- Skill and Ideologies Social skills for Inclusion.

LEARNING OUTCOMES:

- identified the global and national commitments towards the education of children with diverse needs,
- developed the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- developed critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- the nature of difficulties encountered by children.

REFERENCES :

- Dvani, Lal. and Chadha, Anupriya(2003). You and Your Special Child, New Delhi UBS Publishers' Distributors Pvt. Ltd.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.

SEMESTER - II

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
PERSPECTIVE COURSE– I
HISTORY AND POLITICAL ECONOMY OF EDUCATION - II
COURSE CODE: 19230C21

OBJECTIVES:

The teacher – educators will be able to:

- develop understanding about the educational provisions spelt out in the Indian co
- analyse the major recommendations of various educational committees and commissions after Indian independence
- recognise the important role of education in promoting nationalism and international understanding
- examine the Indian political policy
- critically evaluate the changing economic policy in developing education.

UNIT – I: INDIAN CONSTITUTIONAL PROVISIONSON EDUCATION

Preamble of the Constitution – Seventh Schedule of the Constitution: Central List, State List and Concurrent List – Directive Principles of State Policy and Education – Constitutional Amendments on Education – Right to Education Act (2009).

UNIT – II: DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA

Radhakrishnan Commission (1948–1949) – Mudaliar Commission (1952-1953) – Kothari Commission (1964-1966) – New Policy of Education (1968,1986) – Revised National Policy of Education and Programme of Action (1992) – Yashpal Committee (1993) – Chadurvedi Committee (1993) – Ambani-Birla Committee (2000) – National Knowledge Commission (2006).

UNIT – III: EDUCATION FOR NATIONAL INTEGRATION AND INTERNATIONAL UNDERSTANDING

Nationalism: Meaning, Concept, Education and Nationalism - National and Emotional Integration: Meaning, Concept, Factors affecting national integration, Emotional Integration Committee (1961), Education and National Integration - Inter-cultural Integration: Meaning, Concept, Development of inter-cultural understanding - International Understanding: Meaning, Concept, Factors affecting international understanding, Education and International Understanding.

UNIT – IV: POLITICAL POLICY OF EDUCATION IN INDIA

Education for the elite group – Education for Democracy, Secularism, Socialism, Social Change and Modernization - Education for Knowledge Economy – Brain Drain and Brain Gain – National Skill Development Mission - Education for Human Resource Development.

UNIT – V: ECONOMICS OF EDUCATION

Financing of Education in Ancient and Medieval Period: Individual Contributions (Guru Dhakshanai), Religious Charities (Hinduism, Buddhism, Jainism, Islam and Christianity) – Philanthropic Contributions (Rulers and Individuals) – Grant-in-aid System of East India Company – Financing of Education in Free India: Public (Union and State Governments) and Private Funding, Public-Private Partnership Funding – Five Year Plans and Educational Development: Welfare Economic Approach (Public Funding) – New Economic Policy and

Education: Privatization of Education, Internationalization of Education (Exporting and Importing of Education).

SESSIONAL ACTIVITIES:

- Collect the reports of all education reports.
- Prepare programs for developing nationalism.
- Suggest activities to impart cultural heritage of India.

LEARNING OUTCOMES:

- Acquired knowledge about education under British rule.
- Proper understanding of the preamble of Indian constitution achieved.
- Positive attitude towards nationalism inculcated.
- Concepts of peace living and global education were established.

REFERENCES:

- Aggarwal, J. C. (2009). *Recent developments and trends in education*. Delhi: Shipra Publications.
- Biswas, A. & Agarwal, S.P. (1994). *Development of education in India*. Delhi: Shipra Publications.
- Chandra, S.S., et al. (2008). *Indian education development, problems, issues and trends*, Meerut: R.Lal Book Depot.
- Gupta, S. (2011). *Education in emerging India*. Delhi: Shipra Publications.
- Lal & Sinha. (2011). *Development of Indian education and its problems*. Meerut: R.Lal Book Depot.
- Mohanty, Jaganath. (2011). *Dynamics of educational thoughts and practices*. Delhi: Shipra Publications.
- Prasad, Janardan. (2009). *Education and society*. New Delhi: Kanishka Publications.
- Seema, Sharma. (2004). *History of education*. New Delhi: Anmol Publications.
- Suresh, Bhatnagar & Madhu, Mullick. (2008). *Development of educational system in India*. Meerut: R.Lal Book Depot.
- http://www.aqu.cat/elButlleti/butlleti75/articles1_en.html#.WBBFTxKYiLo
- <http://www.skilldevelopment.gov.in/assets/images/Mission%20booklet.pdf>
- <http://www.go.worldbank.org/6C7DK7W520>

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
PERSPECTIVE COURSE– II
ADVANCED EDUCATIONAL PSYCHOLOGY-II
COURSE CODE: 19230C22

OBJECTIVES

On completion of the course the students will be able to

- explores various theories of motivation
- understand the changing concept of intelligence theories and its measurement
- acquire the knowledge about creativity and various theories of creativity
- understanding the theories of personality and their use in the development of learner's personality, measurement of personality
- identify different types of adjustment mechanisms
- classify learning disabilities by nature and scope
- differentiate the concepts mental health and mental hygiene
- describe various types of groups and leadership types
- familiarized with various psychological testing procedures 9

UNIT- I: PERSONALITY

Meaning of the term personality : characteristic of personality: type approach: trait approach- type cum trait approach- Catell's approach, Eysenck's theory of personality – characteristics of extrovert's and introvert's kretschmer's, sheldon's, sprangers's lippitt's and jung's classification . Freud's psycho analytic theory. Integrated personality assessment of personality projective techniques.

UNIT – II: ADJUSTMENT

Meaning and definition – areas of adjustment – measurement of adjustment-mal adjustment- causes – physical, emotional social, mental and remedial measures- stress management, exceptional children, education for gifted and back-ward children characteristics of defense mechanism.

UNIT – III:MENTAL HEALTH AND HYGIENE

Mental health – concept of mental health; mental conflicts, status of Indian children role of school- teachers mental health concept of stress – categories of stress – 'U' stress-stressors . resilience of stress

UNIT – IV:GROUP DYNAMICS

Introduction- definition- kinds of groups – formal and informal groups - characteristics of stress groups. Group cohesiveness – leadership in groups – types of leadership -importance of leadership training.

UNIT –V: PSYCHOLOGICAL ASSESSMENT

Concept of evaluation– measurement an assessment. Psychological tests – classification of intelligence tests standardised intelligence tests – individual verbal tests- group non verbal intelligence tests – construction of an aptitude tests – some well known

aptitude tests- Rating scale, Rorschach ink blot tests- Thematic Apperception test TAT.- free association tests.

SESSIONAL ACTIVITIES:

- Span of attention
- Emotional Maturity
- Test of Adjustment
- Work Values Inventory
- Thurstone's Interest Schedule
- DAT- Verbal Reasoning
- DAT – Mechanical Reasoning
- DAT – Numerical Ability 12

LEARNING OUTCOMES:

- Student teachers understood the various theories of motivation
- They acquired knowledge about creativity
- Various theories of personality have been understood.
- They could identify the different types of adjustment mechanism.
- They could classify learning disabilities
- They could differentiate the concept of mental health and mental hygiene.

REFERENCES:

- Laura E Berk (2003) Child development, New Delhi, Pearson education
- Mangal,S.K. (2007), Essentials of Educational Psychology, Prentice Hall of India, Private Ltd.,New Delhi
- Maslow,A. (1968) . Some Educational Implication of Humanistic Psychologist, Harvard Educational Review.
- Mazur(1989). Learning and Behaviour ,NewDelhi: Prentice Hall of India
- Mohsin. (1984). Research Methodology in Behavioural Science.
- Pringle, M.K. Verma . V.P (1974) Advances in Educational Psychology, LONDON, Press Ltd, University of Lon
- Santrock John W. (2001) Educational Psychology, McGraw Hill (International Edition) Boston
- Saraswathi, T.S. (1999) , Cultural Socialization and Human Development . Theory , Research and Applications in India. A Sage Publications
- Singh. A.K. (1986). Tests, measurements and research methods in behavioural sciences. New Delhi: Tata McGraw Hill.
- Snodgrass,J.G., Berger,G.L., & Haydon, M. (1985). Human Experimental Psychology, New York: Oxford

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
PERSPECTIVE COURSE– III
CURRICULUM DESIGN AND DEVELOPMENT - II
COURSE CODE: 19230PC23

OBJECTIVES

On completion of the course the students will be able to

- analyse the approaches of curriculum organization
- understand the models of curriculum implementation
- understand the factors influencing effective teaching
- recognise the various approaches and models of curriculum evaluation
- comprehend the strategies and models of curriculum change.

UNIT-I: APPROACHES OF CURRICULUM DESIGN

Subject- Centred Designs: Subject design, Discipline design, Broad- field design and Correlation design – Learner-centred designs: Child-centred design, Experience-centred design, Romantic design and Humanistic design – Problem-centred Designs: Life-Situation design, Core design and Social Reconstruction design.

UNIT - II: CURRICULUM IMPLEMENTATION

Models of Curriculum Implementation: Overcoming Resistance to Change (ORC) Model, Leadership Obstacle Course (LOC) Model, Linkage Model, Organizational Development (OD) Model and Rand Change Agent (RCA) Model – Factors influencing Curriculum Implementation.

UNIT - III: CURRICULUM TRANSACTION

Concept of teaching-learning – Teaching-Learning Process - Creating an effective environment – Effective Teaching – Factors influencing effective teaching- Instructional system – Need to enhance curricular transactions – Different types of enhancing curriculum transactions.

UNIT - IV: CURRICULUM EVALUATION

Concept, Definition, Need, Importance, Source Aspects and Methods of Curriculum Evaluation – Approaches of Curriculum Evaluation: Bureaucratic, Autocratic and Democratic Evaluation – Models of Curriculum Evaluation: Tyler’s Objectives-centred Model – Stufflebeam’s CIPP Model and Robert Stake’s Congruence – Contingency Model.

UNIT V: CHANGE AND INNOVATION IN CURRICULUM

Definition, Need, Factors influencing the change in curriculum – Dimensions of curriculum change - Curriculum Change and Innovations - Context of Curriculum Change and Innovations –Strategies and Models for Curriculum Change and Innovations – Planning and Executing Change – Restructuring the curriculum.

SESSIONAL ACTIVITIES:

- Seminar on one of the topic assigned.
- Critical analysis of the existing curriculum at various levels- primary/Secondary/Higher Secondary.
- A report on the recent research on curriculum development
- A Comparative study of two syllabi-state Government/ ICSE.

LEARNING OUTCOMES:

- Concept and principles of curriculum development and design experienced.
- Gained insight in to the development of new curriculum
- The continuous Curriculum reconstruction appreciated
- Teaching-learning process of curriculum learnt.

REFERENCES:

- SaOxai Nak saMSaaoQana : mauLo maazo
- SaOxaiNak saMSaaoQanaacaI \$proKa : Da^ iva. ra. iBaMtaDo
- SaOxaiNak vyavasqaapna va p`Saasana :Da^ dunaaKo DaparsanaIsa.
- Curriculum Organisation and Design- Jack Walton, Great Briton
- Curriculum and lifelong Education- Studies for UNESCO
- School Curriculum- Mohmmad Sharif Khan- ASHISH Publishing House, New Delhi.
- The Improvement of Curriculum in Indian Schools H.E. Harmay, Ministry of Education.
- Curriculum reform – B.D. Bhatt, Kanishka Publishers, New Delhi
- Developing the Core Curriculum 3/ 4 roland C. Faunce, Nelson L. Bossing, Prentice Hall of India, New Delhi Page 58 of 71
- Evaluation and Research in Curriculum Construction- M.I. Khan I B.K. Nigam- Kanishka Publisher, New York 11. Curriculum Develop

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
TOOL COURSE- BASICS IN EDUCATIONAL RESEARCH-II
COURSE CODE: 19230PC24

OBJECTIVES:

On completion of this course, the students will be able to

- understand the sampling technique
- understand the scaling techniques
- recognize the psychological theories and inventories
- understand the and interview observation techniques
- understand the different types inquiry forms and social scaling.

UNIT - I: SAMPLING TECHNIQUES

Sampling design, Steps in sampling design, Characteristics of a good sample design, Types of sampling: Probability sampling: random, Stratified random, Systematic, Cluster Multi-stage random sampling – Non-probability sampling: Purposive, Quota, Convenience, Sequential, Snowball sampling,

UNIT - II: SCALING TECHNIQUES

Scale Measurement, Scaling, properties - Types of scales: Nominal, Ordinal, Interval and Ratio scales - Steps in developing or constructing research tool - Criteria for good measurement: Reliability, Validity , Objectivity, Sensitivity, Practicality and Economy - Techniques for measuring attitudes : Ranking , Rating, Sorting and Choice techniques - Attitude rating scale: Simple attitude scales, Category scales, Numerical scale, Constant sum scale – Graphic rating scale.

UNIT - III: PSYCHOLOGICAL TESTS AND INVENTORIES

Achievement Tests, Aptitude Tests, Interest inventories, Personality inventories, Projective devices: Nature and Characteristics of projective devices , Association, Completion, Roleplaying and Creative or Constructive techniques – Rorschach Test, Thematic Apperception Test.

UNIT - IV: INTERVIEW AND OBSERVATION TECHNIQUES

Interview: Meaning, Process of interview, Types of Interviews, Merits and Demerits of interview – Observation technique: Types of observation: Participant and non-participant – observations - Observation devices: Checklist, Rating scales – Case Study.

UNIT – V: INQUIRY FORMS AND SOCIAL SCALING

Questionnaire: Types of questionnaire, Characteristics of a good questionnaire, Preparing and administering the Questionnaire – The opinionnaire: Thurston technique, Likert method and Semantic differential method – Social Scaling: Sociometry.

SESSIONAL ACTIVITIES:

- Preparing students for report writing.
- Preparing students for study of literature from various books, journals, periodicals etc.,
- Training students to solve problems relating to research.

LEARNING OUTCOMES:

- acquired knowledge of research in the field of education.
- Familiarized with various types of research.
- developed an awareness of the steps involved in the research process.
- developed the skill of selecting a research problem in education and formulate hypotheses.
- acquired skills to construct suitable tests and tools.

REFERENCES:

- "A Hand Book on Educational Research", NCTE, New Delhi. 1999.
- Agarwal.Y.P., "Statistical methods, concepts, Applications and Computations", Sterling Publications, New Delhi.1986.
- Agarwal.L.P. "Modern Educational Research", Dominant Publishers and Distributers. New Delhi.2007.
- Bhandarkar, P.L., Wilkinson,T.S, & Laldas,D.K., "Methodology and Techniques of Social Research", Himalaya Publishing House, Mumbai,2004.
- Best, John, W., & Kahn James V. " Research in Education", Prentice Hall of India Pvt.Limited, 9th Edition, New Delhi.2005.
- Bruce. J. Chalmer,"Understanding statistics", Marshall Décor Inc.USA.1997.
- Chandra.S.S., "Research in Education", Atlantic Publishers, New Delhi.2004.
- Garret Henry, E., & Wood worth R.S., "Statistics in psychology and Education", Vakils, Feffer and sons Pvt.Ltd., Bombay,
- Gupta.S.K., "Applied Statistics for Educational Research", Mittal Publications, New Delhi, 1999.
- Keeves, John.P, "Educational Research Methodology and Measurement
- An International Hand Book", Pergamon Press, Oxford.1998.
- Kerlinger, F.N., Foundations of Behavioural Research 3rd Edition, New York, Holt, Rinehart and Winston.1986.
- Kothari.C.R. "Quantitative techniques" VikasPublishing House, New Delhi.1998.
- Kumar, "Research Methodology", Lakshmi Narayan Agarwal Pub. Agra, 1999.
- Kulbir Singh Siddhu, "Methodology of Research in Education", Sterling publications, New Delhi, 2002.
- Mangal.S.K, "Statistics in Psychology and Education" Prentice Hall of India Pvt. Ltd., New Delhi.2007.
- Munirudin,Qurishic, "Educational Research", Anmol publications, New Delhi.2005.

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS–SEMESTER –I I
Teacher Education Course
TEACHER EDUCATION IN INDIA ELEMENTARY LEVEL-II

COURSE CODE: 19230TE25

OBJECTIVES:

On completion of this course, the students will be able to

- list out the District, State, National and International organizations related to elementary teacher education
- critically evaluate the major issues in elementary teacher education
- take a stock of the elementary school teachers status and the avenues for their professional growth
- recognize the various modes of evaluation adopted in elementary teacher education programme
- develop research attitude in teacher education

UNIT-I: ORGANISATIONS INVOLVED IN ELEMENTARY TEACHER EDUCATION

Teacher Education Organizations at Different Levels: Role and Functions of BRCs, CRCs, DIETs (District level), SIEMAT, SCERT/DTERT (State Level), NCERT, RIEs, NUEPA, NCTE, RCI (National Level), UNESCO, UNICEF (International Level).

UNIT–II: MAJOR ISSUES IN ELEMENTARY TEACHER EDUCATION

Admission of Students – Fee Structure – Duration of the Programme – Curriculum and Pedagogy – Originations of Practice Teaching and relationship with Co-operative Schools – Supervision of Internship – Facilities at Teacher Education Institutions – Teachers for Student with diverse needs in Elementary Schools - Quantity and Quality of Elementary Teacher Education – Privatization of Teacher Education.

UNIT–III: STATUS AND PROFESSIONAL GROWTH OF ELEMENTARY SCHOOL TEACHERS

Socio-economic Status of Teachers – Service Conditions of Teachers – Promotion – Job Security – Participation in Decision-making Process – Professional Organizations of Teachers: Local, National, and International Level and their activities for Professional Growth –In-service programmes for Elementary School Teachers: Objectives and Strategies.

UNIT–IV: EVALUATION IN ELEMENTARY TEACHER EDUCATION

Evaluation: Concept, Need, and Scope – Assessment of Students Learning: Pedagogical Theory, Practicum and Teaching Competency - Evaluation Strategies: Formative Vs Summative, Criterion Vs Norm-referenced, and Internal Vs External evaluations – Structured Vs Unstructured Evaluation Tools.

UNIT–V: RESEARCH AND INNOVATIONS IN TEACHER EDUCATION

Areas of Research: Teaching Behaviour, Teacher Effectiveness and Approaches to Teaching, Service Conditions and Job Satisfaction, Quality Maintenance, Practice Teaching and Cooperation of Practicing Schools, Evaluation Strategies and Comparative Education.

SESSIONAL ACTIVITIES:

- Recommendations of Kothari Commission-NPE 1986
- Sarva Shiksha Abhiyan-Programme Interventions with respect to Access Enrolment Retention
- Physical Resource Management Management of the School plan Human Resource Management Management

LEARNING OUTCOMES:

- Sensitise the student teachers with the need and relevance of Elementary Education as a basic foundation stage.
- Reflect on the various concerns of Elementary Education including Access, Enrolment, Retention & Achievement
- Gain insight into factors promoting the Universalisation of Elementary Education
- Develop a critical outlook towards measures taken for the achievement of quality at the Elementary Education stage

REFERENCES:

- Celin Richards (1984). The Study of Elementary Education and Resource Book. V.I.
- Government of India (1986) National Policy on Education, New Delhi, MHRD
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at grass roots, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Elementary School Teachers, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
SPECILIZATION: THEMATIC COURSE-I
ADVANCED EDUCATIONAL TECHNOLOGY
COURSE CODE: 19230SC26A

OBJECTIVES

On completion of this course, the students will be able to

- Understand the meaning of Educational Technology
- Understand the fundamentals of computer
- Attain knowledge about behavioural technology
- Understand the meaning and nature of instructional technology
- Acquire knowledge about communication technology
- Understand the features, working and use of the Internet and web
- Understand ICT application in education
- Appreciate the use of multimedia and web content for teaching learning
- Attain knowledge about e-learning
- Acquire knowledge about new horizons of educational technology

UNIT-I: INTRODUCTION TO ICT

ICT meaning and importance- introduction to computer - Types of Computer - Computer in Education – Characteristics of Computer – Role of ICT – Different uses of computer in education - Advantages and disadvantages of Computer - Assisted Instruction education – Introduction to a personal computer - standard computer accessories-their configurations- conceptions and functioning- functional overview of the operating system-standard office and media selection.

UNIT –II: BEHAVIOURAL TECHNOLOGY

Technology-meaning and nature-micro teaching-meaning and objectives- different phases of micro teaching-merits and demerits of microteaching – microteaching cycle-Meaning and nature-programmed instruction-meaning-nature and principles-types of programmed instruction-Linear-Branching and Mathematics-merits and demerits of programmed instruction.

UNIT-III: INTERNET AND THE WORLD WIDE WEB

The internet and the World Wide Web-Information-services and functions of the Internet and the web- connecting to and using the web- using search engines and web utilities-keywords and search strategies-synchronous and asynchronous communication on the web-e-mail-chat-news groups and forum- Websites with educational content-Search-locate and maintain lists of educational web sites-Critically examine the content of websites-using the web as a teaching-learning resource - Academic and Research content on the web-Online journals and abstraction services.

UNIT-IV: MULTIMEDIA AND WEB CONTENT

Multimedia packages- educational implications of media use and interactivity-websites with educational content-using the web as a teaching-learning resource-online learning-Multimedia Content-Multimedia packages – installation and use-Critical analysis of multimedia content-educational implications of media use and interactivity.

UNIT-V: NEW HORIZONS OF EDUCATIONAL TECHNOLOGY

Elements of e-learning; e-content and e-books- virtual classroom and virtual university-merits and limitations-Recent trends in the area of educational technology-interactive video-video-conferencing –M-learning-MOOC-Watsup etc-Recent experiments in the third world countries and pointers for India with reference to Education.

SESSIONAL ACTIVITIES:

- Prepare a power point presentation for any two units in Educational Technology and submit it.
- Develop a Blog of your own and add it in online.
- Visit to any IT Company to know about latest software's.
- Analyse any one topic in different website and present your report by comparing it.
- Explore the Usage of Office 365 and write the merits and demerits in CD.

LEARNING OUTCOMES:

- Understand the meaning of Educational Technology
- Understand the fundamentals of computer
- Attain knowledge about behavioural technology
- Understand the meaning and nature of instructional technology
- Acquire knowledge about communication technology
- Understand the features, working and use of the Internet and web
- Understand ICT application in education
- Appreciate the use of multimedia and web content for teaching learning
- Attain knowledge about e-learning
- Acquire knowledge about new horizons of educational technology

REFERENCES:

- Kulkarni, S.S. – Introduction to Educational Technology, New Delhi – Oxford and IBH Publishers Co.
- Sharma, R.A. – Technology of Teaching, Meerut – International Publishing House.
- Skinner, B.F. – The Technology of Teaching, New York – Appleton.
- Barbor, R.D. & Goswami, Deepali — Educational Technology.
- Goswami Meena, Kumari — Educational Technology
- Bharihok, D. (2000). Fundamentals of Information Technology. New Delhi: Pentagon Press.

- Conrad, K. (2001). Instructional Design for Web based Training. HRD Press
- Comdex Computer Course Kit. New Delhi: Dream Tech Publishing.
- Crouton, T. E. (1962). Programmed Learning and Computer Based Instruction. New York: 21 McGraw Hill Book Company Inc.
- Gupta, M., &Arya. (1993). The Illustrated Computer Dictionary. New Delhi: Dream land Publications.
- Saxena, S. (2000). A First Course in Computers. New Delhi: Vikas Publishing House Pvt.Ltd.
- Aggarwal, J. C. (2000). Innovations in Educational Technology. New Delhi: Vikas Publishing House.
- Aggarwal.D.D.(2004).EducationalTechnology.NewDelhi:SarupPublishing House.
- Bhattachary, S.P. (1994). Models of Teaching. Regency Publications.
- Byran, P. (1997). Discover the Internet Comdex Computer. New Delhi: Dream Tech Publishing.
- Edwards, F. B. (1973). Teaching Machines and Programmed. New York: McGraw Hill Book.
- Das, R.C – Educational Technology, New Delhi Sterling Publishers.
- Sharma, R.A. – Technology of Teaching, Meerut – International Publishing House.
- Skinner, B.F. – The Technology of Teaching, New York – Appleton.
- Barbora, R.D. & Goswami, Deepali — Educational Technology.
- Goswami Meena, Kumari — Educational Technology
- Bharihok, D. (2000). Fundamentals of Information Technology. New Delhi: Pentagon Press.
- Conrad, K. (2001). Instructional Design for Web based Training. HRD Press
- Comdex Computer Course Kit. New Delhi: Dream Tech Publishing.
- Crouton, T. E. (1962). Programmed Learning and Computer Based Instruction. New York: 21 McGraw Hill Book Company Inc.
- Gupta, M., &Arya. (1993)The Illustrated Computer Dictionary. New Delhi: Dream land Publications.

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS–SEMESTER–II
SPECILIZATION: THEMATIC COURSE-II
EARLY CHILDHOOD EDUCATION
COURSE CODE: 19230SC26B

OBJECTIVES

On completion of this course the students will be able to:

- understand the need and significance of early childhood care and education • understand the policy perspectives on ECCE in India and world
- understand social and personal development of children (3-6 years)
- understand the quality dimensions i.e. curriculum, programmes and work force for ECCE.
- develop knowledge and skills for research and evaluation in ECCE and training of personnel. Course Content

Unit-I: ECCE: Policy and Perspectives

Concept-significance and objectives of ECCE-ECCE in India-Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992)-National Plan of Action for Children-1992 and 2005-National Curriculum Framework (2005)- ECCE in Global Perspective-United Nations Convention on Rights of the Child (UNCRC1989-Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

Unit-II: Psycho – Social Context of Pre-school Education

Developmental characteristics and norms – physical-cognitive-language-socioemotional during preliminary stage-Transition from home to school – issues and concerns-Socio-cultural context in schools and home and child-rearing practices at home in construction of knowledge.

Unit-III: Curriculum for Pre-school Education

Curriculum for School Readiness – physical-cognitive-socio-emotional dimensions-characteristics of learning experiences and approaches- Anganwadi Centre-different types of preschool curriculum like Montessori-Kindergarten-Balawadi-Support of workforce-Teachers’ helpers-parents and community support in functioning of ECCE centers

Unit –IV: Strategies/ Approaches and Resources

Characteristics of programmes for different settings – Pre-primary schoolers and early primary grade children – needed emphasis and rationale -General principles to curricular approaches – activity based play-way-child centred, theme-based-holistic-joyful-inclusive – meaning- rationale and practical implications in specific contexts-story-telling-puppetry-musical and rhythmic exercises-dramatization-role-play-art activities-indoor and outdoor play-field trips and explorations as methods in primary and early primary stages – meaning, rationale-selection criteria-method of transaction -local specific community resources – human and material & their integration in curricular activities-preparation & use of learning and play materials – principles and characteristics-community involvement in effective

implementation of ECCE programmes Informal evaluation through observation & remediation training of ECCE workers.

Unit -V: Training, Research & Evaluation in ECCE

Need and significance of personnel involved in ECCE programme-Status & nature of training programmes – pre-service & in-service for personnel involved in ECCE programmes – a critical evaluation-issues-concerns and problems-Areas of research studies in ECCE-Evaluation of ECCE programmes-methodology and implications-Transaction Mode-Group Discussion- Book/Report/Document reviews and analysis-Case studies of children and observation- Visit to pre-school-Anganwadies/ICDS centers and pre-school Teacher Education institutions-Film show-Seminar presentation-Research review and criticism-Development of research proposal

SESSIONAL ACTIVITIES:

The students may undertake any one of the following activities:

- Case study of Anganwadi, pre-school centers
- Assignment on selected themes from the course
- Study of present status of ECCE in State/Region/District
- Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specifications (1992)
- Reflection on literature on equality ECCE services of one western country (internet, journals)
- Writing of journal articles on different issues on ECCE
- Survey of play materials and comparing with the socio-cultural set-up
- Survey of child rearing practices in different cultures 29 Essential Readings
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.

LEARNING OUTCOMES:

- understand the need and significance of early childhood care and education • understand the policy perspectives on ECCE in India and world
- understand social and personal development of children (3-6 years)
- understand the quality dimensions i.e. curriculum, programmes and work force for ECCE

REFERENCES:

1. Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (Ist Ed.). Shipra Publications, New Delhi.
2. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
3. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher

4. NCERT (2005). National Curriculum Framework, New Delhi.
5. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
6. NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.
7. Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London.
8. Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.
9. Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.
10. Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
11. UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO. • UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.
12. World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS-SEMESTER-II
SPECILIZATION: THEMATIC COURSE-III
VALUE EDUCATION
COURSE CODE: 19230SC26C

OBJECTIVES:

On completion of this course, the students will be able to

- acquires the knowledge of the meaning, scope and significance of value education.
- understands the foundations of values of philosophical, sociological and psychological.
- organize family life, family responsibility and understand the values of sharing and caring.
- uses suitable methods and media for inculcation of values in the students life.
- learn to live together in the society.
- develops social responsibility.
- understands the professional values and ethics.
- appreciates basic values underlying major religion of the world

UNIT–I: Definition of Profession

Vocation and Career - Professional Values - ethics - Professional competence - Professional efficiency - devotion and confidence - Accountability and Responsibility - Transition in the world of work - Awareness of the changing career options - Understanding the work culture - Willingness to Change - Team Spirit - Knowledge of Indian Constitution Basis - values of citizens - Global village - Global values -population and environmental issues - Aggression and Violence – Deviance – Discrimination – Drugs - Racial and ethnic relations.

UNIT–II: commission reports

The place of value in commission reports – Radhakrishnan commission – Secondary Education commission – Kothari education commission – National Policy on Education 1986 – Indian constitution.

UNIT–III: Meaning and importance of prayer

Meaning and importance of prayer – Truth – Love – Action – Offering – Austerity – Grace-Unity of Religions – Values common to major religions of the world – Hinduism – Christianity – Islam – Jainism – Buddhism.

UNIT–IV: values on Democracy

The impact of values on Democracy-Socialism-Secularism – Religious tolerance – globalization. The role of agencies in value development – Mass media – Home – Community – Peer group – Non-governmental Organizations.

UNIT–V: Habit formation

Habit formation – Character and conduct – Discrimination between right and wrong – Discussion of Moral and Immoral acts-Cultivations of will power-self – control – Concept of Citizenship – Necessity for rules-Obedience to the law – Punctuality – Orderliness – Patriotism – Dignity of labour - Truthfulness – Devotion to duty.

SESSIONAL ACTIVITIES:

- Understanding knowledge about global activities
- Practicing students towards learning various reports of the commission and national policy on education.
- Imparts truth, love ,affection through values.
- Habit formation , dignity of labour and devotion to duty are nurtured

LEARNING OUTCOMES:

- acquired sufficient knowledge about the foundations of values of philosophical, sociological and psychological.
- organized family life, family responsibility and understand the values of sharing and caring.
- suitable methods and media for inculcation of values in the students life are learnt.
- learned to live together in the society.

REFERENCES:

- Chattopadhyaya, Sudhakar, *Traditional values in Indian Life*, Indian International Centre, New Delhi, 1961.
- Kalra, R.M., *Values in a Developing Country with Special Reference to India*, Indian Publication Burau, Ambala Cantt, 1976.
- Kenneth A. Strike, *Ethics and Educational Policy*, Rouledge & Kogan paul. London.
- Kothari D.S. “Education and Values”, Report of the orientation coursecum-workshop on Education in Human Values. New Delhi.
- Malhotra P.L. Education, Social Values and Social Work – the Task for the New Generation, N.C.E.R.T., New Delhi.
- Mohanty, J., *Indian Education in the Emerging Society*, Sterling Publishers Private Limited, New Delhi 1982.
- Mukherjee, RK. *Social Structure of Values*, S.Chand, New Delhi, 1969.
- Nazarethrjur, M. Pia, *A Childs World Of Values*, All India Association of Cathalic Schools, 28 CBCI Centre, Ashok Place, New Delhi-1.
- Passi, B.K. and P. Singh, *Value Education*, National Psychological Corp. Agra. 1991.
- Paul H. Hirst, *Moral Educational in a Secular Society*, Hodder and Stroughton National Children’s Home, 1976.
- Ruhela, S.P., *Human Values and Education*, Sterling Publishers Private Limited, New Delhi, 1986.
- Smt. Indira Gandhi India’s Cultural Tradition, (Prime Minister speaks 60) National Integration, Directorate of Advertising & Visual Publicity, Ministry of I & B, Govt. of India, New Delhi, 1980.

SEMESTER - III

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS –SECOND YEAR
SEMESTER – III
PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION-III
COURSE CODE: 19230PC31

OBJECTIVES

On completion of the course the prospective teacher-educator shall

- acquire the knowledge of the concepts and meaning of philosophy and education
- describe the philosophy of Indian schools of thought
- describe the philosophy of Western schools of thought
- analyse the educational contributions of Indian and Western thinkers
- explain the basic concepts of sociology of education
- explain the relationship between social system and education

Unit I: Fundamentals of Philosophy of Education

Philosophy of Education: Meaning, concept and importance - Philosophy and Education - Scope and functions of Educational Philosophy.

Unit II: Indian Schools of Philosophy

Indian Schools of Philosophy: Sankhya, Yoga, Nyaya, Vedanta, Buddhism, Jainism and Islamic traditions.

Unit III: Western Schools of Philosophy

Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism.

Unit IV: Educational Thinkers

Indian Educational Thinkers: Thiruvalluvar, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, J. Krishnamoorthy - Western Educational Thinkers: Pavlov, Dewey, Rousseau, Comenius, Froebel, Confucius.

Unit V: Sociology and Education

Sociology of Education: Meaning, concept and importance - Sociology and Education - Scope and functions of Educational Sociology.

SESSIONAL ACTIVITIES:

- Discussion on the relationship between Philosophy and Education.
- Analysis on the Educational thoughts of any one of the Indian or Western thinkers.
- Presentation on the constraints of social change in India.
- Discussion on social equity and equality of educational opportunities.
- Power Point presentation on educational sociology and their educational implications.

LEARNING OUTCOMES:

The prospective teacher-educators could

- acquire the knowledge of the concepts and meaning of philosophy and education
- describe the philosophy of Indian schools of thought
- describe the philosophy of Western schools of thought
- analyse the educational contributions of Indian and Western thinkers
- explain the basic concepts of sociology of education
- explain the relationship between social system and education

REFERENCES:

- Agarwal, J.C. (2002). *Philosophical and sociological perspectives on Education*. Delhi: Shipra Publications.
- Agarwal, J.C. (2002). *Theory and principles of education*. New Delhi: Vikas Publishing House.
- Davan, M.L. (2005). *Philosophy of education*. Delhi: Isha Books.
- Gara Latchanna (2013). *Foundations of education*. Hyderabad: Neelkamal Publications.
- John Brubacher (2007). *Modern philosophy of education*. New Delhi: Surjeet Publications.
- Mujibul Hasan Siddiqui (2009). *Philosophical and sociological perspectives in education*. New Delhi: Neeraj Publications.
- Sharma, Y.K. (2002). *The doctrines of the great indian educators*. New Delhi: Kanishka Publishers.
- Swaroop Saxena, N. R & Dutt, N.K. (2013). *Philosophical and sociological foundation of education*. Meerut: Lall Books.
- Swaroop Saxena, N. R. (2013). *Foundation of educational thought and practice*. Meerut: Lall Books.
- www.wikipedia.org
- www.study.com/directory/
- www.teindia.nic.in/mhrd

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS –II YEAR- SEMESTER – III
PLANNING, ADMINISTRATION AND MANAGEMENT OF SECONDARY AND
HIGHER SECONDARY EDUCATION-III
COURSE CODE: 19230PC32

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- understand the structure of secondary education in India
- comprehend the development of secondary education in India
- compare the Indian secondary education system with other countries
- understand the role and functions of governing agencies of secondary education in India
- critically evaluate the planning of secondary education in India
- suggest the areas for research in secondary education

Unit I: Introduction to Secondary Education

Secondary Education : Concept, Meaning, Aims and Objectives ,Scope and Structure of Secondary Education.

Unit II: Historical Perspectives of Secondary Education

Secondary Education in India :Pre-independence period-Post-independence period: Secondary Education Commission (1952-53), Dr. Malcom Adishesiah Committee(1977-78) ,Dr .Eswarbai Patel Committee (1977-78), National Policy on Education (1986),v Programme of Action (1992) CABE's Reporton Universalisation of Secondary Education (2005)- Right to Education Act(2009).

Unit III: Comparative Perspectives of Secondary Education

Secondary Education in the United Kingdom, United States of America, Russia, China, Finland and Japan.

Unit IV: Governance of Secondary Education

Central Agencies MHRD, CABE ,NCERT , CBS, ICSE, NCVT, Kendriya Vidhayalaya Sangathan, Navodaya Vidyalaya Samiti ,NUEPA .State Agencies :State Education Departments ,SCERTs, State Board sof Education, State Welfare Department s(SC&ST). Local Bodies :Corporations ,Municipalities, Panchayats.

Unit V: Planning of Secondary Education

Types of Educational Planning: Centralized, De-centralized and Participatory Planning. Techniques of Educational Planning: Micro,Meso and Macro Planning.

SESSIONAL ACTIVITIES:

- Discussion on the recommendations of Secondary Education Commission (1952-53).
- Seminar presentation on the structure of secondary education system in India, USA and China.
- Discussion on the role and functions of CABE in secondary education.

- Presentation of a reflective report on the functioning styles of Head Masters / Principals of secondary schools.
- Critical evaluation report on the National Curriculum Framework for School Education (2000).

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand the structure of secondary education in India
- comprehend the development of secondary education in India
- compare the Indian secondary education system with other countries
- understand the role and functions of governing agencies of secondary education in India
- critically evaluate the planning of secondary education in India
- suggest the areas for research in secondary education

REFERENCES:

- Biswal, K. (2011). Secondary education in India :Development policies, programmes and challenges (Research Monograph No.63). New Delhi: National University of Educational Planning and Administration.
- Edward, Beauchamp R. (2003). Comparative education reader. New York :Rutledge Falmer.
- Government of India. (1986). National policy on education 1986. New Delhi: Ministry of Human Resource Development.
- Ministry of Education. (1966) Report of the education commission (1964-66): Education and national development. New Delhi: Govt. of India
- Mithu Alur & Michael Bach. (2005) .Inclusive education from rhetoric to reality, New Delhi: Viva Books.
- Mukhopadhyay, Marmar & Tyagi, R.S .(2005). Governance of school education in India. New Delhi: National Institute of Educational Planning and Administration.
- The World Bank. (2003). South Asian human development sector: Secondary education in India (Report No.2).
- Tilak, J.B.G. (Ed.) (2003) .Financing education in India .New Delhi: Ravi Books.
- Varghese , N.V. (1997). School Mapping (Module 9). In Modules on District planning in education (Ed.). New Delhi National Institute of Educational Planning and Administration.
- www.iiep.unesco.org
- www.educationforallindia.com/page167.html

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS –SECOND YEAR
SEMESTER – III
CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY LEVEL-III
COURSE CODE: 19230PC33

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- differentiate the curriculum and syllabus
- understand the theoretical perspectives of curriculum
- understand the models of curriculum theory
- understand the models of curriculum design
- understand the implication of educational theories for today's classroom teachers

Unit I: Nature of Curriculum :

Concept, meaning and definitions - Difference between curriculum and syllabus. Curriculum approaches: Behavioral, Managerial, System, Academic, Re-conceptualist and Humanistic – Structure of secondary school curriculum in Tamil Nadu.

Unit II: Curriculum Theory

Theoretical Perspectives of Curriculum: Realms of knowledge, Indian and Western Theories of Knowledge, Categories of knowledge – Curriculum Theories: Formal Theory, Event Theory, Volitional Theory and Praxiological Theory.

Unit III: Models of Curriculum Theory

Models of Curriculum Theory: Johnson's Model, McDonald's Model and Wilson's Open Access Curriculum Model.

Unit IV: Models of Curriculum Design

Curriculum Design Models: Wheeler's Model, Freire's Model and Bruner's Model

Unit V: Philosophical Perspectives and Curriculum Orientation

Philosophical Perspectives: Progressivism, Perennialism, Essentialism, Reconstructionism, Reconceptualism and its educational implications – Curriculum Orientation: Academic Rationalism, Social relevance, Personal Relevance, Cognitive Process and Technological Orientations.

SESSIONAL ACTIVITIES:

- Talk by teacher educators on various approaches of curriculum.
- A debate on various models of curriculum design.
- Seminar on educational implications of educational philosophies.
- Invited talk on the views of educational pioneers and their influence on today's Class room.
- Discussion on emerging trends in curriculum evaluation.\

LEARNING OUTCOMES:

The prospective teacher-educators could

- differentiate the curriculum and syllabus
- understand the theoretical perspectives of curriculum
- understand the models of curriculum theory
- understand the models of curriculum design
- understand the implication of educational theories for today's classroom teachers
- understand the influence of views of educational pioneers on today's school

REFERENCES:

- Glatthorn,A.A; Boschee,F and Whitehead,B.M.(2009) Curriculum Leadership: Strategies for Development and Implementation, New Delhi: Sage
- Hewitt,WThomas.(2006).Understanding and shaping curriculum, NewDelhi:Sage.
- Janardan Prasad &Vijay Kumar Kanshik. (2007),Advanced curriculum construction, New Delhi: Kanishka Publishers.
- JulianC.Stanley and Kenneth D.Hopkings. (1978) Education and evaluation, New Delhi: Prentice Hall of India.
- McKernan,James. (2007).Curriculum and imagination: process, theory, pedagogy and action research. London: Routledge.
- Orenstein,A.C.and Hunkins,F.P.(1988).Curriculum: foundations, principles and issues. New Jersey: Prentice Hall International.
- Saylor,G.J and Alexander,W. (1965) Planning curriculum for school, New York: Holt Richard and Winston.
- Srivastava H.(2006) Curriculum and methods of teaching , New Delhi: Shipra Publication.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SECOND YEAR
SEMESTER – III
ADVANCED EDUCATIONAL RESEARCH AND STATISTICS-III
COURSE CODE: 19230TC34

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- understand the process of conducting research
- acquire knowledge about the quantitative research designs
- understand the different types of qualitative research designs
- understand the mixed methods of research
- acquire knowledge about the action research
- know the process of collecting ,analyzing, interpreting quantitative data
- know the process of collecting ,analyzing, interpreting qualitative data
- recognize the different types of parametric tests
- comprehend the different types of non-parametric tests
- comprehend the various components in the research report

Unit I: The Process of Conducting Research

Definition of Research-Steps in the process of Research-Characteristics of Qualitative and Quantitative research- Skills needed to design and conduct Research.

Unit II: Quantitative Research Designs

Survey designs- Correlational designs-Experimental designs.

Unit III: Qualitative Research Designs

Grounded Theory designs- Ethnographic designs- Narrative Research designs.

Unit IV: Mixed Methods Design

Meaning-Purpose-Types of Mixed methods design-Key Characteristics of Mixed Method designs- Steps in conducting a mixed methods study.

Unit V: Action Research Design

Meaning of Action Research–Purpose of Action Research-Types of Action Research Designs- Key Characteristics of Action Research-Steps in conducting Action Research

SESSIONAL ACTIVITIES:

- Discussion on the quantitative and the qualitative research designs.
- Conduct SPSS workshop in your institution.
- Presentation on style of writing the review of related literature.
- Discussion on parametric and non-parametric tests.
- Prepare a model research report.

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand the process of conducting research
- acquire knowledge about the quantitative research designs
- understand the different types of qualitative research designs
- understand the mixed methods of research
- acquire knowledge about the action research
- know the process of collecting ,analyzing, interpreting quantitative data

REFERENCES:

- Bryman,Alan.(2008). *Socia lresearch methods*.4th Edition, New Delhi: Oxford University Press.
- Cohen,Louis.et.al(2008). *Research methods in education*. London: Routledge.
- Cresswell, John W. (2012).*Educational research*. New Delhi: Pearsons Education.
- Cresswell,John W. (2014).*Research design*. 4th Edition, New Delhi: Sage Publications.
- Henry E.Garrett. (2008). *Statistics in psychology and education*. 1st Indian Print. Delhi: Surjeet Publications.
- JohnW. Best and James V.Kahn.(2012).*Research in education*,10th Edition. New Delhi: PHI Learning Private Limited.
- Patton,M.Q.(2002).*Qualitative research and evaluation methods*. Thousand Oaks:C.A: Sage.
- Ranjith kumar.(2005).*Research methodology*. New Delhi: Pearsons Education
- www.archive.mu.ac.in

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SECOND YEAR
SEMESTER – III
TEACHER EDUCATION IN INDIA- SECONDARY AND HIGHER SECONDARY
LEVEL-III
COURSE CODE: 19230TE35

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- understand the historical background of secondary teacher education in India
- understand the objectives and structure of secondary teacher education
- analyze the commissions and committees recommendations on secondary teacher education
- compare the Indian secondary teacher education programme other countries
- analyze the functioning of various agencies of secondary teacher education

Unit I: Secondary Teacher Education in India

Historical Back ground of Secondary Teacher Education: Development of secondary teacher education during Pre-independence and Post-independence period-Role of NCTE in Teacher education.

Unit II: Objectives of Secondary Teacher Education

Secondary Teacher Education: Objectives, scope, pre-service and in-service teacher education– Structure of secondary teacher education – Salient features of secondary teacher education: Relevance, flexibility, integration and interdisciplinary.

Unit III: Commissions and Committees on Secondary Teacher Education

Hunter Commission (1882) - Dr.Radhakrishnan Commission (1948-49)– Mudaliar Commission (1952-53) – Kothari Commission (1964-66) – National Commission for Teachers I&II-NPE (1986) – Acharya Ramamurthy Committee (1990)– RevisedNPE(1992) -Yashpal Committee (1993)– National Knowledge Commission (2005).

Unit IV: Comparative Teacher Education at Secondary Level

Comparative Teacher Education: Need and importance of comparison– Comparative study of secondary teacher education of UK, USA, China, Japan, Germany,Finland with India.

Unit V: Agencies of Secondary Teacher Education

National Level Agencies: National Council of Teacher Education (NCTE), National Council for Educational Research and Training (NCERT), Regional Institutes of Education (RIEs), National University for Educational Planning and Administration (NUEPA). State Level Agencies: State Institutes of Education, State Councils for Educational Research and Training (SCERTs)- Tamil Nadu Teachers Education University.

SESSIONAL ACTIVITIES:

- Prepare a Report based on the visit to any one of the Secondary Teacher Education Institutions and critically evaluate the facilities available.
- Compare and contrast the Secondary Teacher Education Curriculum and its Transaction Modes in Tamil Nadu with other States of India.
- Critical evaluation on the role of NCTE in promoting Quality in Secondary Teacher Education Programme.
- Prepare a Portfolio to evaluate the prospective teachers of Secondary Teacher Education Programme.
- Suggest any five areas of Secondary Teacher Education to undertake Research Projects.

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand the historical background of secondary teacher education in India
- understand the objectives and structure of secondary teacher education
- analyse the commissions and committees recommendations on secondary teacher education
- compare the Indian secondary teacher education programme other countries
- analyse the functioning of various agencies of secondary teacher education
- understand the major issues in secondary teacher education
- analyse the secondary teacher education curriculum and its transaction mode

REFERENCES:

- Aggarwal, J.C. (1984). Landmark in the history of modern Indian education. New Delhi: Vikas Publications.
- Balsare Maitraya. (2005). Administration and reorganization in teacher education. New Delhi: Kanishka Publishers.
- Day, C. and Sachs, J. (Ed.) (2004). International handbook on the continuing professional development of Teachers. Maiden head: Brinks Open University Press.
- Lokman Ali. (2010). Teacher education. New Delhi: APH Publications
- Mohammed Miyan. (2004). Professionalisation of teacher education. New Delhi: Publications.
- NCTE (1998). Competency based and commitment oriented teacher education for quality school education: Pre-service education. New Delhi: NCTE.
- Singh, U.K. and Sundershan K.N. (2005), Teacher education. New Delhi: Discovery Publishing House.
- <http://mdm.nic.in>
- <http://india.gov.in/national-scheme-incentives-girls-secondary-education>
- http://www.teindia.nic.in/Files/Reports/CCR/Secondary_Education_CommissionReport
- http://www.teindia.nic.in/Files/Reports/CCR/KC/KC_V1.pdf

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SECOND YEAR - SEMESTER – III
ADVANCED TECHNIQUES OF EDUCATION
COURSE CODE: 19230SC36A

OBJECTIVES:

On completion of this course the prospective teacher-educators shall

- understand mobile learning
- use whiteboard for teaching
- design instructional games
- apply peer tutoring
- explain active learning methods
- describe teaching- learning process model
- use student-centred teaching methods
- understand the psychological perspectives in teaching
- apply the neuro linguistic programming in education
- use the technological trends in teaching and learning

Unit I: Mobile Learning and Interactive Whiteboard Based Learning

Meaning and Definition of mobile technologies – Use of Smart Phones in learning - Smart Phones in Schools, Colleges and Universities – Smart Phones in Open schools, Colleges and Universities – Mobile phones in distance learning. -Computer, Projector and Whiteboard – How to use it – Interactive Whiteboard for Higher Education- As an Instructional tool- features available when using an Interactive Whiteboard- Interactive teaching- Group Interaction.

Unit II: Instructional Games and Peer Tutoring

Meaning and purpose – Instructional game as a strategy – implementing the strategy – Impact of Instructional games on student learning – Intelligent tutoring system- Implication for teaching and learning. Peer tutoring – online tutoring- peer learning- definition – peer tutoring in the classroom- Benefits of peer tutoring- Importance of peer tutoring- disadvantages of peer tutoring.

Unit III: Active Learning Methods and Teaching–Learning Process Models

Active Learning – Just–in-time teaching - Listening Teams - Structured sharing- Students as the teachers – Team quizzes. -Basic teaching model – John Carroll’s model – Proctor’s model – Cruickshank’s model – Gage and Berliner’s model - Huitt’s model.

UNIT IV: Student- centered teaching and Psychological Perspectives in Teaching

Student-centred teaching- meaning, characteristics, need – Implementing student-centred teaching methods – Types of student-centred methods: active learning, cooperative learning and inductive teaching- Learner–centred teaching in schools. -Meaning, nature and importance of Cognitive, Behaviourist and Constructivist strategies of teaching.

Unit V: Neuro Linguistic Programming and Technological Trends in Teaching and Learning

Neurolinguistic programming – meaning – nature- advantages- Application in teaching.

Smart phones, Tablet, i pad - Chat applications - Instagram, Skype, Facebook, Twitter, Whatsapp and blogs – RSS (Rich Site Summary) feed and Podcasts and their educational applications.

SESSIONAL ACTIVITIES:

- . Discussion on mobile learning.
- A group discussion on peer tutoring.
- Seminar presentation on the student-centered teaching.
- A debate on various models of teaching-learning process.
- Invited talk on neuro-linguistic programming in education.

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand mobile learning
- use whiteboard for teaching
- design instructional games
- apply peer tutoring
- explain active learning methods
- describe teaching- learning process model
- use student-centred teaching methods

REFERENCES:

- Ahlsen, Elisabeth (2006) Introduction to neuro linguistics, Amsterdam: John Benjamins Publishing.
- Cotton, K. 1989. Classroom questioning. School Improvement Research Series. Northwest Regional Educational Laboratory. <http://www.nwrel.org/scpd/sirs/3/cu5.html>.
- Eugenia, M.W. et.al (2012) Evaluating the impact of technology on learning, teaching and designing curriculum: Emerging trends, New York: Information Science Reference.
- Steven Morose. (1990) Basic programming for educations, New York. Prentice Hall.
- Sambhu Sankar Deep. (2014) Schooling the mobile generation, New Delhi: Shipra Publications.
- Kapp, Karl M. (2012). The gamification of learning and instruction: game based methods, New Jersey: John Wiley & Sons.
- Marzano, R., D. Pickering, and J. Pollock. 2001. Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development. . Silberman, Melvin. L. (1996) Active learning: 101 strategies to teach any subject, boston : allyn & bacon (company)

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS –II YEAR SEMESTER – III
EDUCATION FOR DIFFERENTLY ABLED LEARNERS
COURSE CODE: 19230SC36B

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- To enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.
- To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education.
- To enable the learner with the new trends in education for the differently abled with respect to the curriculum.
- To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.
- To enable the learner with the educational programmes, equipments and aids for the differently abled.

UNIT I Inclusive, Integrated and Special education

-concept, meaning and difference .Concept of mainstreaming from segregated, integrated to inclusive. Introduction to education for the disabled, its objectives, assumptions and scope. Key terms – Handicap, Impairment and disability. Historical perspectives of special education. Special education in India: Constitutional provisions , government policies and legislations. Recommendations of various Committees and Commissions – NPE (1986), POA (1992) , PWD (Person’s with Disability) Act (1995). National Institutes for the handicapped and the role of rehabilitation Council of India.

UNIT II Current issues in education for the differently abled.

Cross Disability Approach. Meaning of educational intervention: Nature and objectives of schools and support services for differently abled . Role of family, counselor, peer members and the community in educating the child.

UNIT III Types of special children:

children with exceptional abilities- creative and gifted ; with deficiency and handicaps - mentally retarded , sensory and physically disabled ; with learning disability – slow learners ,under achievers ,and other types of learning disabled ; with social and emotional problems – truant ,delinquents ,drug addicts .Easy identification and educational programmes and their placement.

UNIT IV Children with exceptional abilities:

Types – Gifted and creative; Meaning, characteristics and identification of each type. Measurement of creativity and fostering activities and programmes for creativity. Psychology of teaching and learning in respect to the gifted and the creative. Curriculum, Pedagogy , evaluation and placement for each type.

UNIT V Problem children:

concept , meaning of truants , delinquents , drug addicts and other types of problem children. Etiology and prevention. Preventive measures and educational programmes ; placement of delinquents , drug addicts and other types.

SESSIONAL ACTIVITIES:

Visit to integrated school: identification of creative child – measurement of creativity

LEARNING OUTCOMES:

The prospective teacher-educators could

- enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.
- understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education.
- enable the learner with the new trends in education for the differently abled with respect to the curriculum.
- enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.

REFERENCES:

- Dhokalia, R.P. 2001. External Human Values and world Religions, New Delhi, NCERT.
- Government of India 1999. Fundamental Duties of Citizens: Report of the committee setup by the government of India to operationalise the suggestions to teach fundamental duties to the citizens of the country (vol.I & II) New Delhi; MHRD.
- Krishnamurthy, J. 2000. Education and the significance of Life, Pune: KFI
- MHRD 1992, national policy on education 1986 (with modification undertaken in 1992) New Delhi.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – II YEAR- SEMESTER – III
TRENDS IN INDIAN HIGHER EDUCATION
COURSE CODE: 19230SC36C

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- understand the historical background of the Indian Higher Education
- get familiarized with the various committees and commissions on Higher Education
- understand the role of various regulatory agencies in Higher Education
- analyze the need for access and equity in Higher Education
- understand the quality assurance mechanism in Higher Education

Unit I: Higher Education

Historical background of Higher Education in India: Pre-Independence and Post-Independence period- Types and functions of Universities- Development of Open and Distance Education Programme-Recent trends in Higher Education: Mass Higher Education and Privatization Higher Education- Objectives of 21st Century Higher Education.

Unit II: Commissions and Committees on Higher Education

Hartog Committee (1928)–University Education Commission (1949)– Kothari Commission (1964-66) – National Policy on Education (1986)–Acharya Ramamuthi Review Committee (1992) –Janadhan Reddy Committee(1992)–National Knowledge Commission(2005)–Sachar Committee (2006) – J.S.Verma Committee(2012).

Unit III: Governance in Higher Education

UGC,NCTE,DEC and NAAC–South Asian University (SARRC), AIU, NUEPA, Inter-university Consortium, State Councils for Higher Education ,GATS and Higher Education

Unit IV: Higher Education and Workforce Development

Higher Education and Economic Growth-Higher Education and Labour Market-Changing Nature of Work-Higher Education and Skill Development-Skill short age-Educational Skill and Work Skill distinction-Addressing Skill shortage: National Skill Development Mission, Community Colleges and Manpower forecasting.

Unit V: Access and Equity in Higher Education

Expanding Access –Promoting Equity –Regional imbalances –Disparities in Enrolment-Implications of Five Year Plans on Higher Education -RUSA.

SESSIONAL ACTIVITIES:

- Organise a student seminar on the Disparity in Enrolment at Higher Education level.
- Conduct an interview with an employer pertaining to skills required for placement in the organisations.

- Organise a group discussion on various ways and means for improving the quality of Higher Education.
- Visit, observe and submit a reflective report on any one of the agencies involved in promoting Research in Higher Education.
- Poster presentation on Social, Economic and Intellectual Imperatives of Higher Education.

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand the historical background of the Indian Higher Education
- get familiarized with the various committees and commissions on Higher Education
- understand the role of various regulatory agencies in Higher Education
- Comprehend the knowledge on Indian Higher Education and Workforce development
- analyze the need for access and equity in Higher Education
- understand the quality assurance mechanism in Higher Education

REFERENCES:

- Agarwal Pawan. (2009). Indian higher education: Envisioning the future. London: Sage Publications.
- Kinaap, C.& Seigel, David.J.(2009). The business of higher education. California:ABC – CLIO Press.
- Kidwari, A.R.(2010).Higher education: Issues and challenges. New Delhi: Viva Book Hous.
- Kolhatkar, M.R. (2012). Survey of higher education (1947-2007).New Delhi: Concept Publishers.
- Mishra Loknath.(2013).Internalisation of higher education–Access and quality. New Delhi: Shipra Publications.
- Patil,V.T.(1999). New dimensions and perspectives in higher education. New York: Rowman Publishers.
- Rajakanta Mohapatra.(2013). Examination system in higher education of india. New Delhi: SSDN Publishers.
- *<http://ugc.ac.in>*
- *<http://aiuweb.org>*

SEMESTER - IV

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS –SECOND YEAR
SEMESTER – IV**

**PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION-IV
COURSE CODE: 19230PC41**

OBJECTIVES

On completion of the course the prospective teacher-educator shall

- acquire the knowledge of the concepts and meaning of philosophy and education
- describe the philosophy of Indian schools of thought
- describe the philosophy of Western schools of thought
- analyse the educational contributions of Indian and Western thinkers
- explain the basic concepts of sociology of education
- explain the relationship between social system and education
- analyse the role of education in cultural change
- explain various agencies of education
- identify the role of education in promoting the national integration and international understandings
- discuss the diverse trends in education.

Unit I: Social System and Education

Social System: Meaning, concept and characteristics - Education as a Sub-system – Education and Social Change: Social mobility, Social stratification, Social deviants, Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism).

Unit II: Education in Cultural Context

Culture: Meaning, concept and characteristics - Education and Cultural change - Cultural lag: Meaning, concept, major causes and its effect on education - Education for multi-lingual and multi-cultural Indian society.

Unit III: Process of Socialisation

Agencies of Socialization: Family, School, Religion, Community - Education as a social system, social process and social progress - Technologies and Socialisation: Industrialisation, Modernisation and Urbanization.

Unit IV: Education and Democracy

Democracy: Meaning and concept - Education and Democracy - Education for national integration and international understanding - Constitutional Ideals and Education – Social equity and equality of educational opportunities – Education for socially and economically disadvantaged sections of the society: SC/ST/OBC/Women/Disabled and Rural population.

Unit V: Diverse Trends in Education

Women's Education - Human Rights Education - Vocational Education - Workers' Education - Environmental Education - Value Education - Peace Education - Effects of Liberalization, Privatization, Globalization on education.

SESSIONAL ACTIVITIES:

- Discussion on the relationship between Philosophy and Education.
- Analysis on the Educational thoughts of any one of the Indian or Western thinkers.
- Presentation on the constraints of social change in India.
- Discussion on social equity and equality of educational opportunities.
- Power Point presentation on educational sociology and their educational implications.

LEARNING OUTCOMES: The prospective teacher-educators could

- explain the basic concepts of sociology of education
- explain the relationship between social system and education
- analyse the role of education in cultural change
- explain various agencies of education
- identify the role of education in promoting the national integration and international understandings
- discuss the diverse trends in education.

REFERENCES:

- Agarwal, J.C. (2002). Philosophical and sociological perspectives on Education. Delhi: Shipra Publications.
- Agarwal, J.C. (2002). Theory and principles of education. New Delhi: Vikas Publishing House.
- Davan, M.L. (2005). Philosophy of education. Delhi: Isha Books.
- Gara Latchanna (2013). Foundations of education. Hyderabad: Neelkamal Publications.
- John Brubacher (2007). Modern philosophy of education. New Delhi: Surjeet Publications.
- Mujibul Hasan Siddiqui (2009). Philosophical and sociological perspectives in education. New Delhi: Neeraj Publications.
- Sharma, Y.K. (2002). The doctrines of the great indian educators. New Delhi: Kanishka Publishers.
- Swaroop Saxena, N. R & Dutt, N.K. (2013). Philosophical and sociological foundation of education. Meerut: Lall Books.
- Swaroop Saxena, N. R. (2013). Foundation of educational thought and practice. Meerut: Lall Books.
- www.wikipedia.org

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.ED. SYLLABUS –II YEAR- SEMESTER – IV
PLANNING, ADMINISTRATION AND MANAGEMENT OF SECONDARY AND
HIGHER SECONDARY EDUCATION-IV
COURSE CODE: 19230PC42

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- critically evaluate the planning of secondary education in India
- suggest the areas for research in secondary education
- discuss the implications of five year plans on secondary education
- analyze the need for technology integration in planning and administration of secondary education
- describe the emerging trends in secondary education and
- understand the need for quality enhancement of secondary education.

Unit I: Organizational Development and Leadership in Secondary Education

Organizational Development: Meaning, Concept, Definition, Principles and Functions. Qualities of Headmasters /Principals-Research in Secondary Education: Need and Importance, Areas of Research: Organizational Climate, Leadership Styles, Teaching-learning Process, Resources, Curriculum and Examination.

Unit II: Financing of Secondary Education

Planning Commission and Five Year Plan-Sources of Funding: Central Government, State Governments, Local Bodies and Private Agencies-International Funding Agencies: World Bank ,UNESCO and UNICEF.

Unit III: Technology Integration in Planning and Administration of Secondary Education

Secondary Education Management Information System in India(SEMIS), District Information System for Education(DISE),Project Management Information System(PMIS),Geographical Information System(GIS)-School Mapping–Institutional linking and networking

Unit IV: Quality Enhancement of Secondary Education

Curriculum for TenYear School-A Framework (1975)–National Curriculum Framework fo School Education (2000 –Rashtriya Madhyamik Shiksha Abhiyan (RMSA)-Infrastructure and Instructional facilities–Supervision and Inspection–Professional Development and Management of Teachers.

Unit V: Alternative Trends in Secondary Education

Public Schools-International Schools-Alternative Schools (National Institute of Open Schooling)- Home Schooling-Special Schools (Visually Impairment, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Autism Spectrum Disorders, Learning Disabilities)-Inclusive Schools.

SESSIONAL ACTIVITIES:

- Discussion on the recommendations of Secondary Education Commission(1952-53).
- Seminar presentation on the structure of secondary education system in India, USA and China.
- Discussion on the role and functions of CAGE in secondary education.
- Presentation of a reflective report on the functioning styles of HeadMasters/Principals of secondary schools.
- Critical evaluation report on the National Curriculum Framework for School Education (2000).

LEARNING OUTCOMES:

The prospective teacher-educators could

- critically evaluate the planning of secondary education in India
- suggest the areas for research in secondary education
- discuss the implications of five year plans on secondary education
- analyze the need for technology integration in planning and administration of secondary education
- describe the emerging trends in secondary education and
- understand the need for quality enhancement of secondary education.

REFERENCES:

- Biswal,K.(2011). Secondary education in India: Development policies, programmes and challenges (Research MonographNo.63). NewDelhi: National University of Educational Planning and Administration.
- Edward, Beauchamp R. (2003). Comparative education reader .New York: Rutledge Falmer.
- Government of India. (1986). National policy on education1986. New Delhi: Ministry of Human Resource Development.
- Ministry of Education.(1966).Report of the education commission(1964-66) :Education and national development .New Delhi :Govt .of India.
- Mithu Alur & Michael Bach.(2005). Inclusive education from rhetoric to reality, New Delhi: Viva Books.
- Mukhopadhyaya, Marmar & Tyagi,R.S.(2005). Governance of school education in India. New Delhi: National Institute of Educational Planning and Administration.
- The World Bank. (2003). South Asian human development sector :Secondary education in India(ReportNo.2).

- lak,J.B.G.(Ed.)(2003).Financing education in India. New Delhi: Ravi Books.
- Varghese,N.V.(1997).School Mapping.In Modules on District planning in education (Ed.). New Delhi: National Institute of Educational Planning and Administration.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.ED. SYLLABUS – SEMESTER – IV
CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY LEVEL - IV
COURSE CODE: 19230PC43

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- understand the influence of views of educational pioneers on today's school
- analyse the various pedagogical approaches
- understand the different types of assessment techniques
- recognize the different methods of curriculum evaluation
- understand the future directions for curriculum development.

Unit I: Educational Thinkers and Curriculum Transactions

Views of Educational thinkers on Curriculum, methods of instruction, principles of teaching and learning - Role of teachers with special reference to Rousseau, Froebel, Dewey, Montessori, Swami Vivekananda, Rabindranath Tagore and J. Krishnamurthy.

Unit II: Curriculum and Pedagogy

Universal design for learning (UDL) - Project-based learning - Assessment as learning - Formative Assessment - Mastery learning - Personal learning environments and the classroom of the future.

Unit III: Assessment Techniques

Measurement, Assessment and Evaluation: Concept, meaning and definitions – Assessment for learning and Assessment of learning – Techniques of Assessment: Observation, interview, questionnaire and rating scales - Semester System - CCE – Marks, Grading system, types of Grading and their relative advantages and Computer in Evaluation.

Unit IV: Curriculum Evaluation

Curriculum Evaluation: Meaning, nature and scope – Models of Curriculum Evaluation: Metfessel - Michael Evaluation Model, Provus's Discrepancy Evaluation Model, Stufflebeam's Macro Evaluation Model and Stake's Responsive Evaluation Model.

Unit V: Current Trends in the Curriculum

Current Developments in the subject fields - Current Developments Across the Curriculum - Individualizing the curriculum - Curriculum of the future: Digital delivery, interest-driven - Internet connectivity.

SESSIONAL ACTIVITIES:

- Talk by teacher educators on various approaches of curriculum.
- A debate on various models of curriculum design.
- Seminar on educational implications of educational philosophies.
- Invited talk on the views of educational pioneers and their influence on today's
- Discussion on emerging trends in curriculum evaluation.

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand the influence of views of educational pioneers on today's school
- analyze the various pedagogical approaches
- understand the different types of assessment techniques
- recognize the different methods of curriculum evaluation
- understand the future directions for curriculum development

REFERENCES:

- Glatthorn, A.A; Boschee, F and White head, B.M.(2009) Curriculum Leadership: Strategies for Development and Implementation ,New Delhi: Sage
- Hewitt, W Thomas.(2006).Understanding and shaping curriculum, New Delhi: Sage.
- Janardan Prasad & Vijay Kumar Kanshik. (2007),Advanced curriculum construction, New Delhi: Kanishka Publishers.
- JulianC.Stanley and Kenneth D.Hopkings.(1978) Education and evaluation, NewDelhi: McKernan,James. (2007).Curriculum and imagination: process, theory, pedagogy and action research. London: Routledge.
- Orenstein, A.C .and Hunkins,F.P.(1988).Curriculum: foundations, principles and issues. New Jersey: Prentice Hall International.
- Saylor,G.J and Alexander,W. (1965) Planning curriculum for school, NewYork: Holt Richard and Winston.
- Srivastava,H.(2006)Curriculum and methods of teaching, NewDelhi: Shipra Publication

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – IV
ADVANCED EDUCATIONAL RESEARCH AND STATISTICS - IV
COURSE CODE: 19230TC44

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- acquire knowledge about the action research
- know the process of collecting ,analyzing, interpreting quantitative data
- know the process of collecting ,analyzing, interpreting qualitative data
- recognize the different types of parametric tests
- comprehend the different types of non-parametric tests
- comprehend the various components in the research report

Unit I: Collecting, Analyzing, Interpreting Quantitative Data

Steps in the process of data collection –Information to be collected-Formulating research questions and hypotheses –Operational definition of variables –Choosing types of data-Developing suitable instruments –Administering the data collection-Steps in the process of quantitative data analysis -Preparing data analysis –Analyzing in the data :Descriptive analysis and inferential analysis-Preparing and interpreting the results

Unit II: Collecting, Analyzing, Interpreting Qualitative Data

Steps in the process of data collection- Different sampling approaches-Types of qualitative data to be collected: Observation, Interview, Documents, Audio-Visual materials- Procedures to be used to record data-Steps in analyzing, interpreting qualitative data analyzing data, transcribing data, coding the data ,using codes and themes-Representing and reporting findings, summarizing findings.

Unit III: Parametric Tests

‘t’ test, ‘F’-ratio, ANCOVA, Correlation, Regression and Factor analysis.

UNIT IV: Non-parametric Tests

Chi-square test, Mann-Whitney test, Kruskal-Wallis test, Cochran’s Q-test and their statistical applications.

Unit V: Research Report

Writing the research report-Format of the Research Report: Title page ,introduction, review of literature ,methodology ,analysis and interpretation of data ,discussion and conclusion references and appendices.

SESSIONAL ACTIVITIES:

- Discussion on the quantitative and the qualitative research designs.
- Conduct SPSS workshop in your institution.
- Presentation on style of writing the review of related literature.
- Discussion on parametric and non-parametric tests.
- Prepare a model research report.

LEARNING OUTCOMES:

The prospective teacher-educators could

- acquire knowledge about the action research
- know the process of collecting ,analyzing, interpreting quantitative data
- know the process of collecting ,analyzing, interpreting qualitative data
- recognize the different types of parametric tests
- comprehend the different types of non-parametric tests
- comprehend the various components in the research report

REFERENCES:

- Bryman, Alan.(2008).Social research methods. 4thEdition, New Delhi: Oxford University Press.
- Cohen, Louis.et.al(2008). Research methods in education .London : Rout ledge.
- Cresswell, John W. (2012).Educational research .New Delhi: Pear sons Education.
- Cresswell, John W. (2014).Research design. 4th Edition ,New Delhi: Sage Publications.
- HenryE.Garrett. (2008). Statistics in psychology and education .1st Indian Print. Delhi :Surjeet Publications.
- JohnW.Best and JamesV.Kahn.(2012).Research in education,10th Edition. New Delhi: PHI Learning Private Limited.
- Patton, M.Q.(2002).Qualitative research and evaluation methods. Thousand Oaks:C.A: Sage.
- Ranjith kumar.(2005).Research methodology. New Delhi: Pearsons Education
- Thangasamy,Kokila. (2014). Educational research: A step-by-step Approach .Manila :Madurai.
- www.archive.mu.ac.in
- www.sfu.ca

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.ED. SYLLABUS – SECOND YEAR
SEMESTER – IV
TEACHER EDUCATION IN INDIA- SECONDARY LEVEL-IV
COURSE CODE: 19230TE45

OBJECTIVES

On completion of this course the prospective teacher-educators shall

- analyze the functioning of various agencies of secondary teacher education
- understand the major issues in secondary teacher education
- analyze the secondary teacher education curriculum and its transaction mode
- understand the importance of preparing special education teachers
- understand the status of teachers working at secondary education level
- understand the need for research on secondary teacher education.

Unit I: Major Issues in Secondary Teacher Education

Admission of Students– Fee Structure– Duration of the Programme– Curriculum and Pedagogy – Organization of School Internship and Co-ordination– Supervision of Internship –Privatization of Teacher Education- Facilities at Teacher Education Institutions–Quantity and Quality of Secondary Teacher Education.

Unit II: Curriculum Planning at Secondary Level

National Curriculum Framework (2005): Curriculum designing and evaluation- Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), State Board, Indian Certificate of Secondary Education, International Baccalaureate (IB), National Institute of Open Schooling-General principles to curricular approaches: Activity based/play-way, child-centered, theme- based ,holistic, joyful, inclusive, story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and exploration.

Unit III: Teacher Education for Students with Special Needs

Education for Persons with Disability –Agencies of Special Education: Rehabilitation Council of India (RCI), National Institute for Mentally Handicapped (NIMH), National Institute for Visually Handicapped (NIVH), National Institute for Empowerment of Persons with Multiple Disability(NIEPMD),National Institute of Speech and Hearing(NISH).

Unit IV: Status and Professional Development of Teachers

Status of Teachers at Secondary Level: Professional, social and economic - Issues: Service conditions, Provision for facilities and equipments, promotions, transfer, in-service training, administrative and professional supervision-Teacher’s responsibilities and rights– Opportunities for professional development –Code of Ethics for Teachers.

Unit V: Research and Innovations in Secondary Teacher Education

Research in Secondary Teacher Education: Areas, trends, problems and issues of research

in Secondary Teacher Education-Best practices in Secondary Teacher Education: National and International Level.

SESSIONAL ACTIVITIES:

- Prepare a Report based on the visit to anyone of the Secondary Teacher Education Institutions and critically evaluate the facilities available.
- Compare and contrast the Secondary Teacher Education Curriculum and its Transaction Modes in TamilNadu with other States of India.
- Critical evaluation on the role of NCTE in promoting Quality in Secondary Teacher Education Programme.
- Prepare a Portfolio to evaluate the prospective teachers of Secondary Teacher Education Programme.
- Suggest any five areas of Secondary Teacher Education to undertake Research Projects.

LEARNING OUTCOMES:

The prospective teacher-educators could

- analyze the functioning of various agencies of secondary teacher education
- understand the major issues in secondary teacher education
- analyze the secondary teacher education curriculum and its transaction mode
- understand the importance of preparing special education teachers

REFERENCES:

- Aggarwal,J.C.(1984). Landmark in the history of modern Indian education. New Delhi: Vikas Publications.
- Balsare Maitraya.(2005).Administration and reorganization in teacher education. New Delhi:Kanishka Publishers.
- Day,C. and Sachs,J.(Ed.) (2004). International handbook on the continuing professional development of Teachers. Maidenhead: Brinks Open University Press.
- LokmanAli. (2010).Teacher education. New Delhi: APH Publications
- Mohammed Miyan.(2004). Professionalisation of teacher education. New Delhi: Publications.
- NCTE (1998).Competency based and commitment oriented teacher education for quality school education: Pre-service education. New Delhi: NCTE.
- Singh,U.K.and Sundershan K.N.(2005), Teacher education. New Delhi: Discovery Publishing House.
- Srivastava,G.N.(2004).Perspectives in teacher education concept. New Delhi: APH Publications.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
GUIDANCE AND COUNSELLING
COURSE CODE: 19230SC46A

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- Understand the meaning, need and types of guidance
- Get acquainted with the tools and techniques of appraisal of an individual
- Understand the meaning, characteristics and types of counseling
- Get acquainted with process and techniques of Counseling

Unit I: Meaning and Nature of Guidance Bases of guidance-

Philosophical, Sociological, Pedagogical, Psychological- Concept of guidance- Meaning, Nature and Need of guidance, Functions and purposes of-Guidance Types of guidance. Major guidance areas- Personal, Educational, Career, Social, Health,- Marital, Moral Influence of family and community on guidance

Unit II: Appraisal for Guidance testing devices-

Intelligence tests- Achievement tests- Aptitude tests- Personality- Inventories- Interest Inventories- Attitude Scale Non testing devices- Cumulative record Card- Sociometric techniques, projective- techniques Rating Scale- Case Study, Personal account (diary entries) Presenting, analyzing, interpreting and reporting the data acquired through testing and non-testing devices Techniques of guidance- home visits, interview, observation.

Unit III: Qualities of a counsellor

Counsellor- an introduction-Qualities-Characteristics of counsellor-Functions duties of a counselor-Professional ethics of a counsellor- counsellor and Teacher- Difference between counseling and psychotherapy- counselling and teaching-Interview and counselling

Unit IV: Types and Techniques of Counseling

Types –Individual and Group counseling- Approaches to counseling-Directive, Non directive, Eclectic counseling- Techniques in counseling-Testing and Non Testing techniques- Steps of counseling- Qualities of effective counselor and counseling skills

Unit V: Guidance and Counseling service in schools

Role of teacher in organizing guidance services- Teacher as a counselor- Types of problems faced by students -Academic Problems, Class room problems,- Personal, Vocational, -Types of service-occupational information-guidance for exceptional children-gifted-backward-mentally retarded- juvenile delinquents.

SESSIONAL ACTIVITIES- Any one

- Undertake a case study of a student at secondary level and assess his/her counseling needs

- Organize a career guidance session for B.Ed. students
- Write a detailed report on counseling services offered in a school in a local area

LEARNING OUTCOMES:

The prospective teacher-educators could

- Understand the meaning, need and types of guidance
- Get acquainted with the tools and techniques of appraisal of an individual
- Understand the meaning, characteristics and types of counseling
- Get acquainted with process and techniques of Counseling

REFERENCES:

- Sharma, V.K. Administration and Training of Educational and Vocational Guidance
- Career Guidance and Counselling: Principles and Techniques
- Sharma, Shashi Prabha Sharma, Shashi Prabha. Career and Counselling Education
Gupta,
- Sarla (Ed.) :Stone: Fundamentals of Guidance

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
SPECIAL EDUCATION
COURSE CODE: 19230SC46B**

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- acquire knowledge and understanding of Special education and its curriculum.
- enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Mentally Retardation, Learning Disability, Gifted, Creative children, Backward Children).
- acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for education of the disabled.
- acquaint the prospective teacher with the role of Formal, Informal and Nonformal in the context of Special children.
- aware the students with the various trends in the area of Special Education.

Unit- I: Curriculum planning in special education

Meaning of curriculum - Difference in General and Special curriculum,- Foundations of curriculum - Components of curriculum Curriculum Adaptation For Visually Impaired, Hearing Impaired, Learning Disable ,Current Issues in Special Education: -Cross Disability Approach. - Role of Formal and Informal agency in dealing with special children.

Unit- II: Education of mentally retarded

Concept, Definition, Classification, Characteristics, Causes, Educational Programmes.

Unit-III: Education of backward child

Concept of Backward children Causes of backwardness and Education Programmes.

Unit IV: Education of gifted and creative child

Concept- Definition-Characteristics-Identification - Educational Programmes.

UNIT V: Education of learning disable

Concept-Definition-Classification-Characteristics-Causes-Educational Programmes.

SESSIONAL ACTIVITIES:

- Visit to Special School
- Project on any one disability area
- Preparation of Learning Material
- Curriculum planning for special children
- Test preparation for Learning Disabled

LEARNING OUTCOMES:

The prospective teacher-educators could

- acquire knowledge and understanding of Special education and its curriculum.
- enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Mentally Retardation, Learning Disability, Gifted, Creative children, Backward Children).
- acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for education of the disabled.
- acquaint the prospective teacher with the role of Formal, Informal and Nonformal in the context of Special children.

REFERENCES:

- Ariel, A: Education of Children and Adolescents with Learning Disabilities, Mc millan Publishing Co. New York, 1992.
- Cruschank, W. M: Psychology of Exceptional Children and Youth, Engelwood Cilffs. N.J.: Prentice Hall, 1975.
- Kirk, S.A & companions Educating Exceptional Children. Houghton Mifflin Company, Eleventh ed, Boston, New York, 2006.
- Pal, H.R: Vishishta Balak, Madhya Pradesh Hindi Granth , Academy,Bhopal, 2010.
- Panda, K.C: Education of Exceptional Children, Vikas Publishing House, New Delhi, 1997.
- Shankar, U: Exceptional Children, Enkay Publisher, New Delhi, 1991.
- Singh, N: Special Education. Commonwealth Publishers. New Delhi, 1997.
- Stow & Selfe : Understanding Children with Special Needs, Unwin Hyman Ltd. London, 1989.
- Yesseldyke, E. James, Bob Algozzine. Special Education- A Practical Approach for Teachers, Kanishka Publishers & Distributers ,New Delhi

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
INFERENTIAL STATISTICS
COURSE CODE: 19230SC46C

OBJECTIVES:

On completion of this course the prospective teacher-educator shall

- understand the scope and application of educational statistics.
- acquire himself with statistical theories and its application in Educational Research.
- appropriate the role of parametric and non-parametric statistics in various types of educational research.
- understand the importance of educational statistics and its relationship with of educational research.

Unit – I: ANOVA and ANCOVA

Analysis of variance (One-way, Two-way, Three-way) -Analysis of Co-variance and Factorial Design (No Computation) - Its Uses (ANOVA and ANCOVA)

Unit – II Special Methods of Correlation

. Bi-serial correlation, Point Bi serial Correlation and their standards - Point bi-serial correlation Tetrachoric, Phi-Correlation and their significance -Contingency coefficient C, standard ERROR and their significance -Partial and Multiple Correlation

Unit – III Non parametric methods

Meaning and scope of non-parametric Methods -Median test, Candal's T-test, Candal's W-test, Mann-whitney U-test, Wilcoxon Testing (Computation and Interpretation for each Method) - Use of parametric and non-parametric methods

Unit – IV: Reliability, Validity, Scaling

Reliability : Meaning, Methods, Calculations of split half, length of test and reliability methods of rational equivalent standard errors of Measurement of reliability, effectiveness of reliability on small and large group -Validity : Meaning, Methods, Calculations, length of test of validity, effects of validity on reliability Scaling of test -T scaling - Stanine scores - Scaling of Judgments and their types - Item analysis : Difficulty index, Discrimination index Item objective congruence (IOC) in CRT

Unit-V Factor Analysis

Factor Analysis - Meaning, Scope, Use of Factor Analysis -Basic equations -Types and Identification of factors =Different methods of F.A.

SESSIONAL ACTIVITIES:

- Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis

- Analysis of data using Statistical Packages
- Conduct a test any one class in different time period and find out test reliability on that score. -Prepared a cognitive note on the topic Factor Analysis.

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand the scope and application of educational statistics.
- acquire himself with statistical theories and its application in Educational Research.
- appropriate the role of parametric and non-parametric statistics in various types of educational research.
- understand the importance of educational statistics and its relationship with of educational research.

REFERENCES:

- Blommers, Paul and Lindquist (1965): Elements Statistical Methods, University of London press ltd.
- Dowine N.M., R.W. Heath (1965): Basic Statistical Methods, New York: Harper & Row.
- Edwards, A.L. (1963): Statistical Methods of Behavioural Science, New York: Hall, Rinhert and Winston.
- Forguson, G.A.: Statistical Analysis in Psychology and Education, New York: McGraw Hill & Co. Inc.
- Fruther B.: Introduction to Factor Analysis, New Delhi: Affiliated east-west-press Pvt. Ltd.
- Garrett, H.E. (1961): Statistics in Psychology and Education, Bombay: Allied Pacific Pvt. Ltd.
- Guilford J.P. (1965): Fundamental Statistics in Psychology and Education, New York: McGraw Hill Co. Inch.
- Lindquest, E.F. (1968): Statistical Analysis in Educational Research, Oxford and IBH Publication Co.

