



**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)**

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**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 teacher's 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            |
| <b>Total</b> | <b>10</b>      | <b>30</b> | <b>02</b>         | <b>30</b> | <b>03</b>       | <b>06</b> | <b>08</b>        | <b>08</b> | <b>06</b>        | <b>18</b> | <b>92</b>    | <b>01</b>        | <b>03</b> | <b>95</b>     |

\*RSD-Research Skill Development

## 9. COURSE STRUCTURE CREDIT AND MARKS DISTRIBUTION

### SEMESTER – I Course structure

#### Credit and Marks Distribution

| <b>Group – A: Perspectives in education</b>                              |                                 |   |                  |   |   |         |            |
|--|---------------------------------|---|------------------|---|---|---------|------------|
| S.N<br>0.  | Course Code                     | Course Title                                    | Periods per week |   |   | Credits | Marks      |
|  |                                 |   | 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        |
| <b>Group – B: Curriculum and Pedagogic studies</b>                       |                                 |   |                  |   |   |         |            |
| 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        |
| <b>Group – C: Enhancing Professional Capabilities/Elective (Any Two)</b> |                                 |   |                  |   |   |         |            |
| 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                         |                  |   |   |         |            |
| <b>Research Skill Development (RSD) Course</b>                           |                                 |   |                  |   |   |         |            |
| 7  | 19130CRS                        | Research Led Seminar                            | 1                | 0 | 0 | 1       |            |
|  | <b>Grand Total</b>              |   | 18               | 0 | 0 | 18      | <b>600</b> |

**Note: L: Lecture P: Practical T. Tutorial**

**SEMESTER – II Course structure, Credit and Marks Distribution**

| <b>Group – A: Perspectives in education</b>                              |                                  |  |                         |          |          |                |              |
|--|----------------------------------|--|-------------------------|----------|----------|----------------|--------------|
| <b>S.N<br/>0.</b>  | <b>Course Code</b>               | <b>Course Title</b>                              | <b>Periods per week</b> |          |          | <b>Credits</b> | <b>Marks</b> |
|  |                                  |  | <b>L</b>                | <b>T</b> | <b>P</b> |                |              |
| 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          |
| <b>Group – B: Curriculum and Pedagogic studies</b>                       |                                  |  |                         |          |          |                |              |
| 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          |
| <b>Group – C: Enhancing Professional Capabilities/Elective (Any Two)</b> |                                  |  |                         |          |          |                |              |
| 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      |                         |          |          |                |              |
|  |                                  | <b>PRACTICAL</b>                                 |                         |          |          |                |              |
| 7  | 19130PC27                        | Practicum – Teaching competence                  | 0                       | 0        | 7        | 7              | 200          |
| <b>Research Skill Development (RSD) Course</b>                           |                                  |  |                         |          |          |                |              |
| 8  | 19130CRM                         | Research Methodology                             | 3                       | 0        | 0        | 3              |              |
| 9  | 19130CBR                         | Participation in Bounded Research                | 2                       | 0        | 0        | 2              |              |
|  |                                  | <b>Grand Total</b>                               | <b>22</b>               | <b>0</b> | <b>7</b> | <b>29</b>      | <b>800</b>   |

**Note: L: Lecture P: Practical T. Tutorial**

**SEMESTER – III Course structure**

**Credit and Marks Distribution**

| <b>Group – A: Perspectives in education</b>                              |                                   |  |                         |          |          |                |                   |
|--|-----------------------------------|--|-------------------------|----------|----------|----------------|-------------------|
| <b>S.N<br/>0.</b>  | <b>Course Code</b>                | <b>Course Title</b>                                  | <b>Periods per week</b> |          |          | <b>Credits</b> | <b>Mark<br/>s</b> |
|  |                                   |  | <b>L</b>                | <b>T</b> | <b>P</b> |                |                   |
| 1  | 19130PE31                         | Knowledge and Curriculum                             | 3                       | 0        | 0        | 3              | 100               |
| <b>Group – B: Curriculum and Pedagogic studies</b>                       |                                   |  |                         |          |          |                |                   |
| 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 :<br>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 |  |                         |          |          |                |                   |
| <b>Group – C: Enhancing Professional Capabilities/Elective (Any Two)</b> |                                   |  |                         |          |          |                |                   |
| 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                           |                         |          |          |                |                   |
| <b>Grand Total</b>   |                                   |  | <b>8</b>                | <b>0</b> | <b>0</b> | <b>8</b>       | <b>300</b>        |

**Note: L: Lecture P: Practical T. Tutorial**

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

| <b>Group – A: Perspectives in education</b>                              |                    |  |                         |          |           |                     |                   |
|--|--------------------|--|-------------------------|----------|-----------|---------------------|-------------------|
| <b>S.N<br/>0.</b>  | <b>Course Code</b> | <b>Course Title</b>                              | <b>Periods per week</b> |          |           | <b>Credit<br/>s</b> | <b>Mark<br/>s</b> |
|  |                    |  | <b>L</b>                | <b>T</b> | <b>P</b>  |                     |                   |
| 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               |
| <b>Group – B: Curriculum and Pedagogic studies</b>                       |                    |  |                         |          |           |                     |                   |
| 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                 |                         |          |           |                     |                   |
| <b>Group – C: Enhancing Professional Capabilities/Elective (Any Two)</b> |                    |  |                         |          |           |                     |                   |
| 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            |                         |          |           |                     |                   |
|  |                    | <b>PRACTICAL</b>                                 |                         |          |           |                     |                   |
| 6  | 19130PC46          | Practicum – Teaching competence                  | 0                       | 0        | 23        | <b>23</b>           | <b>250</b>        |
|  | 19130PEE           | Program Exit Examination                         |                         |          |           | <b>3</b>            |                   |
|  |                    | <b>Grand Total</b>                               | <b>14</b>               | <b>0</b> | <b>23</b> | <b>40</b>           | <b>750</b>        |

**Note: L: Lecture P: Practical T. Tutorial**



## 10. Components of Internal Assessment

| S.NO | COMPONENTS  | MAXIMUM MARKS |
|------|---|---------------|
| 01   | <b>TEST</b><br>(Aggregate of marks obtained by each candidate in minimum of class tests converted in to 40)   | 20            |
| 02   | <b>ATTENDANCE</b><br>Weight age for Attendance<br>95% and above – 20 marks<br>90% to 94% - 15 marks<br>85% to 89% - 10 marks<br>80 % to 84% - 5 marks<br>(Below 80% no marks) | 20            |
| 03   | <b>ASSIGNMENTS</b><br>(Aggregate of marks obtained by each candidate in minimum 4 Assignments converted into 20)  | 20            |
| 04   | <b>SEMINAR</b><br>(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           |
| <b>Total</b> | <b>300</b>    |

### 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.,**

|                            | <b>Level I</b> | <b>Level II</b> |
|----------------------------|----------------|-----------------|
| Charts                     | <b>15</b>      | <b>15</b>       |
| Static Models              | <b>2</b>       | <b>2</b>        |
| Working Models             | <b>1</b>       | <b>1</b>        |
| Transparencies             | <b>2</b>       | <b>2</b>        |
| Album                      | <b>1</b>       | <b>1</b>        |
| Slide                      | <b>2</b>       | <b>2</b>        |
| Film Strips                | <b>1</b>       | <b>1</b>        |
| CD Preparation Power point | <b>2</b>       | <b>2</b>        |

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<br>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

$$\text{GPA} = \frac{\sum_{i=1}^n C_i P_i}{\sum_{i=1}^n C_i}$$

$C_i$  - Credit for the  $i^{\text{th}}$  Course

$P_i$  - Grade Point Secured in the  $i^{\text{th}}$  Course

# **SEMESTER - I**



**PRIST DEEMED TO BE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**B.Ed. SYLLABUS, 1<sup>st</sup> 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.
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- Water and Schnieder (2009): Metacognition, Strategy use and instruction, New York: The Guilford press.

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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:**

- 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.
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**B.Ed. SYLLABUS, 1<sup>st</sup> 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.
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- Pathak, R.P(2001) philosophical and sociological perspectives of education, New Delhi; Atlantic publishers and Distributers.

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**B.Ed. SYLLABUS, 1<sup>st</sup> YEAR SEMESTER -I**  
**PEDAGOGY OF TAMIL: PART - I**  
**COURSE CODE: 19130CP14A**

**நோக்கங்கள்**

- உயர்நிலை, மேனிலை வகுப்புத் தமிழ்ப் பாடங்களின் கற்றல் நோக்கங்களை வெளிப்படுத்துதல்.
- மொழிக் கல்வியில் தமிழின் இடத்தை மதிப்பிடுதல்.
- மொழி, இலக்கியம் கற்பித்தலுக்கான முறைகளை மேற்கொள்ளுதல்
- மாணவர்களிடையே மொழித்திறன் வளர்க்கும் முறைகளை மேற்கொள்ளுதல்
- தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கான முன்செயல்களைப்பழகுவதல்
- பாடம் கற்பிப்புத் திட்டத்தைத் தயாரிக்கஉரிய அணுகுமுறைகளைப் பின்பற்றுதல்.
- உயர்நிலை, மேனிலைத் தமிழ்ப் பாடங்களை கற்பித்தலில் பொருத்தமான வளர்வறி, தொகுநிலை வினாக்களைத் தயாரித்தல்.
- அகவய, புறவய வினாக்கள் வினாப் பண்புகளுக்கேற்பத் தயாரித்தல்.
- தேர்ச்சித் தேர்வுகளுக்கான வினாத்தாள் திட்டவரைவினைத் தயாரித்தல்.
- மாணவரின் தேர்ச்சியை மதிப்பிடல்.

**அலகு 1: தமிழ்மொழிக் கல்வியின் சிறப்பு**

கற்பித்தலின் இன்றியமையாமை - சிறப்பு நோக்கங்கள் - வெளியிடும் கருவி பட்டறிவை எடுத்தியம்பல் - செயலாற்றல் - அறிவுக்களஞ்சிய வாயில் அடிப்படைத் திறன் வளர்ச்சி-இலக்கிய இன்பம் -படைப்பாற்றல்- கற்பனையாற்றல்- சமூகப் பண்பாட்டு வளர்ச்சி- சமூக மரபுகளைப் பேணுதல் வாழ்க்கைத் திறன்களைப் பெறுதல் -விழுமப் பதிவு.

**அலகு 2: பாடப் பணுவல் வகை**

செய்யுள்- உரைநடை-இலக்கணம் : மரபிலக்கணம், மொழித்திறன்- இவை 6-10/ 9-11 வகுப்புகளில் அமைந்துள்ள பான்மை. இவ்வகைப்பாடுகளில் அமைந்துள்ள பிரிவுகள்: காலநிலை, பாடுபொருள், அளவு, அழுத்த நிலைகள் -பாடநூல் பணுவல் அமைப்பு மாற்றங்கள் அவற்றிற்கானக் கற்பித்தல்- கற்றல் அணுகுமுறைகள் - கற்பித்தல் நோக்கங்கள்- ஒவ்வொன்றிற்கும் இடையேயானத் தொடர்புகள். இவற்றை மொழித்திறன் வளர்ச்சிக்குப் பயன்படுத்தும் முறைகள்.

### அலகு 3: பயிற்று முறைகள்

பண்டைய முறைகள்: விரிவுரை (சொற்பொழிவு), வினாவிடை, நெட்டுரு, தடைவிடை-தற்கால முறைகள் : வெளிப்படுத்து முறைகள்- பங்கேற்பு முறைகள் - விளையாட்டு , நடிப்பு, தனிப்பயிற்சி, மேற்பார்வை, ஒப்படைப்பு, நிரல்வழிக் கற்றல் தானே கற்றல், கருத்தாக்கம்.

### அலகு 4 : பாடம் கற்பித்தல் - கற்பித்தல் நிலை

பாடங்கற்பித்தல்: பாடம் கற்பித்தல் திட்டத்தின் தேவை. கற்பித்தல் திட்டத்தில் காணப்பட வேண்டியக் கூறுகள்: பாடத்தலைப்பு – முடித்ததற்கான கால அளவு – தேவையான துணைக் கருவிகள் - கற்பித்தல் நோக்கங்கள் (மொழிப் பாடத்தில் மொழி, விழுமியம் சார்ந்த நோக்கங்கள்), - தேவையான துணைக் கருவிகள் - கற்பித்தல் அழுத்தங்கள் (Teaching Points) – கற்பித்தல் முறைகள் பாடங்கற்பித்தல் திட்டப் படிவம் - மொழிப் பாடத்திற்கேற்றவாறு வடிவமைக்கப்பட்ட வடிவம் - கொப்பாட் அல்லது பிற ஏற்புடைய வடிவங்கள்.

### அலகு 5 : பாடம் கற்பித்தல்- முன்தயாரிப்பு நிலை

கற்பித்தலைப் பழகுதல் -உடன் பயில்வோரிடம் பழகுதல் - ஆசிரியர் கற்பிப்பினை உற்றுநோக்கல் - கற்பித்தல் உத்திகளைப் பழகுதல் (நுண்ணிலைக் கற்பிப்புப் பயிற்சி – நுண்ணிலைக் கற்பித்தல் சுற்று கற்பித்தல் திறன்களின் பயிற்சி – விளக்குதல் திறன் - கரும்பலகையைப் பயன்படுத்தும் திறன் - எடுத்துக்காட்டுகளுடன் விளக்குந் திறன் - வலுவூட்டிகளைப் பயன்படுத்தும் திறன் - பல்வினைத் துண்டல் திறன் கிளர் வினாத் திறன்.

### வகுப்பறைச் செயல்பாடுகள்:

- நடைமுறையிலுள்ள 6– 10 அல்லது 9 – 12ஆம் வகுப்புத் தமிழ் பாடங்களுக்கானக் கற்றல் - கற்பித்தல் நோக்கங்களை வரையறுத்தல்.
- தற்போதைய சூழலில் தமிழ்க் கல்வியின் நிலையினை மதிப்பிட்டு அறிக்கை தயாரித்தல்.
- நடைமுறையிலுள்ள 6 – 10 அல்லது 9 – 12 ஆம் வகுப்புத் தமிழ் பாடங்களுக்கானக் கற்றல் பயிற்று முறைகளையும் துணைக் கருவிகளையும் வகைப்படுத்தி அட்டவணைத் தயாரித்தல்.
- அடிப்படைத் திறன் வளர்ச்சிக்கானப் பழகு செயல்கள், துணைக் கருவிகள் தயாரித்தல்.
- கற்பித்தல் பயிற்சிக்காக வரையறுக்கப்பட்ட நுண்ணிலைப் பயிற்சியினை மேற்கொண்டு அவற்றைப் பதிவு செய்தல்.
- கற்பித்தல் பயிற்சிக்காக வரையறுக்கப்பட்ட உற்று நோக்கல். பாடம் கற்பிப்புத் திட்டப் பதிவேடுகளை நிறைவு செய்தல்.

### கற்றலின் விளைவுகள்:

- ❖ உயர்நிலை, மேனிலை வகுப்புத் தமிழ்ப் பாடங்களின் கற்றல் நோக்கங்களை தெரிந்து கொள்கிறான்.

- ❖ இலக்கியம் கற்பிப்பதற்கான முறைகளைத் தெரிந்து கொள்கிறான்
- ❖ தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கான முன் செயல்களை பழகிக் கொள்கிறான்.
- ❖ உயர்நிலை, மேனிலைத் தமிழ்ப் பாடங்களை கற்பித்தலில் பொருத்தமான வளர்வறி, தொகுநிலை வினாக்களைத் தயாரிக்கக் கற்றுக் கொள்கிறான்.

#### பார்வை நூல்கள்

- ஆறுமுக நாவலர், நன்னூல், இலக்கண நூல்
- பாடநூல்களில் தமிழ் இலக்கியத்தின் பங்கு – கு.விஜயா பப்ளிஷர்ஸ், சென்னை – 14 (201)
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**SCHOOL OF EDUCATION**  
**B.Ed. SYLLABUS, 1<sup>st</sup> 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:**

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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**

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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**

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**DEPARTMENT OF EDUCATION**  
**B.Ed. SYLLABUS, 1<sup>st</sup> 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 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**

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**DEPARTMENT OF EDUCATION**  
**B.Ed. SYLLABUS, 1<sup>st</sup> 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.
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- Sharma, R.A (2008) Technological foundation of education. Meerut.R Lall books depot.
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**B.Ed. SYLLABUS, 1<sup>st</sup> 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.

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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:

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- NarendraVaidya, (1999), *Science Teaching for the 21st Century*, Deep & Deep Publication, Pvt Ltd., New Delhi

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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:

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- Chauhan S.S (2008). Innovations in teaching and learning process, UP; Vikas Publishing House Pvt.Ltd.
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**B.Ed. SYLLABUS, 1<sup>st</sup> 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.

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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.
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**B.Ed. SYLLABUS, 1<sup>st</sup> 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

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**PRIST DEEMED TO BE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**B.Ed. SYLLABUS, 1<sup>st</sup> 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**

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**DEPARTMENT OF EDUCATION**  
**B.Ed. SYLLABUS, 1<sup>st</sup> 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:**

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**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

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**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 :**

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# **SEMESTER – II**

**PRIST DEEMED TO BE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**B.Ed. SYLLABUS, 1<sup>st</sup> 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 | <b>GROUP A</b><br><b>(Paper- pencil Test)</b><br>(Test to be administered with appropriate standardized tools on the following aspects) | Sl No | <b>GROUP B</b><br><b>(Apparatus Test)</b> |
|-------|---|-------|---|
| 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:**

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**SCHOOL OF EDUCATION**  
**B.Ed. SYLLABUS, 1<sup>st</sup> 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: 42<sup>nd</sup> and 86<sup>th</sup> 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.

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**SCHOOL OF EDUCATION**  
**B.Ed. SYLLABUS, 1<sup>st</sup> 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.

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**SCHOOL OF EDUCATION**  
**B.Ed. SYLLABUS, 1<sup>st</sup> YEAR SEMESTER -II**  
**PEDAGOGY OF TAMIL: PART - II**  
**COURSE CODE: 19130CP24A**

**நோக்கங்கள்**

- உயர்நிலை, மேனிலை வகுப்புத் தமிழ்ப் பாடங்களின் கற்றல் நோக்கங்களை வெளிப்படுத்துதல்.
- மொழிக் கல்வியில் தமிழின் இடத்தை மதிப்பிடுதல்.
- மொழி, இலக்கியம் கற்பித்தலுக்கான முறைகளை மேற்கொள்ளுதல்
- மாணவர்களிடையே மொழித்திறன் வளர்க்கும் முறைகளை மேற்கொள்ளுதல்
- தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கான முன்செயல்களைப்பழகுவதல்
- பாடம் கற்பிப்புத் திட்டத்தைத் தயாரிக்கஉரிய அணுகுமுறைகளைப் பின்பற்றுதல்.
- உயர்நிலை, மேனிலைத் தமிழ்ப் பாடங்களை கற்பித்தலில் பொருத்தமான வளர்வறி, தொகுநிலை வினாக்களைத் தயாரித்தல்.
- அகவய, புறவய வினாக்கள் வினாப் பண்புகளுக்கேற்பத் தயாரித்தல்.
- தேர்ச்சித் தேர்வுகளுக்கான வினாத்தாள் திட்டவரைவினைத் தயாரித்தல்.
- மாணவரின் தேர்ச்சியை மதிப்பிடல்.

**அலகு 1: மேனிலைத்திறன்கள்:**

கட்டுரை, கதை, கவிதை எழுதுதல் - இவற்றின் வடிவ அமைப்புக்கள். பழகு செயல்கள் : முன்செயல்கள் - தொடர் செயல்கள் - இலக்கியப் பயிற்சி - தழுவல் - வடிவம், பொருள் - கருத்துக்கு முதன்மை வழங்கல்.

**அலகு 2: மொழித்திறன்கள் - 1**

முடக்கத் திறன்( Passive skills) : (கேட்டல் & படித்தல்): தன்மை, சூழல் இயல்புகள், நடைமுறை, செயல்பாடுகள் - பழகுசெயல்கள்: மொழிசாராத் துலங்கல், குறுந்துலங்கல், நெடுந்துலங்கல், விரிவுத் துலங்கல்,. பழகுசெயல்களும் தேர்ந்தறிமுறைகளும். - திறன் பெறுதலில் தடைகள்.. படித்தல் வகை - முறை

**அலகு 3: மொழித்திறன்கள் - 2**

இயக்கத் திறன் (Active skills) : (பேசுதல் & எழுதுதல்): தன்மை, சூழல் இயல்புகள், நடைமுறை, செயல்பாடுகள்- பழகுசெயல்கள்: திறன் வளர்க்கும் முறைகள்- திறனைத் தேர்ந்தறிமுறைகள்- எழுதுதலும் படித்தலும்- குறியீடும் ஒலியும் - எழுத்துக் குறியீடுகள்- வடிவங்கள் பொருளுணர்வோடு இணைதல் - பிற திறன்களுடன் தொடர்பு.

#### அலகு 4 : கற்றல் - கற்பித்தலை மதிப்பிடல்

குறையறிதல் - குறை களைதல் - வாய்மொழி வினாக்கள் - எழுதுநிலை வினாக்கள் - பழகு செயல்கள் - தொடர் செயல்கள்.

#### வினாத் தளங்கள் :

வகுப்பறை வினாக்கள் - வளர்வறி - தொகுநிலை - நிலைக்கேற்ற வினாக்கள் - வளர்வறி வினா வகைகள் - வினாப் பண்புகள் - தேர்வு வினாக்கள் - வினா வகைகள் - மொழித் திறன், இலக்கியத் தேர்ச்சிகளை அளக்கும் வினாக்கள் - வினாக்களைத் தயாரித்தல் - அடைவுத் தேர்வினைத் திட்டமிடுதல் - வினாத்தாள் வரைவு - வினாத்தாள் தயாரித்தல்.

#### அலகு 5 : தேர்வும் அளவீடும்

தேர்வு வினாக்கள் - அகவயம், புறவயம். இவ்விரு வகைகளில் அமைப்புக்கள் - ஒவ்வொன்றின் தேர்வுப் பயன்பாடுகள் - இவற்றைப் பற்றிய பிழைபட்ட கருத்துக்கள் - இவற்றை தயாரிக்கும் முறைகள் - நடைமுறையில் காணப்படும் வினாப் பிறழ்வுகள். அடைவுத் தேர்வு: தேர்வுத் தாள் தயாரித்தல் - வினாத்தாள் திட்ட வரைவு - விடைத்தாள் அளவிடுதல் - வினாப் பகுப்பாய்வு - முறைகள். மாணவரின் விடைத் தாள்களுக்கு மதிப்பெண் அளவை வழங்கி அவர்களின் தேர்ச்சித் தன்மையினை மதிப்பிடல் (புள்ளியில் அளவைகள் கொண்டு).

#### வகுப்பறைச் செயல்பாடுகள்:

1. நடைமுறையிலுள்ள 6- 10 அல்லது 9 - 12ஆம் வகுப்புத் தமிழ் பாடங்களுக்கானக் கற்றல் - கற்பித்தல் நோக்கங்களை வரையறுத்தல்.
2. தற்போதைய சூழலில் தமிழ்க் கல்வியின் நிலையினை மதிப்பிட்டு அறிக்கை தயாரித்தல்.
3. நடைமுறையிலுள்ள 6 - 10 அல்லது 9 - 12 ஆம் வகுப்புத் தமிழ் பாடங்களுக்கானக் கற்றல் பயிற்று முறைகளையும் துணைக் கருவிகளையும் வகைப்படுத்தி அட்டவணைத் தயாரித்தல்.
4. அடிப்படைத் திறன் வளர்ச்சிக்கானப் பழகு செயல்கள், துணைக் கருவிகள் தயாரித்தல்.
5. கற்பித்தல் பயிற்சிக்காக வரையறுக்கப்பட்ட நுண்ணிலைப் பயிற்சியினை மேற்கொண்டு அவற்றைப் பதிவு செய்தல்.
6. கற்பித்தல் பயிற்சிக்காக வரையறுக்கப்பட்ட உற்று நோக்கல். பாடம் கற்பிப்புத் திட்டப் பதிவேடுகளை நிறைவு செய்தல்.

#### கற்றலின் விளைவுகள்:

- உயர்நிலை, மேனிலை வகுப்புத் தமிழ்ப் பாடங்களின் கற்றல் நோக்கங்களை தெரிந்து கொள்கிறான்.
- இலக்கியம் கற்பிப்பதற்கான முறைகளைத் தெரிந்து கொள்கிறான்

- தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கான முன் செயல்களை பழகிக் கொள்கிறான்.
- உயர்நிலை, மேனிலைத் தமிழ்ப் பாடங்களை கற்பித்தலில் பொருத்தமான வளர்வறி, தொகுநிலை வினாக்களைத் தயாரிக்கக் கற்றுக் கொள்கிறான்.

#### பார்வை நூல்கள்

- ஆறுமுக நாவலர், நன்னூல், இலக்கண நூல்
- பாடநூல்களில் தமிழ் இலக்கியத்தின் பங்கு – கு.விஜயா பப்ளிஷர்ஸ், சென்னை – 14 (201)
- பாடப்பொருள் மற்றும் தமிழ்க் கற்பித்தல், பேராசிரியர் வி.கணபதி மற்றும் பிறர், பப்ளிஷர்ஸ், சென்னை – 14 (2013).
- பி.இரத்தினசபாபதி, செம்மொழிக்கல்வி (தமிழ்), சாந்தா பப்ளிஷர்ஸ், சென்னை – 14 (2007)
- முனைவர் உ.பிரபாகரன், தமிழ் கற்பித்தல் முறைகள் (பொதுத் தமிழ்) அரவிந்த் பதிப்பகம், சும்பகோணம். (2012)
- முனைவர் பா.வீரப்பன். தொடக்க நிலையில் தமிழ் கற்பித்தல், ஜோதிப்பிரியா, சென்னை – 600 061 (2005)
- பேராசிரியர் பி.இரத்தினசபாபதி, வினாக்களில் விரிசல்கள், சாந்தா பப்ளிஷர்ஸ், சென்னை – 17 (2002)

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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.

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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 work.-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**

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- Bagyanathan,D.(2007).Teaching of mathematics. Chennai; Tanil Nadu Text Book Society.
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- Land,F.W.(1966). New approaches to mathematics teaching. New Delhi:MacMillan, St. Martin'a Press.
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**B.Ed. SYLLABUS, 1<sup>st</sup> 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:**

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- Chauhan, S.S. (1985). *Innovation in Teaching and Learning Process*, Vikas Publishing
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**B.Ed. SYLLABUS, 1<sup>st</sup> 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 maintence 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 I CT knowledge-base.
- Become self made humane teachers.
- Develop knowledge in the emerging teaching and learning technology of Biological science.

## **REFERENCES**

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**B.Ed. SYLLABUS - 1<sup>st</sup> YEAR - SEMESTER - II**  
**PEDAGOGY OF SOCIAL SCIENCE - PART - 11**  
**COURSE CODE: 19130CP24F**

**OBEJCTIVES**

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:**

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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:**

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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.
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**SCHOOL OF EDUCATION**  
**B.Ed. SYLLABUS – 1<sup>st</sup> 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.

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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:

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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.

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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;

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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

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**B.Ed. SYLLABUS, 1<sup>st</sup> 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:**

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**DEPARTMENT OF EDUCATION**  
**B.Ed. SYLLABUS, 1<sup>st</sup> 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- Comenius- 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.

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**PRIST DEEMED TO BE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**B.Ed. SYLLABUS, 1<sup>st</sup> 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.

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# **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.

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

**நோக்கங்கள்:**

- பிழையின்றிப் பேச, எழுத மொழியின் அடிப்படை இலக்கணங்களை அறிதல்.
- பொருள் இலக்கணங்களைத் தெளிவாகப் புரிந்து கொள்ளுதல்.
- தமிழ் இலக்கியங்களில் உள்ள நீதிக்கருத்துக்களையும் பண்பாட்டு உணர்வுகளையும் அறிதல்.
- தமிழரின் ஒழுக்க உணர்வையும் கடமைகளையும் உணர்ச்செய்தல்.
- தமிழ் வளர்த்த சான்றோர்களைப் பற்றி அறிந்து கொள்ளுதல்.
- தற்காலத் தொல்லியல் ஆய்வுகளை வளர்த்தல்.

**இயல் - I : இலக்கணம்:**

அளபெடை, திணை, சொல், சொற்றொடர், வேற்றுமை உருபுகள் - போலிகள் - அணிகள் - இயல்பு நவீற்சியணி, உயர்வு நவீற்சியணி, இல்பொருள் உவமையணி, வேற்றுப்பொருள் வைப்பணி - தற்குறிப்பேற்ற அணி, வஞ்சகப் புகழ்ச்சி அணி - குற்றியலுகரம் குற்றியலிகரம் முற்றியலுகரம் - இயல்புவழக்கு, தகுதிவழக்கு - ஆகுபெயர் - பெயரெச்சம் வினையெச்சம் - இரட்டைக்கிளவி அடுக்குத்தொடர், உவமஉருபுகள் - பொருள் இலக்கணம், புறப்பொருள்.

**இயல் - II செய்யுள்**

நற்றிணை - கலித்தொகை - ஐங்குறுநூறு - புறநானூறு - திருக்குறள் (இனியவைகூறல்) நாலடியார் - நான்மணிக்கடிகை - இனியவை நாற்பது, திரிகடுகம், பழமொழி நானூறு, திருவள்ளுவமாலை - சித்தர் பாடல்கள் - சிலப்பதிகாரம் - சீவகசிந்தாமணி - கம்பராமாயணம் - திருவிளையாடற் புராணம் - நளவேண்பா - திருமந்திரம் - பெரியபுராணம்.

**இயல் - III செய்யுள்**

தேவாரம் - சிற்றிலக்கியங்கள், சீராப்புராணம் - தேம்பாவணி - விவேகசிந்தாமணி - நந்திக்கலம்பகம் - நாலாயிரத்திவ்வியபிரபந்தம் - தமிழ்விடுதாது, கலிங்கத்துப்பரணி முத்துக்குமரசாமிப் பிள்ளைத்தமிழ் - குற்றலாகுறவஞ்சி- பாஞ்சாலிசபதம் - மனோன்மனியம் - குயில்பாட்டு, மறுமலர்ச்சிப் பாடல்கள் - வழிபாட்டுப் பாடல்கள்

**இயல் - IV உரைநடை:**

செம்மொழித்தமிழ் - தொன்மைத் தமிழகம் - தமிழ்வளர்த்த சான்றோர்கள் - தமிழக மகளிர் - தமிழக விளையாட்டுக்கள் - திராவிட மொழிகள் - தமிழ் மொழியில் அறிவியல் சிந்தனைகள் - கல்வெட்டுக்கள் - இக்காலக்கவிதைகள் - பேச்சுக்கலை - ஓவியக்கலை - நாடகக்கலை - பெரியாரின் பெண் விடுதலைச் சிந்தனைகள் - பசும்பொன் முத்துராமலிங்கம் - காந்தியம் - அம்பேத்கார் - வள்ளலார்.

### இயல் - V துணைப்பாடம் :

நிலைத்த செல்வம் கல்விச் செல்வம் - கொடைக்குணம் - தமிழ்நாடக முன்னோடிகள் - ஊர்த்திருவிழா - ஊரும் பேரும் - சென்னை அருட்காட்சியகம், நூலகம் - தற்காலத் தொல்லியல் ஆய்வுகள் - ஜி.யூ.போப் - வீரச்சிறுவன் (விவேகானந்தர்) - கெலன்கெல்லர் பரிதிமாற் கலைஞர் - அண்ணாவின் கடிதம் - கண்ணதாசன் கவியின்பம் - பாரதரத்னா எம்.ஜி.இராமச்சந்திரன்.

### செய்முறை வேலை:

1. பட்டிமன்றம்
2. கருத்தரங்கம் நடத்துதல்
3. நாடகங்கள் எழுதி நடித்தல்
4. வானொலியின் பேச்சைக்கேட்டு குறிப்பெடுத்தல்
5. செய்யுள் நலம் பாராட்டல்
6. செய்தித்தாள்களைப் படிக்கும்போது பிழைகளைக் கண்டறிதல்
7. கற்பித்தல் தொடர்பானத் துணைக்கருவிகளைத் தயாரித்தல்

### கற்றலின் விளைவுகள்:

- மொழியின் அடிப்படை இலக்கணங்களை அறிந்து கொள்கிறான்.
- தமிழ் இலக்கியங்களில் உள்ள நீதிக் கருத்துக்களையும் பண்பாட்டு உணர்வுகளையும் தெரிந்து கொள்கிறான்.
- தமிழரின் ஒழுக்க உணர்வை அறிந்து கொள்கிறான்.
- தமிழ் வளர்த்த சான்றோர்களை அறிந்து கொள்கிறான்.
- தற்காலத் தொல்லியல் ஆய்வுகளைப்பற்றிப் புரிந்து கொள்கிறான்.

### பார்வை நூல்கள்:

1. தமிழ்நாட்டுப் பாடநூல் கழகம் அச்சிட்டுள்ள 6 ஆம் வகுப்பு முதல் 12ம் வகுப்பு வரை உள்ள தமிழ்ப்பாடநூல்.



**PRIST DEEMED TO BE UNIVERSITY**  
**DEPARTMENT OF EDUCATION**  
**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

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- R A Sharma; Teaching of English.
- Bhatia &Bhatia ; Methods of Teachlng English
- Geetha Nagaraj; Trends in teaching of English
- Ganesh Bagchi English sound and spelling, RIE Bengaluru.
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**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

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**B.ED. SYLLABUS SECOND YEAR**  
**SEMESTER – III**  
**PEDAGOGY OF PHYSICAL SCIENCE: PART - III**  
**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
- Analyse 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 Dcace and Falvery, P., Holbrook, J., Conian, D. (1994). *Assessing Students*, Longmans Publications, Foundation by Longmans, Penguin Books.
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- Natrajan,C. (Ed.). (1997). *Activity Based Foundation Course on Science Technology and*
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**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.
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**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.
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- 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.

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**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.
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**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 is 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.
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- 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
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**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.
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**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 awaking of 6<sup>th</sup> 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, Clcero, 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.

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**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.
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**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 highlighting 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 theatric 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 out comes:**

- To enable learners to perceptive 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.

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**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

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**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:**

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**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:**

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# **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:**

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**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 maps 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 in equalities – Gender just 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 in equalities on reinforcing gender party – 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.

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**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

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B.Ed. SYLLABUS – SECOND YEAR  
SEMESTER IV  
PEDAGOGY OF TAMIL – PART - IV**

**COURSE CODE: 19130CP44A**

**நோக்கங்கள்:**

- தேசியக்கல்விக் குறிக்கோள்களையும், தேசியக் கலைத்திட்டத்தின் நோக்கங்களையும் அறிதல்.
- தமிழ்மொழி இயலின் அமைப்புக்களை அறிதலோடு மனித வாழ்க்கையின் பல்வேறு செய்தித் தொடர்பின் பங்குகளை அறிதல்.
- உடலியல், உளவியல் அடிப்படையில் மொழிக்கற்றல் கூறுகளை அறியச்செய்தல்.
- பல்வேறு மொழிநடைக் கூறுகளையும் இலக்கியங்களையும் திறனாயும் ஆற்றலை வளர்த்தல்.
- தமிழ்மொழி வளத்தில் வாழ்வியல் கூறுகள் பெற்றுள்ளப் பங்கினை உணரச்செய்தல்.
- மொழிப்பயிற்றாய்வுக் கூடத்தின் பயன்பாட்டை அறிதல்.
- தமிழ்மொழியின் தனித்தன்மை, அவற்றை வளர்க்க வேண்டிய அவசியத்தை உணரச்செய்தல்.
- சமூகவியல் பின்னணியில் பண்பாட்டை வளர்த்தல்.

**இயல் - I : மொழிப் பயிற்றாய்வுக்கூடம்:**

முக்கியத்துவம் - ஊடகங்கள் - ஒலிப்பதிவு நாடா, படப்பதிவு நாடா, மக்கள் தொடர்புச் சாதனங்கள், வானொலி, தொலைக்காட்சி போன்ற பன்முக ஊடகங்களை மொழிப்பாடம் கற்பித்தலுக்குப் பயன்படுத்துதல் - கணினி வழி ஊடகமுறையைப் பயன்படுத்திக் கேட்டல், படித்தல், எழுதுதல் திறனை வளர்த்தல்.

**இயல் - II வகுப்பறை இடைவினையும் திறனாய்வும்:**

வகுப்பறை இடைவினைப் பகுப்பாய்வு – பிளாண்டரின் வகுப்பறை இடைவினைப் பகுப்பாய்வு - இடைவினைப் பதிவு செய்தல் - அணி வடிவில் குறியீடு செய்தல் - பொருள் விளக்கம் பெறுதல் - திறனாய்வுப் பொருள் - வகைகள் - திறனாய்வாளருக்குரியத் தகுதிகள் - திறனாய்வுக்கானக் காரணங்கள் - தமிழில் திறனாய்வின் வளர்ச்சி.

**இயல் - III பாட இணைச்செயல்கள்:**

கருத்தரங்கம் - நடத்துதல் - தலைவரின் பொறுப்புகள், ஆசிரியரின் பங்கு – கலந்து கொள்வாரின் பொறுப்புகள் - கலந்துரையாடல் - நடத்துதல் - ஆசிரியரின் பங்கு- பயன்கள்

- ஆய்வரங்கம் - சிறப்பாக நடத்துவதற்கான வழிமுறைகள் - இலக்கியக்கழகம் - அவசியம் - அமைப்பு - கழகத்தின் செயல்கள் - களப்பயணங்கள் - திட்டமிடுதல் - வகைகள்.

#### **இயல் - IV மொழியாக்கம்:**

ஒலியன் உருபன் ஆகிய இவற்றோடு எழுத்துக்களின் வடிவமைப்பு - கலைச்சொல்லாக்க அமைப்பு - ஒப்பியல் மீட்டுருவாக்கம்- அறிவியல் தொழில்நுட்பச் சொற்களைத் தாய்மொழியில் படைத்துப் பயன்படுத்தல் - கடன் வாங்கக் காரணங்கள்.

#### **இயல் - V தமிழ் இலக்கியங்களின் உயர்மதிப்புகள்:**

சங்க இலக்கியங்கள் - இடைக்கால இலக்கியங்கள் - இருபதாம் நூற்றாண்டு இலக்கியங்களின் வளர்ச்சி, புதுக்கவிதை, சிறுகதை, புதினம், நாடகம் போன்ற இக்கால இலக்கியங்களின் உயர் மதிப்புகள்.

#### **செயல்முறை வேலை:**

1. சொற்போர் - பட்டிமன்றம்
2. கருத்தரங்கம் - நடத்துதல்
3. நாடகங்கள் எழுதி நடித்தல்
4. வானொலியின் பேச்சைக்கேட்டு குறிப்பெடுத்தல்
5. செய்யுள் நலம் பாராட்டல்
6. மலர் தயாரித்தல்
7. திறனாய்வுக் கட்டுரையைத் தயாரித்தல்
8. கற்பித்தல் தொடர்பானத் துணைக்கருவிகளைத் தயாரித்தல்
9. வட்டார மொழிச் சொற்களைத் தொகுத்தல்
10. பழகுதலின் பொது மொழி அமைத்தல் பற்றிய பயிற்சி அளித்தல்

#### **கற்றலின் விளைவுகள்:**

- மொழிப்பயிற்றாய்வுக் கூடத்தின் பயன்பாட்டைத் தெரிந்து கொள்கிறான்.
- வகுப்பறை இடைவினைப் பகுப்பாய்வினைப் பற்றிப் புரிந்து கொள்கிறான்.
- பாட இணைச் செயல்களைப் பழகிக் கொள்கிறான்.
- அறிவியல் தொழில்நுட்பச் சொற்களைத் தாய்மொழியில் படைத்துக் கொள்கிறான்.
- தமிழ் இலக்கியத்தின் உயர் மதிப்புக்களை மனதில் பதிய வைத்துக் கொள்கிறான்.

**பார்வை நூல்கள்:**

1. மு.கோவிந்தராசன் நற்றமிழ் பயிற்றலின் நோக்கமும் முறையும் தேன்மொழிப் பதிப்பகம், சென்னை - 14.
2. மு.கோவிந்தராசன் பயிற்றுப் பயிற்சியும் மொழியாசிரியர்களும் திருமலைக் குமரப்பதிப்பகம், தஞ்சை மாவட்டம்.
3. மு.கோவிந்தராசன் மொழித்திறன்களும் சிறு சிக்கல்களும் தேன்மொழிப் பதிப்பகம், சென்னை - 14.
4. திரு.சரண ஆறுமுக முதலியார் தமிழ்ப்பயிற்று முறை நுங்கம்பாக்கம் சென்னை - 34.
5. ந.சுப்பு ரெட்டியார் தமிழ்ப் பயிற்று முறை மாணிக்க வாசக நூலகம், சிதம்பரம்.
6. திரு.பொன்னன் தமிழ்ப்பாடம் சொல்லும்முறை தமிழ்நாட்டுப் பாடநூல் நிறுவனம் சென்னை.
7. தொல்காப்பியர் தொல்காப்பியம், எழுத்து, சொல், பொருள்.  
(இளம்பூரணம் நச்சினார்க்கினியார் பேராசிரியர் உரைகள்)
8. பவனந்தி முனிவர் நன்னூல் - டாக்டர் சண்முகசெல்வ கணபதி.
9. திருவள்ளுவர் - திருக்குறள்  
மு.வரதராசன் - இலக்கியத் திறன்  
மு.வரதராசன் - இலக்கிய மரபு

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**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.

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**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 – Dienes 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 :**

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**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

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**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 pre paring 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:**

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**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 I1:**

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 trail – 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 (4<sup>th</sup> 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.,
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**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.
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**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.
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- Sharma,R.A.(2008).*Technological foundation of education*. Meerut: R.Lall Books Depot.
- Shied, *Introduction to Computer Science*, SCHAVM.
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**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.

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**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 19<sup>th</sup> 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.,
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**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 I1:**

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:**

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**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:**

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**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.

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**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,
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**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.
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## **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.

| <b>Semester</b> | <b>RSB Courses</b>                | <b>Credits</b> |
|-----------------|-----------------------------------|----------------|
| I               | Research Led Seminar              | 1              |
| II              | Research Methodology              | 3              |
| III             | Participation in Bounded Research | 2              |