PRIST

DEEMED TO BE UNIVERSITY

SCHOOL OF EDUCATION

Regulations & Syllabus
Degree of
Bachelor of Education

Two -Year B.Ed. Programme – Semester System
(SEMESTER PATTERN UNDER CBCS)
B.Ed., Syllabus 2022 - 2023

(With effect from the Academic Year 2022-2023)

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:

The Bachelor of Education Programme, generally known as B.Ed., is a professional course that prepares teachers for Upper Primary/Middle level (classes VI - VIII), Secondary level (Classes IX - X) and Higher Secondary (Classes XI - XII) levels.

2. Short Title and commencement of June/July

Bachelor of Education (B.Ed.,) Degree

3. Programme Educational Objectives for B.ED... (2-Years)

PEO1. 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.

PEO2. 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.

PEO3. To have the teachers favourable attitudes and adequate interest which will enable them to foster all round development?

PEO4. To make the teacher efficient enough to offer educational guidance and counseling to individual learners.

PEO5. To enable the teacher trainees undertake action research to solve their professional problems.

PEO6. To reduce the gap between theory and practic, teacher and education curriculum and school realities.

PEO7. The course (B.Ed.,) will provide adequate theoretical orientation regarding the objectives of education in the Indian Background.

4. Programme Outcomes for B.ED. (2-years)

On successful completion of the two-year B.Ed. programme, pupil teachers will be able to develop

PO1. Teaching competency: Know, select and use of learner-centered teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.

PO2. Pedagogical skills: Applying teaching skills and dealing with classroom problems.

PO3. Teaching through Non-conventional Modes: Evolving a system of education which enhances the potential of every learner to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.

PO4. Integration of Artificial Intelligence in Education: Transform the educational landscape by providing open access to quality, value based and socially relevant education to all by harnessing the disruptive potential of AI.

PO5. Critical Thinking: Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solveclassroom problems.

PO6. Effective Communication: Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.

PO7. Sensitivity towards Inclusion: Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counseling programmes for disabled students.

PO8. Content Analysis: Analyse thetext-books and syllabus.

PO9. Effective Citizen Ethics: Understand different values, morality, social service and accept responsibility for the society.

PO10. Self-directed Learning: Preparing scripts for seminars, lesson plans and online content.

PO11. Social Resilience: Understand about social entities and enable to cope up with adverse conditions of life.

PO12. Physical Development: Practice yoga, physical education and games and sports

PO13. Team Work: Enable to work as a member or leader in diverse teams and in multi-disciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

5. Programme Specific Outcomes for B.Ed. (2-Years)

PSO1. Enable to understand learner and his learning environment, contemporary India andeducation, school management, gender, school and society.

PSO2. Enable to comprehend Language across the curriculum, Reading and reflecting on Texts, Drama and Art in Education, developing Communication Skills and observation of school activities by school internship.

PSO3. Understand the individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance and counseling programmes, educational technology, ICT and lesson planning.

PSO4. Practice teaching in Schools, inculcate the real experiences of classroom teaching and online teaching by using ICT and its different tools and software.

PSO5. Understand the classroom diversities and enable them to deal with diverse learners in inclusive classroom setup, environmental education, Field Engagements with community and Community Participation (NSS, Community Services etc.).

6. Eligibility for admission to the B.Ed. Programme

Bachelor's degree of PRIST deemed to be University or any University in India or abroad recognized as equivalent through 10+2+3 pattern regular mode of education with prescribed percentage of marks as per Government of Tamil Nadu norms. Tamil (B.A/B.Lit.)/English (B.A/B.Lit.) / Mathematics/Physics/Chemistry /Botany/ Zoology /

Computer Science/ Social Science/ Commerce and Accountancy/ Economics/ History/ Geography or its equaling degrees. In case of Commerce and Economics, the candidates who fulfill the above norms should also have studied the same subject both at the U.G and P.G levels. A candidate for the admission to Bachelor's degree of Education must fulfill the eligibility criteria as per the directives of PRIST deemed to be University from time to time.

Candidates with at least fifty percent marks either in Bachelor's Degree and / or in the Master's Degree in Science / Social Sciences / Humanity**, Bachelor's in Engineering** or Technology with specialization in Science and Mathematics **with 55%** marks or any other qualification equivalent thereto, are eligible for admission to the programme.

The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rulesof the Central Government / State Government, whichever is applicable.

(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

7. 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 in force from time to time.

8. Duration of the programme

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

The B.Ed. programme shall be for duration of two academic years consisting of four semesters. Each semester is spread over for a period of 100 working days 36 hours in a week spreading over for 5 or 6 working days in a week, excluding the period of examination and admission. Out of which at least 100 days shall be for practice teaching in about ten schools at upper Primary / Secondary/ Higher Secondary level. First year School Internship programme (4 weeks) 20 days in second semester. Second Year School Internship programme (16 weeks) 80 days in third semester.

9. Medium of instruction:

The Medium of instruction is Tamil and English. The candidates admitted into the B.Ed. degree programme in the PRIST Deemed to be University should select the medium of instruction either as English or Tamil. Medium of instruction chosen by the candidate to pursue the B.Ed. degree programme will be indicated in the B.Ed. degree programme Transfer Certificate alone. Classroom instruction shall be carried out Tamil and English.

10. Curriculum of Program content:

The programme will consist of a theory courses in 'Perspectives in Education', and 'Curriculum Pedagogic Studies', and Electives along with 'Engagement with the field' and a practical component and an online courses. A course is essentially a constituent of a program and may be a composite of a several subject matter to be covered in a semester.

i. Group (A): Perspectives in Education (PE)

These courses are intended to provide a conceptual understanding of relevant concepts and processes in teacher education and also situate them in the broader perspective of education and development.

ii. Group (B): Curriculum and Pedagogic Studies (CPS)

These courses pertain mainly to help student-teachers become effective teachers. For this, it offers the student-teachers not only reorganize one's previous understanding of one's subject of specialization but also the pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, so that they may try out evolving a few learning situations and carry them out both in simulated as well as real situations

iii. Group (C): Enhancing Professional Capacities (EPC)

Apart from conceptual and practical learning gained through Group A and Group B, student-teachers need to develop professional competencies and to experience the fact that the teacher is much more than someone who teaches a subject. The teacher is potentially a participant in the wider education system and he/she may play not only a proactive role in the community life of the school but also as an agent of social development and social transformation. It includes a number of experiences that will enhance the capacity of student-teachers in essential dimensions

11. Credit Distribution

Sem.	Core Courses						Elective Courses		Pedagogy Courses		Extra Credits		Total Credits
	Theory Core Courses		Practical Courses		Courses on *RSD								
	Nos.	Credits	Nos.	Credits	Nos.	Credits	Nos.	Credits	Nos.	Credits	Nos.	Credits	
I	02	**08**	-	**-**	01	**01**	01	**02**	01	**03**	02	**04-**	**18**
II	02	**08**	01	**07**	02	**05**	01	**02**	01	**03**	-	**-**	**25**
III	01	**04**	-	**-**	-	**-**	01	**02**	01	**03**	-	**-**	**09**
IV	03	**12**	01	**23**	01	**03**	01	**02**	01	**03**	-	**-**	**43**
Total	**08**	**32**	**02**	**30**	**04**	**09**	**04**	**08**	**04**	**12**	**02**	**04**	**95**

***RSD-Research Skill Development**

11.1. TOTAL THEORY AND PRACTICAL, TOTAL CREDITS AND TOTAL MARKS.

S.NO.	Content	Total No. of Papers	Total credits	Total Marks
1	**Theory**	**20**	**65**	**2000**
2	**Practicum – Teaching Competence**	**02**	**30**	**500**
	Total	**22**	**95**	**2500**

12. COURSE STRUCTURE CREDIT AND MARKS DISTRIBUTION

SEMESTER – I Course Structure
Credit and Marks Distribution

S. No	Course Code	Course Title	Periods per week			Credits	Marks
			L	T	P		
Group – A: Perspectives in Education(Core)							
1	22130PE11	Psychology of Learners and Learning	4	0	0	4	100
2	22130PE12	Assessment for Learning	4	0	0	4	100
Group – B: Curriculum and Pedagogic studies							
3	22130CP13A	Pedagogy of Tamil: Part - I	3	0	0	3	100
	22130CP13B	Pedagogy of English: Part - I					
	22130CP13C	Pedagogy of Mathematics: Part - I					
	22130CP13D	Pedagogy of Physical Science: Part - I					
	22130CP13E	Pedagogy of Biological Science: Part - I					
	22130CP13F	Pedagogy of Computer Science: Part - I					
	22130CP13G	Pedagogy of Social Science: Part - I					
	22130CP13H	Pedagogy of Commerce and Accountancy : Part - I					
	22130CP13I	Pedagogy of Economics: Part - I					
	22130CP13J	Pedagogy of History: Part - I					
	22130CP13K	Pedagogy of Geography: Part - I					
Group – C: Enhancing Professional Capabilities/Elective (Any One)							
4	22130EP14A	Yoga, Health and Physical Education	2	0	0	2	100
	22130EP14B	Guidance and Counselling					
	22130EP14C	Education administration and Management					
	22130EP14D	PRE – Primary Education					
Research Skill Development (RSD) Course							
5	22130CRS	Research Led Seminar	1	0	0	1	100
		Grand Total	**14**	**0**	**0**	**14**	**500**

Note: L: Lecture P: Practical T. Tutorial

SEMESTER –I I Course Structure
Credit and Marks Distribution

S. No	Course Code	Course Title	Periods per week			Credits	Marks
			L	T	P		
Group – A: Perspectives in Education(Core)							
1	22130PE21	Contemporary India and Education	4	0	0	4	100
2	22130PE22	Teaching and Learning	4	0	0	4	100
Group – B: Curriculum and Pedagogic studies							
3	22130CP23A	Pedagogy of Tamil: Part – II	3	0	0	3	100
	22130CP23B	Pedagogy of English: Part - II					
	22130CP23C	Pedagogy of Mathematics: Part - II					
	22130CP23D	Pedagogy of Physical Science: Part - II					
	22130CP23E	Pedagogy of Biological Science: Part - II					
	22130CP23F	Pedagogy of Computer Science: Part - II					

	22130CP23G	Pedagogy of Social Science: Part - II					
	22130CP23H	Pedagogy of Commerce and Accountancy : Part – II					
	22130CP23I	Pedagogy of Economics: Part - II					
	22130CP23J	Pedagogy of History: Part - II					
	22130CP23K	Pedagogy of Geography: Part - II					
Group – C: Enhancing Professional Capabilities/Elective (Any One)							
4	22130EP24A	Environmental Education	2	0	0	2	100
	22130EP24B	Exploring library and other learning resources					
	22130EP24C	Teaching Early Child Hood Education					
	22130EP24D	Professional Course for teacher proficiency					
PRACTICAL							
5	22130PC25	Practicum – Teaching competence	0	0	7	7	200
Research Skill Development (RSD) Course							
6	22130CRM	Research Methodology	3	0	0	3	100
7	22130CBR	Participation in Bounded Research	2	0	0	2	100
		Grand Total	**18**	**0**	**7**	**25**	**800**

Note: L: Lecture P: Practical T. Tutorial

SEMESTER – III Course Structure
Credit and Marks Distribution

S. No	Course Code	Course Title	Periods per week			Credits	Marks
			L	T	P		
Group – A: Perspectives in Education(Core)							
1	22130PE31	Knowledge and Curriculum	4	0	0	4	100
Group – B: Curriculum and Pedagogic studies							
2	22130CP32A	Pedagogy of Tamil: Part - III	3	0	0	3	100
	22130CP32B	Pedagogy of English: Part - III					
	22130CP32C	Pedagogy of Mathematics: Part - III					
	22130CP32D	Pedagogy of Physical Science: Part - III					
	22130CP32E	Pedagogy of Biological Science: Part - III					
	22130CP32F	Pedagogy of Computer Science: Part - III					
	22130CP32G	Pedagogy of Social Science: Part - III					
	22130CP32H	Pedagogy of Commerce and Accountancy : Part - III					
	22130CP32I	Pedagogy of Economics: Part – III					
	22130CP32J	Pedagogy of History: Part - III					
	22130CP32K	Pedagogy of Geography: Part - III					
Group – C: Enhancing Professional Capabilities/Elective (Any One)							
3	22130EP33A	Peace Education	2	0	0	2	100
	22130EP33B	Drama and Art in Education					
	22130EP33C	Strengthening language proficiency					
	22130EP33D	Gender Issues in Education					
		Grand Total	9	0	0	9	**300**

Note: L: Lecture P: Practical T. Tutorial

SEMESTER –I V Course Structure
Credit and Marks Distribution

S. No	Course Code	Course Title	Periods per week			Credits	Marks
			L	T	P		
Group – A: Perspectives in Education(Core)							
1	22130PE41	Creating an Inclusive school	4	0	0	4	100
2	22130PE42	Gender, School and Society	4	0	0	4	100
3	22130PE43	Language across the Curriculum	4	0	0	4	100
Group – B: Curriculum and Pedagogic studies							
4	22130CP44A	Pedagogy of Tamil: Part – IV	3	0	0	3	100
	22130CP44B	Pedagogy of English: Part - IV					
	22130CP44C	Pedagogy of Mathematics: Part - IV					
	22130CP44D	Pedagogy of Physical Science: Part - IV					
	22130CP44E	Pedagogy of Biological Science: Part - IV					
	22130CP44F	Pedagogy of Computer Science: Part - IV					
	22130CP44G	Pedagogy of Social Science: Part - IV					
	22130CP44H	Pedagogy of Commerce and Accountancy : Part - IV					
	22130CP44I	Pedagogy of Economics: Part - IV					
	22130CP44J	Pedagogy of History: Part - IV					
	22130CP44K	Pedagogy of Geography: Par t – IV					
Group – C: Enhancing Professional Capabilities/Elective (Any One)							
5	22130EP45A	Critical Understanding of ICT	2	0	0	2	100
	22130EP45B	Understanding the Self					
	22130EP45C	Human Rights					
	22130EP45D	Addressing special needs in Classroom					
PRACTICAL							
6	22130PC46	Practicum – Teaching competence	0	0	23	**23**	**300**
Research Skill Development (RSD) Course							
7	22130PEE	Program Exit Examination				3	100
		Grand Total	**17**	**0**	**23**	**43**	**900**

Note: L: Lecture P: Practical T. Tutorial

13. Components of Internal Assessment

S.NO.	COMPONENTS	MAXIMUM MARKS
01	**TEST (Minimum of two)**	20
02	**ATTENDANCE** Weightage for Attendance 95% and above – 20 marks 90% to 94% - 15 marks 85% to 89% - 10 marks 80 % to 84% - 5 marks (Below 80% no marks)	20
03	**ASSIGNMENTS (Minimum of two)**	20
04	**SEMINAR(Minimum of two)**	20
05	Model Examination	20
	Total	100

Maximum Marks 100 to be converted into 30 marks

a. Attendance

13.1.1 The minimum attendance of student-teacher shall have to be 80% for all course work and practicum, and 90% for school internship. Each candidate, whose admission is approved by PRIST Deemed to be University, should gain 80% of attendance in each semester, failing which he/she will not be permitted to appear for examination. candidates who are able to gain attendance only up to 75% on medical ground, shall be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of PRIST Deemed to be University.

13.1.2 Student who is continuously absent for ten days or more at any point of time, a showcase notice shall be served stating that he/she has to forfeit his/her admission, if, he/she fails to report to the college immediately.

13.1.3. The student, whose attendance is below 70% and more than 40% may be given readmission within a period of two consecutive years with full fee and in such a case the student has to fulfill all the rules and regulations which are followed by a fresh student.

14. Specialization of Pedagogy of School Subjects offered

i. Tamil
ii. English
iii. Mathematics
iv. Physical Science
v. Biological Science
vi. Computer Science
vii. Social Studies
viii. Commerce and Accountancy
ix. Economics
x. History
xi. Geography

Note 1: The major objective of the Pedagogic course is to make the student-teachers to get an overview of the content of the chosen subject and also to get practiced in classroom teaching at Level –I & Level – II.

Level – I is pertaining to standard VI to VIII and is compulsory for all the student-teachers to get many-fold experiences in classroom teaching of their pedagogic subject during the School Internship. The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study and teach the subject **Social Sciences**, students of Computer Science should study and teach the subject **Mathematics**; and students of Home Science should study and teach the subject **Science** prescribed in the school curriculum at Level -I.

Level –II is pertaining to standard IX and X for undergraduate qualified student-teachers and standard XI and XII for post graduate qualified student-teachers. The student-teachers need to get an overview of their pedagogy subject prescribed in the school curriculum and also to teach their concerned pedagogic subject at Level –II during the School Internship.

14.1. Allotment of Pedagogy of School Subjects

Each student teacher shall take any two of teaching school subjects as pedagogy of school subject 1 and pedagogy of school subject 2 for both 1st and 2nd semesters based on the following

For Pedagogy of School Subject 1

a. The pedagogy of school subject 1 shall be the Pedagogy of Tamil/English based on languages he/she studied at UG level; it is applicable for Commerce students also.

For Pedagogy of School Subject 2

a. A candidate with B.Lit./B.A Tamil/English degree opt the pedagogy school subject 1 and 2 as the same according to his/her major branch of study at UG level.
b. A candidate with B.Sc. in Physics, Chemistry, shall opt pedagogy of Physical science as School Subject - 2
c. A candidate with B.Sc. in Botany, Zoology, Micro Biology shall opt Pedagogy of Biological Science as School Subject - 2
d. A candidate with B.Sc. in Mathematics shall opt pedagogy of mathematics as school subject - 2
e. A candidate with B.A. in History, Geography, Sociology, Social work, Political Science shall opt pedagogy of Social Studies as school subject - 2
f. A candidate with M.Com degree shall opt Pedagogy of Commerce as School Subject- 2

14.2.Course Framework

The B.Ed. programme is comprised of three broad inter-related curricular areas:

Group (A) : Perspectives in Education (PE)

Group (B) : Curriculum and Pedagogic Studies (CPS)

Group (C) : Enhancing Professional Capabilities (EPC) / ELECTIVES

15. Preparation to Function as Teachers

During the first year, the teacher preparation programme will offer the training amounting to a minimum of 4 weeks. This will include:

- **One week workshop on Lesson Planning**
- **One week workshop on Micro Teaching** (at least 5 teaching skills will be mastered in each pedagogy course like Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining etc.)
- **One week Practice Teaching in Simulated condition** in each pedagogy course, during this phase every student-teacher will teach at least 2macro lessons. These lessons will be observed by subject-supervisors.
- **One week observation in Real-Class room situation in a school.** For this, the student teachers will be attached to a particular school for observation of teaching learning and class room management techniques of school teachers.

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 (20days) working for observation and 16 weeks (80days) 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.

Note 1: The major objective of the Pedagogic course is to make the student- teachers to get an overview of the content of the chosen subject and also to get practiced in classroom teaching at Level –I & Level – II.

Level – I is pertaining to standard VI to VIII and is compulsory for all the student- teachers to get many-fold experiences in classroom teaching of their pedagogic subject during the School Internship. The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study and teach the subject **Social Sciences**, students of Computer Science should study and teach the subject **Mathematics**; and students of Home Science should study and teach the subject **Science** prescribed in the school curriculum at Level -I.

Level –II is pertaining to standard IX and X for undergraduate qualified student- teachers and standard XI and XII for post graduate qualified student-teachers. The student-teachers need to get an overview of their pedagogy subject prescribed in the school curriculum and also to teach their concerned pedagogic subject at Level –II during the School Internship.

Note 2: The Enhancing Professional Capacities (EPC) records are to be prepared and submitted at the time of practical examination. The EPC records are to be prepared based on the theoretical inputs and practical experiences gained from reading and reflecting on text, performance in drama and art related to teaching and learning process, critical understanding and usage of ICT for effective teaching and learning process, and understanding of the strengths and weaknesses of one's own self.

18. PRACTICUM COMPONENT

Evaluation of Teaching Practice/ Teaching competence and skills

Subject	Maximum Marks
Teaching Competence Level – I	100
Teaching Competence Level – II	100
Total	**200**

19. 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 Record (10 in each Level)	10	10	20
2	Lesson Plan Record (30 in each level)	30	30	60
3	Micro Teaching Record (Minimum 5 micro teaching skills in each level)	10	10	20
4	Demonstration Record(5exercise in each level)	10	10	20
5	Instructional materials Record	10	10	20
6	Test and Measurement Record	10	10	20
7	Case Study	-	-	20
8	Educational Psychology Record	-	-	20
9	Environmental Education Record	-	-	20
10	Healthy Practice Record	-	-	20
11	ICT – and Educational Technology Record	-	-	20
12	Drama and Art in Education Record	-	-	20
13	Skill Development/SUPW Record	-	-	10
14	Students Portfolios and Reflective Journals	-	-	10
15	Teaching Competence Level – I	-	-	100
16	Teaching Competence Level – II	-	-	100
	Total	**-**	**-**	**500**

19.1 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

19.2 Test and Measurement Record

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

19.3 Preparation and use of Teaching Aids and Materials etc.,

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

Cutouts, Flannel Board with flash cards and etc.,

20. Evaluation of school Based and Community Based Activities in the 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 marked 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
2. Learning`
3. Transfer of Training
4. Aptitude
5. Adjustment
6. Concept Formation
7. Level of Aspiration
8. Interest
9. Personality Types
10. Attention
11. Perception
12. Motor skills
13. Creativity
14. Cognitive Styles

Educational Technology Record:

Preparation of the 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

The Collection and development of the Audio Visual Aids and 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.

21. Passing Minimum for Theory and Practical examination

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 Theory and Practical examination. A candidate who fails in one or more papers in the theory 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 Theory 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 (30 marks out of 100 marks) and external (70 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 into a maximum of 70 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.

(i) A candidate who passed in all the courses of a semester shall be permitted to improve the results by reappearing for the whole examination (All Theory Courses) in the next semester only.

(ii) A candidate shall be permitted to apply for improvement of examinations 30 days in advance of the pertinent semester examination whenever held.

(iii) If a candidate passes all the courses in reappearance, higher of the two aggregate marks secured by the candidate shall be awarded for that semester. In case the candidate fails in the reappearance for improvement, the marks secured by the candidate in the first appearance will prevail.

(iv) A candidate who appeared for improvement is eligible for reclassification of class only and will not be considered for ranking purpose.Improvement is applicable only for theory examinations and not applicable for practicum components.

22. Reappearance for Theory Courses

Students who have secured 'F' (Fail)/Ab (Absent in the examination) grade in a particular course (other than the practicum components) can reappear during the subsequent end-semester examination. All applicable fees shall be charged for the purpose of re-appearance in (Theory Courses) examinations. Each unsuccessful candidate after the completion of the two academic years/four semesters shall be permitted to reappear for the written examinations within the next three consecutive academic years.

23. Revaluation / Retotaling / Xerox Copy of Answer Scripts

Candidates can apply for revaluation / retotaling / Xerox copy of answer scripts to the PRIST Deemed to be University within 20 days after the publication of semester results by paying necessary fee prescribed by the University.

24. Conferment of the Degree/ Eligibility for the Award of Degree

A candidate shall be eligible for the conferment of the Degree only after he/she has passed all the examinations prescribed. A student shall be declared to be eligible for the award of Degree of Bachelor of Education (B.Ed.) provided that the student has successfully completed the requirements of the B.Ed. programme of study and has passed all the prescribed examinations in all the four semesters within a maximum period of **FIVE YEARS** reckoned from the commencement of first semester to which the candidate was admitted.

25. 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.

26. ELIGIBLITY FOR ADMISSION TO THE EXAMINATION:

A candidate shall 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 products and certificates that he/she has undergone a course of study in a satisfactory manner in all components as prescribed in this regulations made by PRIST DEEMED TO BE UNIVERSITY, having put in not less than 80 percent of attendance.

27. 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 70 marks.

28. QUESTION PAPER PATTERN

S. No Code No:

B.Ed., DEGREE EXAMINATION

Education

(Title of the Paper) Psychology of Learners and Learning

Time: 3 hours **Maximum Marks: 100**

SECTION – A (10X2=20)

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

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

SECTION – B (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)

29. Conduct of Practical Examinations

Practical examination will be conducted at the end of the second year after completing their school internship. The university shall conduct Practical Examinations with the help of 'Practical Examination Boards' approved by the Chairman, Board of Examiners. The Practical Examination Board shall consist of members from B.Ed. College/Department of Education and practicing school. A teacher educator with a minimum of 4 years teaching experience at B.Ed. college/Department of Education level and Headmaster/Headmistress or a Teacher with 10 years of teaching experience from the practicing school can be an examiner for practical examination.

30. 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.

31. Grading of the Course Performance

Marks Secured	Letter Grade	Grade point
91 - 100	**O (Outstanding)**	**10**
81 - 90	**A+ (Excellent)**	**9**
71 - 80	**A (Very Good)**	**8**
66 - 70	**B+ (Good)**	**7**

61 - 65	**B (Above Average)**	**6**
56 - 60	**C (Average)**	**5**
50 - 55	**P (Pass)**	**4**
-	**F (Fail)**	**0**
-	**Ab (Absent)**	**0**

32. Overall Classification of Final Result

CGPA	Over All Grade	Class
4.00 – 5.50	**C**	**SECOND CLAS**
5.51 – 6.50	**B**	
6.51 – 7.50	**B+**	**FIRST CLASS**
7.51 – 8.50	**A**	
8.51 – 9.50	**A+**	**FIRST CLASS WITH DISTINCTION***
9.51 – 10.00	**O**	

***With the condition to clear all courses in the first attempt itself**

33. CGPA- Cumulative Grade Point Average

CGPA- Cumulative Grade Point Average
$\text{C GPA} = \frac{\sum_{i=1}^{n} C_i P_i}{\sum_{i=1}^{n} C_i}$ C_i - Credit for the i^{th} Course P_i - Grade Point Secured in the i^{th} Course

34. Value Added Courses

GUIDELINES FOR VALUE ADDED COURSES

The ever-changing global scenario makes the world more competitive and requires high levels of lateral thinking and the spirit of entrepreneurship to cope up with the emerging challenges. Many a times, the defined skill sets that are being imparted to students today with Programme Specific Objectives in educational institutions become redundant sooner than later due to rapid technological advancements. No university curriculum can adequately cover all areas of importance or relevance. It is important for higher education institutions to supplement the curriculum to make students better prepared to meet industry demands as well as develop their own interests and aptitudes. PRIST Deemed to be University offers a wide variety of Value Added Courses which are conducted after class hours. These courses are conducted by experts and help students stand apart from the rest in the job market by adding further value to their resume. They are mostly independent to each type of the fields.

Objectives

- The main objectives of the Value Added Course are:
- To provide students an understanding of the expectations of industry.
- To improve employability skills of students.
- To bridge the skill gaps and make students industry ready.
- To provide an opportunity to students to develop inter-disciplinary skills.
- To mould students as job providers rather than job seekers.

Guidelines for conducting value added courses

- Classes for a VAC are conducted during the RESERVED Time Slot in a week or beyond the regular class hours
- The value added courses may be also conducted during weekends and Vacation period.
- A student will be permitted to register only one Value Added Course in a Semester.
- No student will be encouraged to opt for the VAC offered by his/her parent Department/Faculty. Experts / eminent academicians from other Institutes are eligible to offer the value added course.
- The course can be offered only if there are at least 5 students opting for it.
- Duration The duration of value added course is 30 hours with a combination 18 hours (60%) of theory and 12 hours (40%) of practical. However, the combination of theory and practical shall be decided by the course teacher with the approval of the Head of the Department.

Time Slot

Considering the nature of the course and to enable cross faculty or inter-disciplinary learning, a fixed slot of two hours is reserved for Value Added Courses during Odd and Even Semesters as follows. Cluster I: 2.00-3.00 p.m. On Monday, Wednesday and Friday Cluster II: 2.00-5.00 p.m. On Thursday Cluster III: 2.30-3.30 p.m. On Monday, Wednesday and Friday * shall be decided and communicated before the start of the course in mutual consultation with the Deans of Faculties.

Attendance

Each faculty handling a course shall be responsible for the maintenance of Attendance and Assessment Record for candidates who have registered for the course. The Record shall contain details of the students' attendance, marks obtained in the Continuous

Internal Assessment (CIA) Tests, Assignments and Seminars. In addition, the Record shall also contain the organisation of lesson plan of the Course Instructor. The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage. At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification. The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students. Each student shall have a minimum of 80% attendance in all the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness, representing the University in extracurricular activities and participation in NCC / NSS / YRC / RRC

Evaluation

The value added course shall carry 100 marks with 30% Continuous Assessment and 30% End Semester assessment.

. **35. Course outcomes for B.Ed. (2-Years)**

SEMESTER	COURSE CODE	COURSE TITLE	COURSE OUTCOMES
SEMESTER – I			
Group – A: Perspectives in Education(Core)			
SEM – I	22130PE11	Psychology of Learners and Learning	After completion of this course, the student-teachers will be able to: CO1: Acquire knowledge about various methods of psychology. CO2: Gain knowledge about the concept of learning and its related theories. CO3: Get to know about motivation and its influence on human behaviour. CO4: Acquire knowledge about concepts of intelligence and creativity. CO5: Familiarize with the concepts and theories of personality.
SEM – I	22130PE12	Assessment for Learning	CO1: Gain knowledge of judging and scoring of student performance. CO2: Know the principles of assessment practices. CO3: Differentiate between the types of assessment. CO4: Point out the key issues in classroom assessment. CO5: Understand how assessment can be possible in inclusive settings.

Group – B: Curriculum and Pedagogic studies			
SEM – I	22130CP 13A	Pedagogy of Tamil: Part - I	CO1: தமிழ் மொழி கற்பித்தலின் நோக்கங்களையும் குறிக்கோள்களையும் கண்டறிதல். CO2: கற்பித்தல் திறன்களில் மேம்பட்ட பயிற்சியினைப் பெறுதல் CO3: கற்பித்தல் அணுகுமுறைகளைக் கொண்டு பாடகற்பிப்புத் திட்டம் தயாரிக்கும் திறன் பெறுதல். CO4: பல்வேறு கற்பித்தல் முறைகைளப் பற்றி தெளிந்த அறிவினைப் பெறுதல். CO5: கற்பித்தல் ஊடகங்களைத் திறம்பட கையாளும் திறன் பெறுதல்.
SEM – I	22130CP 13B	Pedagogy of English: Part - I	CO1: Analyze the aims and objectives of teaching of English. CO2: Practice micro teaching skills in the class. CO3: Write model lesson plans for teaching a prose and poetry. CO4: Handle various methods of teaching English. CO5: Analyze the different use of Mass Media in classroom instruction.
SEM – I	22130CP 13C	Pedagogy of Mathematics: Part - I	CO1: Understand the aims, objective, need and significance of teaching Mathematics. CO2: Develop appropriate Micro Teaching Skills in Macro teaching. CO3: Prepare a Lesson Plan to teach Mathematics. CO4: Analyze various Teacher Centered Methods and Learner Centered Methods of teaching Mathematics. CO5: Utilize ICT skills for teaching Mathematics.
SEM – I	22130CP 13D	Pedagogy of Physical Science: Part - I	CO1: Examine the need and significance of teaching Physical Science. CO2: Formulate the instructional objectives of a lesson. CO3: Practice the microteaching skills in Physical Science. CO4: Interprets various methods of teaching Physical Science. CO5: Analyse and use the resources for teaching Physical Science.

SEM – I	22130CP 13E	Pedagogy of Biological Science: Part - I	CO1: Examine the Aims and Objectives of pedagogy of Biological Science. CO2: Discuss the ways of planning for instruction. CO3: Analyse the importance of teaching skills. CO4: Construct a lesson plan for teaching Biological Science. CO5: Use the resources for teaching Biological Science.
	22130CP 13F	Pedagogy of Computer Science: Part - I	CO1: Explain the aims and objectives of teaching Computer Science. CO2: Select and use appropriate teaching skills in their teaching. CO3: Write lesson plans and unit plans on their own. CO4: Develop programmed instruction for the lessons in Computer Science. CO5: Explain the various instructional media to be used in teaching Computer Science.
SEM – I	22130CP 13G	Pedagogy of Social Science: Part - I	CO1: Explain the aims and objectives of teaching social science. CO2: Demonstrate the micro teaching skills. CO3: realize the macro teaching skills CO4: Identify the different methods in teaching social Science. CO5: Generalize the various ICT resources in teaching social science.
	22130CP 13H	Pedagogy of Commerce and Accountancy : Part - I	CO1: Analyze the aims and objectives Of teaching of Commerce. CO2: Practice micro teaching skills in the class. CO3: Write model lesson plans for teaching Commerce and Accountancy. CO4: Handle various methods of teaching Commerce and Accountancy. CO5: Analyse the different use of Mass Media in classroom instruction.
SEM – I	22130CP 13I	Pedagogy of Economics: Part - I	CO1: Examine the Aims and Objectives of pedagogy of economics. CO2: Discuss the ways of planning for instruction. CO3: Analyse the importance of teaching skills. CO4: Construct a lesson plan for teaching economics. CO5: Use the resources for teaching economics.

	22130CP 13J	Pedagogy of History: Part - I	CO1: Describe the need and importance of Teaching History. CO2: Demonstrate the various Teaching skills. CO3: Prepare a Lesson Plan. CO4: Handle various Methods of Teaching History. CO5: Utilize various instructional media in Teaching History.
SEM – I	22130CP 13K	Pedagogy of Geography: Part - I	CO1: Describe the need and importance of Teaching Geography. CO2: Demonstrate the various Teaching skills. CO3: Prepare a Lesson Plan. CO4: Handle various Methods of Teaching Geography. CO5: utilize various instructional media in Teaching Geography
Group – C: Enhancing Professional Capabilities/Elective			
SEM – I	22130EP 14A	Yoga, Health and Physical Education	CO1: Apply the aims and objective of yoga in real life situation. CO2: Analyse the scope of health education and methods of import health education in schools. CO3: Infer ideas about the different cause and symptoms of different communicable diseases. CO4: Analyse the scope, need and importance of physical education. CO5: Distinguish between intramural and extramural competitions.
SEM – I	22130EP 14B	Guidance and Counselling	CO1: Elucidate the need of guidance and counselling in schools. CO2: Describe the different services in the school guidance programme. CO3: Understand the various therapies in counselling. CO4: Acquire the skills necessary to administer and interpret standardized tools. CO5: Know the qualities required for a good counsellor.

SEM – I	22130EP 14C	Education administration and Management	CO1: Acquire knowledge of the terms used in educational administration and management. CO2: Understand the role of head master and his/her duties. CO3: Develop the mode of inspection and supervision of function. CO4: Know the role of teacher in decision making. CO5: Develop interest in the educational administration and management techniques.
SEM – I	22130EP 14D	PRE – Primary Education	CO1: Gain the knowledge of the development of Pre-Primary education. CO2: Acquaint with the policy perspectives of ECCE in India and world. CO3: Systematize experiences and strengthen the professional competencies of pre-school teachers. CO4: Organize meaningful learning experiences for pre-school children. CO5: develop skills required in selecting and organizing learning experiences
Research Skill Development (RSD) Course			
SEM – I	22130CRS	Research Led Seminar	CO1: Reflect on the role of research in teaching and overall professional development. CO2: Discuss ways of ensuring integrity and ethics in conducting research. CO3: Understand the process of research. CO4: Comprehend the research design and research plan. CO5: Recognize the research problem.
SEMESTER – II			
Group – A: Perspectives in Education(Core)			
SEM – II	22130PE21	Contemporary India and Education	CO1: Identify aims of education and types of education. CO2: Explain the nature of social diversity in India and the role of education in creating positive attitude towards diversity. CO3: interpret the issues in contemporary India like industrialization, Universalization of education and integrated education and inclusive education. CO4: Infer about the Language policies during Pre-independent and Post-independent India. CO5: Summarize about equality in constitutional provisions and elimination of social in equalities through education.

SEM – II	22130PE22	Teaching and Learning	CO1: Generalize the Principles of Language across the Curriculum. CO2: Practice Language proficiency skills. CO3: Distinguish the models of curriculum integration. CO4: Summarize the theories of language learning. CO5: Interpret the language related issues.
Group – B: Curriculum and Pedagogic studies			
SEM – II	22130CP23A	Pedagogy of Tamil: Part – II	CO1: தாய்மொழிக் கல்வியின் சிறப்பினைக் கண்டுணர்தல். CO2: மொழிதிறன்கள் மற்றும் வளங்களில் முழுத்திறனறிவு பெறுதல். CO3: பாடநூல் தயாரித்தலில் கலைத்திட்டத்தின் முக்கியத்துவத்தை உணர்தல். CO4: கற்றலுக்கான அடிப்படை வளங்களைக் கையாளுதல். CO5:புள்ளியியல் அளவைகளைக் கொண்டு சோதனைகளைக் கட்டமைத்தல் மற்றும் மதிப்பீடு செய்வதில் மேம்பட்ட பயிற்சியினைப் பெறுதல்.
SEM – II	22130CP23B	Pedagogy of English: Part - II	CO1: analyse the concept of pedagogy, andragogy and heutagogy. CO2: practise Carl Roger's Non- directive model in a new learning situation CO3: practise activity- based Instruction concept like Role play, simulation, gaming and prioritising. CO4: analyse different types of Educational Resources in Classroom learning. CO5: set achievement test and evaluate English based instruction.
SEM – II	22130CP23C	Pedagogy of Mathematics: Part - II	CO1: explain the concept of critical Pedagogy. CO2: adopt various teaching Models in teaching Mathematics. CO3: demonstrate Activity Based Instruction and Group Controlled Instruction. CO4: develop the various Educational Resources for teaching and learning Mathematics. CO5: analyse the difference between Assessment and Evaluation.

SEM – II	22130CP23D	Pedagogy of Physical Science: Part - II	CO1: examine the importance of Critical Pedagogy. CO2: appreciate the various models of teaching. CO3: practise Activity Based Instruction in teaching Physical Science. CO4: analyse and use the resources for teaching Physical Science. CO5: handle various types of evaluation in teaching Physical Science.
SEM – II	22130CP23E	Pedagogy of Biological Science: Part - II	CO1. Examine the importance of Critical Pedagogy. CO2. Appreciate the various models of teaching. CO3. Practise Activity Based Instruction in teaching of Biological science. CO4. Analyse and use the resources for teaching Biological science. CO5. Handle various types of evaluation in teaching Biological science.
SEM – II	22130CP23F	Pedagogy of Computer Science: Part - II	CO1. Analyse the concept of Pedagogy, Andragogy and Heutagogy. CO2. Demonstrate Carl Roger's Non- directive model in a new learning situation. CO3. Practise activity-based Instruction concept like Role play, simulation, gaming and prioritising. CO4. Analyse different types of Educational Resources in Classroom learning. CO5.construct an achievement test and evaluate computer-based instruction.
SEM – II	22130CP23G	Pedagogy of Social Science: Part - II	CO1: explain the Paradigm shift. CO2: demonstrate the various teaching models. CO3: identify activity based and group-controlled instructions. CO4: establish various resource centres in teaching Social Science. CO5: generalise multiple assessment tools in teaching and learning.
SEM – II	22130CP23H	Pedagogy of Commerce and Accountancy : Part – II	CO1: examine the importance of Critical Pedagogy. CO2: appreciate the various models of teaching. CO3: practise Activity Based Instruction in teaching of Commerce and Accountancy. CO4: analyse and use the resources for teaching Commerce and Accountancy. CO5: demonstrate various types of evaluation in teaching Commerce and Accountancy.

SEM – II	22130CP23I	Pedagogy of Economics: Part - II	CO1. examine the importance of Critical Pedagogy. CO2.appreciate the various models of teaching. CO3.practise Activity Based Instruction in teaching of Economics. CO4.analyse and use the resources for teaching Economics CO5. Demonstrate various types of evaluation in teaching Economics.
SEM – II	22130CP23J	Pedagogy of History: Part - II	CO1: explain the Paradigm shift. CO2: demonstrate the various teaching models. CO3. Identify activity based and group-controlled instruction. CO4. Establish various resource centres in teaching History. CO5. Generalise multiple assessment tools in teaching and learning.
SEM – II	22130CP23K	Pedagogy of Geography: Part - II	CO1: explain the Paradigm shift from Pedagogy to Andragogy to Heutagogy. CO2: demonstrate the various teaching models. CO3: identify activity based and group-controlled instruction. CO4: analyzevarious resource centers in teaching Geography. CO5: demonstrate multiple assessment tools in teaching and learning.
Group – C: Enhancing Professional Capabilities/Elective			
SEM – II	22130EP24A	Environmental Education	CO1. Understand the need for environmental education. CO2. Name the natural resources and its associated problems. CO3. Identify the different types of pollution, its impact and management of pollution. CO4. Appreciate the policies and programmes initiated to protect the environment. CO5. Analyse the environmental education curriculum.
SEM – II	22130EP24B	Exploring library and other learning resources	CO1: Enumerate the functions and objectives of library. CO2: Explain information sources and services. CO3: Understand the place of MOOCs in the changing scenario. CO4: develop an understanding about organizing different types of library CO5: acquire knowledge about various instructional strategies to teach the students

SEM – II	22130EP24C	Teaching Early Child Hood Education	CO1: develop awareness about the importance of Early Childhood Education. CO2: acquire a sound knowledge about the contributions of various philosophers to the cause of early childhood education. CO3: develop an understanding about organizing different types of early childhood education programmes. CO4: acquire knowledge about various instructional strategies to teach young children. CO5: develop awareness about the various developmental aspects of children.
SEM – II	22130EP24D	Professional Course for teacher proficiency	CO1: Acquire knowledge on various concepts of pedagogy. CO2: Understand the human growth development. CO3: Identify professional ethics of teacher.0 CO4: Analyze text-Books for VI, VII and VIII standards. CO5: Virtualizes leadership profile of the teacher.
Research Skill Development (RSD) Course			
SEM – II	22130CRM	Research Methodology	CO1: understand the steps in research process and the suitable methods. CO2: identify various research communications and their salient features. CO3: carry out basic literature survey using the common data-bases. CO4: give exposure to MATLAB platform for effective computational and graphic works Required for quality research. CO5: Understand the process of research
SEMESTER – III			
Group – A: Perspectives in Education(Core)			
SEM – III	22130PE31	Knowledge and Curriculum	CO1: recognize the types, categories of knowledge. CO2: generalize the Principles of Curriculum Development. CO3: compare the various Curriculum design and organization of Curriculum. CO4: determine the various models of Curriculum. CO5: summarize the Evaluation Phases.

Group – B: Curriculum and Pedagogic studies			
SEM – III	22130CP32A	Pedagogy of Tamil: Part - III	CO1: மொழியின் அடிப்படை இலக்கணங்களை அறிந்து கொள்கிறான். CO2: தமிழ் இலக்கியங்களில் உள்ள நீதிக் கருத்துக்களையும் பண்பாட்டு உணர்வுகளையும் தெரிந்து கொள்கிறான். CO3: தமிழரின் ஒழுக்க உணர்வை அறிந்து கொள்கிறான். CO4: தமிழ் வளர்த்த சான்றோர்களை அறிந்து கொள்கிறான். CO5: தற்காலத் தொல்லியல் ஆய்வுகளைப்பற்றிப் புரிந்து கொள்கிறான்.
SEM – III	22130CP32B	Pedagogy of English: Part - III	CO1: Acquire knowledge about different aspects of language. CO2: Use language for effective communication. Familiarize with nature and structure of English language. CO3: Master content, pedagogical and technical knowledge. CO4: Enable them to professionalize teaching of language based on constructive approach. CO5: Understand about different objectives of teaching English.
SEM – III	22130CP32C	Pedagogy of Mathematics: Part - III	CO1: identify concepts to be transected at various levels with special emphasis on mathematics content. CO2: explain the planning for theory of set and function. CO3: develop sequences and series of real numbers. CO4: organise the concept for teaching – learning of algebra. CO5: identify learner's matrices and geometry.
SEM – III	22130CP32D	Pedagogy of Physical Science: Part - III	CO1: Gain insight on the meaning and nature of physical science CO2: Develop attitude of students towards teaching of physical science CO3: Appreciate that physical science is a dynamic and expanding body of knowledge CO4: Understand the process of physical science and role of laboratory in teaching learning situations CO5: Use effectively different activities and experiences for teaching – learning of physical science

SEM – III	22130CP32E	Pedagogy of Biological Science: Part - III	CO1: Become self made professional teachers CO2: Understand psychological foundations of education and learning theories. CO3: Keep themselves abreast of latest trends and issues in secondary education. CO4: Reduce the gap between theory and practice i.e., Teacher – education curriculum and school realities. CO5: Rationalize curricular areas of teacher education to develop ICT knowledge – base.
SEM – III	22130CP32F	Pedagogy of Computer Science: Part - III	CO1: Acquire knowledge of the approaches to computer science in level I CO2: Obtain in depth knowledge about teaching of computer science CO3: Comprehend the concepts of growth and development of computer science in education CO4: Know about various polices CO5: Understand integrating ICT in teaching
SEM – III	22130CP32G	Pedagogy of Social Science: Part - III	CO1: Develop the fundamental social values in school curriculum. CO2: Equip with resources, strategies and approaches of learning. CO3: Comprehend the nature, aims and scope of teaching social science. CO4: Develop professional skills and understand individual differences in classroom teaching. CO5: Comprehend the Philosophical Principles related to school curriculum.
SEM – III	22130CP32H	Pedagogy of Commerce and Accountancy : Part - III	CO1: Ancient Trade and Commerce are effectively analysed. CO2: Essential Need for Warehouses and the importance of Transport are highly appreciated. CO3: Recent development in Global Banking is thoroughly comprehended. CO4: The importance of Insurance is clearly understood. CO5: The value of Advertisement is clearly understood.

SEM – III	22130CP32I	Pedagogy of Economics: Part – III	CO1: Create positive attitude on the curriculum of Economics. CO2: Applies skill on the problems of teaching Economics. CO3: Develops skill in lifelong learning. CO4: Understand the meaning and scope of Economics. CO5: Develop knowledge on various methods in teaching and learning Economics.
SEM – III	22130CP32J	Pedagogy of History: Part - III	CO1: Understand the dimensions and classifications of History. CO2: Develop effective teaching skills. CO3: Acquire knowledge of the nature, scope, structure and concept of History. CO4: Get familiarize with the various learning resources for professional effectiveness CO5: Acquire knowledge of the nature, scope, structure and concept of History.
SEM – III	22130CP32K	Pedagogy of Geography: Part - III	CO1: Acquire adequate knowledge of contents in Geography. CO2: Read and interpret maps, graphs and weather charts. CO3: Understand the nature and scope of Geography. CO4: Acquire knowledge on the current trends in Geography Curriculum. CO5: Provide practical experience in making and using software material.
Group – C: Enhancing Professional Capabilities/Elective			
SEM – III	22130EP33A	Peace Education	CO1: examine the need and importance of value education. CO2: discuss the ways of fostering values in children. CO3: analyse the importance of peace education. CO4: construct the culture of developing peace education. CO5: use the approaches of value inculcation in children.
SEM – III	22130EP33B	Drama and Art in Education	CO1: enable learners to perceptive the social and environmental issues through drama and art. CO2: develop understanding of the local culture through drama and art. CO3: widen the understanding of learners by integrating global culture. CO4: understand the functions of drama and art. CO5: learn low to integrate drama and art in the school curriculum.

SEM – III	22130EP33C	Strengthening language proficiency	CO1: 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. CO2: 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. CO3: Develop a taste for and abilities in reading and making meaning of different kinds of texts. CO4: Develop a taste for and abilities in reading and making meaning of different kinds of texts. CO5: Use language for effective communication. Familiarize with nature and structure of English language
SEM – III	22130EP33D	Gender Issues in Education	CO1: develop basic understanding and familiarity with key concepts–gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism; CO2: 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; CO3: learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and CO4: Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy). CO5: understand how the female, power and sexuality relate to education.

SEMESTER – IV			
Group – A: Perspectives in Education(Core)			
SEM – IV	22130PE41	Creating an Inclusive school	CO1: Explain Various Education programmes for CWSN. CO2: Analyse the different Barriers to Inclusive Education. CO3: Examines the strategies to build inclusive learning environment in School. CO4: Demonstrates the importance of curriculum adaptation. CO5: Interprets the common issues and challenges in management of inclusive classroom.
SEM – IV	22130PE42	Gender, School and Society	CO1: discuss the reasons for gender inequalities CO2: analyze the gender role and responsibilities in schools CO3: integrate gender roles in School and curriculum. CO4: debate on preventive measures of Sexual Abuse and Violence CO5: explain about the Gender equalities and role of mass media.
SEM – IV	22130PE43	Language across the Curriculum	CO1: Generalize the principles of language across the curriculum CO2: Practice language proficiency skills. CO3: apprehend the models of curriculum integration. CO4: Summarize the theories of language learning. CO5: Interpret the language related issues.
Group – B: Curriculum and Pedagogic studies			
SEM – IV	22130CP44A	Pedagogy of Tamil: Part – IV	CO1: மொழிப்பயிற்றாய்வுக் கூடத்தின் பயன்பாட்டைத் தெரிந்து கொள்கிறான். CO2: வகுப்பறை இடைவினைப் பகுப்பாய்வினைப் பற்றிப் புரிந்து கொள்கிறான். CO3: பாட இணைச் செயல்களைப் பழகிக் கொள்கிறான். CO4: அறிவியல் தொழில்நுட்பச் சொற்களைத் தாய்மொழியில் படைத்துக் கொள்கிறான். CO5: தமிழ் இலக்கியத்தின் உயர் மதிப்புக்களை மனதில் பதிய வைத்துக் கொள்கிறான்.

SEM – IV	22130CP44B	Pedagogy of English: Part - IV	CO1: analyse the concept of pedagogy, andragogy and heutagogy. CO2: practise Carl Roger's Non- directive model in a new learning situation. CO3: practise activity- based Instruction concept like Role play, simulation, gaming and prioritising.. CO4: analyse different types of Educational Resources in Classroom learning. CO5: set achievement test and evaluate English based instruction.
SEM – IV	22130CP44C	Pedagogy of Mathematics: Part - IV	CO1: identify concepts to be transected at various levels with special emphasis on mathematics content. CO2: explain the planning for trigometry, statistics and probability. CO3: develop sequences and practical geometry of co – ordinate geometry. CO4: organist the concept for teaching – learning of complex numbers. CO5. Identify learning resources in mathematics.
SEM – IV	22130CP44D	Pedagogy of Physical Science: Part - IV	CO1: Identify and use of learning resources in physical science. CO2: Develop indicators for performance. CO3: Develop assessment framework in physics and chemistry. CO4: Explain professional development programmed for physics and chemistry teachers. CO5: Explore different ways of creating learning situations in learning different concept of physical science
SEM – IV	22130CP44E	Pedagogy of Biological Science: Part - IV	CO1: Become self made professional teachers. CO2: Understand psychological foundations of education and learning theories. CO3: Keep themselves abreast of latest trends and issues in secondary education. CO4: Reduce the gap between theory and practice i.e., Teacher – education curriculum and school realities. CO5: Rationalize curricular areas of teacher education to develop ICT knowledge – base.

SEM – IV	22130CP44F	Pedagogy of Computer Science: Part - IV	CO1: Acquire knowledge of the approaches to computer science in level II CO2: Develop assessment framework in computer science CO3: Organize the concepts for teaching-learning of computer science CO4: Identify the application of computer science phenomenon in day-to-day life and human welfare CO5: Explain professional development programmes for computer science teachers.
SEM – IV	22130CP44G	Pedagogy of Social Science: Part - IV	CO1: Acquire the aims and objectives of teaching political science. CO2: Understand the school content in their respective subjects. CO3: Apply the educational innovation in teaching learning process. CO4: Comprehend the psychological principles related to school curriculum. CO5: Learn interaction analysis in handling social science for an effective classroom.
SEM – IV	22130CP44H	Pedagogy of Commerce and Accountancy : Part - IV	CO1: Explore the individual differences existing among the learners for effective teaching of commerce and accountancy by the student teachers. CO2: 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. CO3: Enable the student teachers for using different strategies and approaches in teaching of Commerce & Accountancy. CO4: Help the student teachers to understand the instructional materials employed in teaching of Commerce & Accountancy. CO5: Help the student teachers to understand the different learning resources employed in teaching of Commerce & Accountancy.
SEM – IV	22130CP44I	Pedagogy of Economics: Part - IV	CO1: Understand the recent developments in Economics. CO2: develop understanding the use of various support materials required for teaching of Economics. CO3: Apply the educational innovation in teaching learning process. CO4: Develop positive attitude on the text book of Economics. CO5: Apply skills effectively on the resources available to teach Economics.

SEM – IV	22130CP44J	Pedagogy of History: Part - IV	CO1: To develop understanding the use of various support materials required for teaching of History. CO2: Apply the educational innovation in teaching and learning process. CO3: Acquire adequate knowledge of contents in History. CO4: Know the importance of co-curricular activities in History. CO5: Explore learning in History.
SEM – IV	22130CP44K	Pedagogy of Geography: Par t – IV	CO1: Organise Co-Curricular activities in Geography. CO2: Ability to organize Geography laboratory in the school. CO3: Understand and appreciate the objectives of Teaching Geography. CO4: Apply the educational technology in teaching learning process. CO5: Develop different skills in using computer for Teaching Geography.
Group – C: Enhancing Professional Capabilities/Elective			
SEM – IV	22130EP45A	Critical Understanding of ICT	CO1: understand the concept of Information and Communication Technology CO2: acquire knowledge about new horizons in ICT CO3: comprehend the theory of communication CO4: appreciate enriched learning expenses using ICT CO5: comprehend the role played by ICT in Education.
SEM – IV	22130EP45B	Understanding the Self	CO1: Different dimension of self and personality are understood. CO2: Positive self esteem and Emotional Integration are developed. CO3: The capacities for Empathic listening and communications skills are developed. CO4: Peace, Progress and harmony are established. CO5: The aims of becoming a self reflective practitioner is achieve.
SEM – IV	22130EP45C	Human Rights	CO1: Identify the concept of human rights and list out the components. CO2: Summarize the duties and responsibilities and explain the Harmony and Conflict. CO3: Discriminate the various issues related to status of women and compare the Indian and Western countries.

			CO4: Relies the societal Problem and apply the knowledge RTE & POSCO Act. CO5: summarize the problems of enforcement of human rights in India.
SEM – IV	22130EP45D	Addressing special needs in Classroom	CO1: demonstrate knowledge of different perspectives in the area of education of children with disabilities; CO2: reformulate attitudes towards children with special needs; CO3: identify needs of children with diversities; CO4: plan need-based programmed for all children with varied abilities in the classroom; CO5: use human and material resources in the classroom;
Research Skill Development (RSD) Course			
SEM – IV	22130PEE	Program Exit Examination	CO1: Realize the value of English. CO2: acquire knowledge about new horizons in ICT CO3: Understand the need for inclusion of environmental education in school curriculum CO4: acquire the knowledge of commonly used Tests in schools CO5: describe the various testing devices in guidance

SEMESTER - I

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.ED. SYLLABUS, 1ST YEAR SEMESTER -I
PSYCHOLOGY OF LEARNERS AND LEARNING
COURSE CODE: 22130PE11

COURSE OBJECTIVES:

The student teacher will be able to:

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

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

CO3: Understand motivation and its influence on human behavior

CO4: Comprehend in-depth concepts of intelligence and creativity

CO5: Explain the concepts and theories of personality

UNIT-I: EDUCATIONAL PSYCHOLOGY AND HUMAN GROWTH AND DEVELOPMENT

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

UNIT - II: ATTENTION, PERCEPTION AND MEMORY

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

UNIT - III: MOTIVATION AND LEARNING

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

UNIT - IV: INTELLIGENCE AND CREATIVITY

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

UNIT - V: PERSONALITY

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

PSYCHOLOGY PRACTICAL

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

SESSIONAL ACTIVITIES

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

TEXT BOOKS

1. Bert Laura, E. (2014). Child development. New Delhi: PHI Learning.
2. Chauhan, S.S. (2002). Advanced educational psychology. New Delhi: Vikas Publishing House.
3. Hurlock, Elizabeth, B. (2015). Child development. New Delhi: McGraw Hill Education
4. Mangal, S.K. (2002). Advanced educational psychology. New Delhi: Prentice Hall of India.
5. Matthews. G.,Deary, L. J.,& Whiteman, M.C. (2009). (2nd ed.). Personality: Theory and research. New York: Guilford Publications.

SUPPLEMENTARY READINGS:

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

E-RESOURCES:

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

COURSE OUTCOMES

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

CO1: acquire knowledge about various methods of psychology

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

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

CO4: acquire knowledge about concepts of intelligence and creativity

CO5: familiarize with the concepts and theories of personality

OUTCOME MAPPING

Course outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1				*								
CO2												
CO3		*		*								
CO4		*			*				*			
CO5												*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
ASSESSMENT FOR LEARNING
COURSE CODE: 22130PE12

COUESE OBJECTIVES:

The student teacher will be able to:

CO1: Describe the meaning and role of assessment in learning.

CO2: Understand the assessment practices in various approaches of teaching.

CO3: Identify tools and techniques for classroom assessment

CO4: Develop necessary skills for preparation of achievement test and diagnostic tests

CO5: Master various statistical techniques for reporting quantitative data

UNIT I: BASICS OF ASSESSMENT

Meaning and definitions - Measurement, Assessment and Evaluation - Role of assessment in learning- as learning, for learning, and of learning - Formative and Summative assessment - purpose of assessment -Principles of assessment practices – Principles related to selection of methods for assessment, collection of assessment information, judging and scoring of students' performance, summarization and interpretation of results, reporting of assessment findings.

UNIT II: ASSESSMENT FOR LEARNING IN CLASSROOM

Student evaluation in transmission-reception (Behaviourist) model of education-drawbacks - Changing assessment practices- Assessment in Constructivist approach - Continuous and Comprehensive Evaluation- Projects, Seminars, Assignments, Portfolios; Grading - Types of assessment- practice based, evidence based, performance based, examination based - Practices of Assessment dialogue, Feedback through marking, peer and self –assessment.

UNIT III: TOOLS & TECHNIQUES FOR CLASSROOM ASSESSMENT AND ISSUES

Tools &techniques for classroom assessment: Observation, self-reporting, anecdotal records, check lists, rating scale, types of tests - rubrics- meaning and importance - assessment tools for affective domain- attitude scales, motivation scales- Interest inventory - Types of test items-Principles for constructing test items. Major issues-commercialization of assessment, poor test quality, domain dependency, measurement issues, system issues - reforms in assessment: Open book and online - examinations.

UNIT IV: ASSESSMENT PRACTICES IN INCLUSIVE SCHOOL

Differentiated Assessment - Culturally Responsive Assessment - Use of tests for learner appraisal - Achievement test, Diagnostic test - Construction of scoring key - Marking scheme - question wise analysis - Quality of a good test - Ensuring fairness in assessment - Assessment for enhancing confidence in learning - Assessing the disabled and performance outcomes of diverse learners -

Assessment and feedback - Process of feedback.

UNIT V: PREVALENT PRACTICES OF ASSESSMENT AND REPORTING OF QUANTITATIVE DATA

Drawbacks of Present Assessment System – Assessment for Better Learning, Confident learning and creative learners – Reflective journal – Students portfolio. Interpreting and reporting quantitative Data – Measures of central tendency, Measures of dispersion and correlation – graphs and diagrams.

SUGGESTED ACTIVITY

1. Conduct seminar on changing assessment practices.
2. Discussion on rubrics of assessment
3. Present a Power Point presentation on formative and summative assessment.
4. Submit an assignment of drawbacks of Present Assessment system.
5. Workout examples for central tendency, dispersion and correlation

TEXT BOOKS

1. Baker, E.L &Quellmalz, E.S Ed. (1980) Educational testing and evaluation. London: SagePublications.
2. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative and summative evaluation of student learning.New York: McGraw – Hill Book Co.
3. Dave, R.H. & Patel, P.M. (1972) Educational evaluation and assessment, New Delhi: NCERT.
4. Ebel, R. L. (1966). Measuring educational achievement. New Delhi: Prentice Hall ofIndia Pvt. Ltd.
5. Griffin, P., McGraw, B., & Care, E. (2012). (Eds.). Assessment and teaching of 21st century skills. New York: Springer.

SUPPLEMENTARY READINGS

1. Gronlund, E.N. (1965) Measurement and evaluation in teaching. London: Collier – McmillanLtd.
2. Harper (Jr.) A. E. & Harper E.S. (1990). Preparing Objective Examination, A handbookfor reachers, students and examiners. New Delhi: Prentice Hall.
3. Linn, R. L.&Gronlund, N.E.(2003).Measurement and assessment in teaching. NewDelhi Pearson Education Pvt. Ltd. Camberwell: ACER

COURSE OUTCOMS:

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

CO1: Gain knowledge of judging and scoring of student performance.

CO2: Know the principles of assessment practices.

CO3: Differentiate between the types of assessment.

CO4: Point out the key issues in classroom assessment.

CO5: Understand how assessment can be possible in inclusive settings.

OUTCOME MAPPING

Course outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1		*					*					
CO2	*					*				*		
CO3				*								
CO4					*	*					*	
CO5			*						*			

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF TAMIL: PART - I
COURSE CODE: 22130CP13A

· நோக்கங்கள் மற்றும் முக்கியத்துவத்தை அறிதல்

CO2 : கற்பித்தல் திறன்களைப் புரிந்துகொண்டு திறன் பெறுதல்

CO3 : கற்பித்தல் அணுகுமுறைகளைப் பயன்படுத்தல்

CO4 : கற்பித்தல் முறைகளைத் தொகுத்தறிதல்

CO5 : கற்பித்தல் ஊடகங்களைக் கையாளும் திறன்பெறுதல்.

அலகு – 1 : தமிழ் கற்பித்தலின் நோக்கங்களும் குறிக்கோள்களும்

தமிழ் கற்பித்தலின் அடிப்படை விழுமம் (ஒழுக்கநெறி, சமுதாய மேன்மை, இறையுணர்வு) குறிக்கோள்களும் நோக்கங்களும் கற்பித்தலுக்கான நோக்கங்கள் மற்றும் நடத்தைக்கான நோக்கங்கள் - தமிழ் கற்பித்தலின் தேவை, முக்கியத்துவம் - கற்பித்தலுக்கான புளூமின் வகைமை நெறி அறிவுக்களம், உணர்தல் களம் - உளஇயக்கசார் களம் - திருத்தப்பட்டபுளூமின் வகைமைநெறி 2001 (ஆண்டர்சன் & கிரத்வால்) – களங்களுக்கு இடையேயான தொடர்பு, பாடங்களுக்கு இடையேயான தொடர்பு.

அலகு – 2 : கற்பித்தல் திறன்கள்

நுண்ணிலைக் கற்பித்தல் பொருள், வரையறை – படிநிலைகள் - சுழற்சி – தொடங்குதல் திறன், விளக்குதல் திறன், வினாக்கேட்டல் திறன், பல்வகைத் தூண்டல் திறன், வலுவூட்டிகளைப் பயன்படுத்தும் திறன், கரும்பலகையைப் பயன்படுத்தும் திறன், முடிக்கும் திறன், உற்றுநோக்கல், இணைப்புப்பாடம், நுண்ணிலைக் கற்பித்தலுக்கும் வகுப்பறைக் கற்பித்தலுக்கும் இடையேயான வேறுபாடு – பாட நிகழ்வு.

அலகு – 3 : கற்பித்தல் அணுகுமுறைகள்

பாடம் கற்பிப்புத் திட்டத்தின் அணுகுமுறைகள் இன்றியமையாமை – பாடம் கற்பித்தலின் படிநிலைகள் - கற்பித்தலை ஒழுங்கமைத்தல் : நினைவக நிலை (ஹெர்பார்டியன் மாதிரி), புரிதல் நிலை (மோரிசன் கற்பித்தல் மாதிரி), பிரதிபலிப்பு நிலை (பிக்கி & ஹண்ட் கற்பித்தல் மாதிரி) பாடம் கற்பித்தலுக்கான நோக்கங்களை வரையறுத்தல் - பாடம் கற்பிப்புத் திட்டம் தயாரித்தல் - அலகுத்திட்டம் - அலகுத்திட்டம் தயாரித்தல்.

அலகு – 4 : கற்பித்தல் முறைகள்

ஆசிரியர் மையக் கற்பித்தல் : விரிவுரை முறை – பகுத்தறி முறை, தொகுத்தறி முறை, விதிவருமுறை மற்றும் விதிவிலக்க முறை – செயல்விளக்க முறை – மாணவர் மையக் கற்பித்தல் : கருத்தரங்கம் - பட்டிமன்றம் - குழு விவாதம் - குழு கற்பித்தல் முறை - இடைவினையாற்ற கற்றல் - கெல்லர் திட்டம் - செயல்வழக் கற்றல் - படைப்பாற்றல் கல்வி – மனவரைபடம் - கூடுதல் படைப்பாற்றல் கல்வி.

அலகு – 5 : கற்பித்தல் ஊடகம்

கற்பித்தல் ஊடக வகைப்பாடு – வகுப்பறைக் கற்பித்தலின் ஊடகத்தின் பயன்பாடு – அண்மைக் காலகற்பித்தல் போக்குகள் : மின் - கற்றல் - விண்ணரங்கம் - தகவல் தொடர்பு செயற்கைக்கோள் - மொழி பயிற்றாய்வுக்கூடம் - செயற்கை நுண்ணறிவு (Artificial Intelligence) - மெய்நிகர் தோற்றம் (Augmented reality) - இணைத்துக் கற்றல் (Blended Learning) - இணைய நூலகம் - இணைப்பு நிஜமாக்கம் (Virtual reality)

பரிந்துரைக்கப்பட்ட செயல்பாடுகள்

1. தமிழ்மொழி கற்பித்தலின் நோக்கங்கள் மற்றும் குறிக்கோள்கள் குறித்து கலந்துரையாடல்.
2. ஒவ்வொரு கற்பித்தல் திறனிலும் மேம்பட்ட பயிற்சியினை பெற்றிட பயிலரங்கங்கள் ஏற்பாடு செய்தல்.
3. பல்வேறு கற்பித்தல் அணுகுமுறைகளுக்கேற்ப பாடம் கற்பிப்புத் திட்டம் தயாரித்து அறிக்கை சமர்ப்பித்தல்.
4. பல்வேறு கற்பித்தல் முறைகள் குறித்து ஆசிரியர்/வல்லுநர் கருத்துரை நிகழ்த்துதல்.
5. பல்வேறு கற்பித்தல் ஊடகங்களை திறம்பட பயன்படுத்த மொழி ஆய்வகங்களில் பயிற்சி பெறல்.

பாடநூல்கள்

1. இரத்தினசபாபதி.பி & விஜயா.கு (2016), தமிழ் கற்பித்தல் முறைகள், சென்னை, சாந்தா வெளியீடு.
2. கலைச்செல்வி.வெ (2012), தமிழ் பயிற்றல் நுட்பங்கள், குமாரபாளையம், சஞ்சீவ் வெளியீடு.
3. பழனிவேலு.ஞா (2011), செந்தமிழ் கற்பித்தல் பொதுத் தமிழ், தஞ்சாவூர், நதி பப்ளிகேஷன்ஸ்.
4. பரமசிவம்.சொ (2010), நற்றமிழ் இலக்கம், சென்னை, பட்டு பதிப்பகம்.
5. தமிழ்நாட்டுப் பாடநூல் நிறுவனம் (2001), தமிழ் மொழிக் கல்விக் கற்பித்தல், சென்னை.
6. ஆசிரியர் குழு, நல்லாமூர், பெரியண்ணன்.கோ (2016), தமிழ்மொழிக் கற்பித்தலில் புதிய அணுகுமுறைகள், சென்னை, வனிதா பதிப்பகம்.
7. சுப்புரெட்டியார்.ந (2010), தமிழ் பயிற்றும் முறை, செலம், அறிவுச்சுடர் பதிப்பகம்.
8. வஜ்ரவேலு.சு (2019), தமிழ் கற்பிக்கும் முறைகள், ராம் பப்ளிகேஷன்ஸ், ஓரத்தி, காஞ்சிபுரம் மாவட்டம்.

துணை நூல்கள்

1. பிரபாகரன்.உ (2012), தமிழ் கற்பித்தல் முறைகள் (பொதுத் தமிழ்), கும்பகோணம், அரவிந்த் பதிப்பகம்.
2. துரை.மணிகண்டன், வானதி.த (2016), தமிழ்க் கணினி இணையப் பயன்பாடுகள், தஞ்சாவூர் மாவட்டம், கமலினி பதிப்பகம்.
3. கோமளவல்லி.சி. (2016), கல்வியியல் தமிழ் கற்பிக்கும் முறைகள், Polymath Press, Chennai.
4. வேணுகோபால்.இ.பா. (2009), பைந்தமிழ் கற்பிக்கும் முறைகள், சென்னை, சாரதா பதிப்பகம்.
5. Principles of preparing textbooks in mother tongue, NCERT Publication (1970).

விஜயா.கு (2018), தமிழ் கற்பித்தல், சென்னை, வனிதா

பதிப்பகம்.

1. https://drive.google.com/file/d/1hUb_uP8AP_xy03T5du7oCzlGWqk01L-Q/view
2. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl01/dip01000main.htm
3. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl02/dip02000main.htm
4. https://noolaham.net/project/01/57/57.p

5. http://162.241.27.72/siteAdmin/dde-admin/uploads/1/__UG_B.Ed._Education_1.3.1%20%20teaching%20of%20tamil_3752.pdf

6. https://textbookcorp.tn.gov.in/Books/DTEd/DTED2-Tamil.pdf

பாடவிளைவுகள்

பாடம் முடிவுறும் தருவாயில் மாணவர்கள் பெறும் அடைவுகள்

1. தமிழ் மொழ கற்பித்தலின் நோக்கங்களையும் குறிக்கோள்களையும் கண்டறிதல்.
2. கற்பித்தல் திறன்களில் மேம்பட்ட பயிற்சியினைப் பெறுதல்
3. கற்பித்தல் அணுகுமுறைகளைக் கொண்டு பாடகற்பிப்புத் திட்டம் தயாரிக்கும் திறன் பெறுதல்.
4. பல்வேறு கற்பித்தல் முறைகளைப் பற்றி தெளிந்த அறிவினைப் பெறுதல்.
5. கற்பித்தல் ஊடகங்களைத் திறம்பட கையாளும் திறன் பெறுதல்.

அடைவு வரைபடம்; (OUTCOME MAPPING)

Course outcomes	**Programme specific outcomes**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1		*						*				
CO2	*			*		*		*		*		
CO3					*				*		*	
CO4		*		*			*		*		*	
CO5			*			*						*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER - I
PEDAGOGY OF ENGLISH: PART – I
COURSE CODE: 22130CP13B

COURSE OBJECTIVES:

The student teacher will be able to:

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

CO2: Comprehend the Micro-teaching and its skills.

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

CO4: Define various methods in teaching of English.

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

UNIT – I 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 curricum of upper primary level (VI to 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

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

UNIT-III: TEACHING SKILLS

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

UNIT – IV: APPROACHES OF TEACHING ENGLISH

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

UNIT - V: METHODS OF TEACHING AND INSTRUCTIONAL MEDIA

Teacher-centred Instruction: Lecture method, Demonstration and Team teaching – Learner- centred Instruction: Self-learning, Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map and Advanced Active Learning Method (AALM). Classification of Instructional Media in English – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES:

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

TEXT BOOKS

1. Allen, Edward and Rebecca M. Valette (1977). Classroom Techniques: Foreign Languages and English as a Second Language. New York: Harcourt Brace Jovaniche Inc.
2. Bright J A and McGregor G P (1970). Teaching English as a Second Language. Essex: E L B S and Longman.
3. Chastain, Kenneth (1976). Developing Second Language Skills: Theory to Practice. Chicago: Rand McNally Publishing Company.
4. Crystal, David (1987). The Cambridge University Encyclopaedia of Language. Cambridge: Cambridge University Press.
5. Davis, Fiona and Rimmer, Wayne (2011). Active Grammar (Level 1, 2 & 3). Cambridge University Press.
6. Doff, Adrian (1990). Teach English: A Training course for Teachers. Cambridge: Cambridge University Press.
7. Krashen, Stephen D (1982). Principles and Practice in Second Language Acquisition. NewYork: Pergamon Press.

SUPPLEMENTARY READINGS

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

E – RESOURCES:

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

COURSE OUTCOMES:

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

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

CO2. Practice micro teaching skills in the class.

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

CO4. Handle various methods of teaching English.

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

OUTCOME MAPPING

Course outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1		*						*				
CO2	*			*		*		*		*		
CO3					*				*		*	
CO4		*		*			*		*		*	
CO5			*			*						*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF MATHEMATICS: PART - I
COURSE CODE: 22130CP13C

COURSE OBJECTIVES:

The student teacher will be able to:

CO1: Explain the Aims and Objectives of teaching Mathematics.

CO2: Analyse the Micro teaching skills in teaching Mathematics.

CO3: Construct a model Lesson Plan for teaching Mathematics.

CO4: Recognise the various methods of teaching Mathematics.

CO5: Develop ICT knowledge in Mathematics.

UNIT – I: 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

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

UNIT-III: TEACHING SKILLS

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

Unit – UNIT-IV: APPROACHES OF TEACHING

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

UNIT-V: METHODS OF TEACHING AND INSTRUCTIONAL MEDIA

Teacher Centered Instruction: Lecture method, Demonstration and Team Teaching – Learner Centered Instruction: Self-Learning – Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM). Classification of Instructional Media – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence, Augmented Reality.

SUGGESTED ACTIVITIES

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

TEXT BOOKS

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

SUPPLEMENTARY READINGS

1 DPEP-SSA. (2009). Teaching of Mathematics at upper primary level (Vol I and II). New Delhi: Distance Education Programme-SarvaShikshaAbhiyan

2 NCERT (2005). National Curriculum Framework-2005. New Delhi: NCERT

3 NCERT (2012). Pedagogy of Mathematics, Textbook for Two Year B.Ed Course, New Delhi: NCERT.

4 Sharma, R. A. (2001). Technological foundations of education, R. Lal Book Depot.

5 Sharma, Sita Ram & A.L. Vohra. (1993). Encyclopedia of educational technology. Anmol.

E – RESOURCES

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

COURSE OUTCOMES

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

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

CO2: develop appropriate Micro Teaching Skills in Macro teaching.

CO3: prepare a Lesson Plan to teach Mathematics.

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

CO5: utilize ICT skills for teaching Mathematics.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1		*						*				
CO2	*			*		*		*		*		
CO3					*				*		*	
CO4		*		*			*		*		*	
CO5			*			*						*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF PHYSICAL SCIENCE: PART - I
COURSE CODE: 22130CP13D

COURSE OBJECTIVES:

The student teacher will be able to:

CO1. Understand the aims and objectives of teaching Physical Science.

CO2. Comprehend the various teaching skills.

CO3. Learn instructional objectives for a Lesson

CO4. Identify different methods in teaching Physical Science

CO5. List the various resources in teaching Physical Science

UNIT- I– 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

Physical Science: Meaning, Nature, Scope, Need and Significance of teaching Physical Science - Values,Aims and Objectives of teaching Physical Sciencein Schools - Instructional objectives and Behavioural Objectives of Physical Science - Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl).

UNIT-III: TEACHING SKILLS

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

UNIT – IV: APPROACHES OF TEACHING

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

UNIT V: METHODS OF TEACHING AND INSTRUCIONAL MEDIA

Teacher Centered Instruction: Lecture method, Demonstration and Team Teaching – Learner Centered Instruction: Self-Learning – Forms of Self-Learning: Programmed Instruction, Investigatory approach, Collaborative learning, experimental learning, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM) - Advanced Active Learning Method (AALM)-Concept Map. Classification of Instructional Media in Physical Science – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

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

TEXT BOOKS

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

SUPPLEMENTRY READINGS

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

E - RESOURCES

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

COURSE OUTCOMES

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

CO1. Examine the need and significance of teaching Physical Science.

CO2. Formulate the instructional objectives of a lesson.

CO3. Practise the microteaching skills in Physical Science.

CO4. Interprets various methods of teaching Physical Science.

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

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1		*						*				
CO2	*			*		*		*		*		
CO3					*				*		*	
CO4		*		*			*		*		*	
CO5			*			*						*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF BIOLOGICAL SCIENCE: PART – I
COURSE CODE: 22130CP13E

COURSE OBJECTIVES:

The student teacher will be able to:

CO1: Acquire knowledge on the Aims and Objectives of teaching Biological Science.
CO2: Understand the steps in planning a lesson.
CO3: Comprehend the teaching skills in Biological Science.
CO4: Identify the various methods of teaching Biological Science.
CO5: Develop interest on the resources for teaching biological science.

UNIT – I: 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 BIOLOGICAL SCIENCE

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

UNIT-III: TEACHING SKILLS

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

UNIT – IV: APPROACHES OF TEACHING

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

UNIT-V: METHODS OF TEACHING AND INSTRUCTIONAL MEDIA

Teacher-centred methods:Lecture method – Demonstration method – Team Teaching. Learner –centred methods: Laboratory method - Peer tutoring/ teaching by students – Project method – Individual activities – Experiential method – Teacher guided learning – Problem- solving method –Small group/whole class interactive learning – Students' Seminar – Group discussion. Recent Trends: Constructivist learning – Problem-based learning – Brain-based learning – Collaborative learning. Print Resources: Newspapers – Journals and magazines – Science Encyclopaedias. Audio Resources: Radio talk – Audio Tapes – DVDs/CDs. Visual resources: Pictures – Flash cards – charts – Posters – Photographs – Models. ICT Resources: Radio – Television- Internet, Multimedia, Interactive whiteboard, Online Teaching Resources. Community resources: Zoological gardens, Botanical gardens, Eco-park- Aquarium – Science Exhibition / Fair – Fieldtrip –New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality - Qualities of a good Biology Textbook – Qualities of a Biology teacher.

SESSIONAL ACTIVITIES

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

TEXT BOOKS

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

SUGGESTED READINGS

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

E- RESOURCES

1. www.sciencesourcebook.com
2. www.csun.edu/science/biology

COURSE OUTCOMES

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

CO1: examine the Aims and Objectives of pedagogy of Biological Science.

CO2: discuss the ways of planning for instruction.

CO3: analyse the importance of teaching skills.

CO4: construct a lesson plan for teaching Biological Science.

CO5: use the resources for teaching Biological Science.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1		*						*				
CO2	*			*		*		*		*		
CO3					*				*		*	
CO4		*		*			*		*		*	
CO5			*			*						*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF COMPUTER SCIENCE: PART - I
COURSE CODE: 22130CP13F

COURSE OBJECTIVES

The Student teacher will be able to

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

UNIT - I: 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

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

UNIT-III: TEACHING SKILLS

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

UNIT – IV: APPROACHES OF TEACHING

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

UNIT-V: METHODS OF TEACHING AND INSTRUCTIONAL MEDIA

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

classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence, Augmented Reality.

SESSIONAL ACTIVITIES:

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

TEXT BOOKS

1. Arulsamy, S. (2010). Computers in Education. Hyderabad: Neelkamal Publications.
2. Chauhan, S.S. (1985). Innovation in Teaching and Learning of Process. New Delhi: Vikas Publishing House.
3. Dennis, P. Curtin., et al. (1999). Information Technology – The Breaking Wave. New Delhi: Tata McGraw Hill Publishing.
4. GoelHemant Kumar. (2010). Teaching of Computer Science. Meerut: R.LALL Book Depot.
5. HasnainQureshi. (2004). Modern Teaching of Computer Science. New Delhi: Anmol Publications.
6. Hemant Kumar Goyal. (2004). Teaching of Computer Science. Meerut: R.Lall Book Depot.
7. Passi, B.K. (1976). Becoming Better Teacher, Micro Teaching Approach. Ahemedabad: SahityaMudranalaya.

SUPPLEMENTARY READINGS

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

E-RESOURCES

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

COURSE OUTCOMES

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

CO1: explain the aims and objectives of teaching Computer Science.

CO2: select and use appropriate teaching skills in their teaching.

CO3: write lesson plans and unit plans on their own.

CO4: develop programmed instruction for the lessons in Computer Science.

CO5: explain the various instructional media to be used in teaching Computer Science.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1		*						*				
CO2	*			*		*		*		*		
CO3					*				*		*	
CO4		*		*			*		*		*	
CO5			*			*						*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF SOCIAL SCIENCE: PART – I
COURSE CODE: 22130CP13G

COURSE OBJECTIVES

The Student teacher will be able to

CO1: Understand the Aims and Objectives of Teaching Social Science.

CO2: Gain mastery of the Teaching skills.

CO3: Know various approaches in Teaching Social Science.

CO4. Apply various methods in Teaching Social Science.

CO5. Use various instructional media in Teaching Social Science.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCE

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

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle - The History of Micro-Teaching – Dwight William Allan and Kevin Ryan – B.K. Passi - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Map- reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

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

UNIT-IV: METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Story-telling Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

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

SESSIONAL ACTIVITIES

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

TEXT BOOK

1. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges, Sage Publications, New Delhi.
2. Bining, A.C &Bining D.H (1952). Teaching of Social Studies in Secondary Schools, Tata McGraw Hill Publishing, Bombay.
3. Edwin, Fenton (1967) The New Social Studies in secondary Schools- An Inductive Approach, Holt Binchart and Winston, New York.
4. Mechlinger,M.D. (1981) UNESCO Handbook of Teaching Social Studies, Croom Helm , London
5. S.K. Kochhar.(1988) Teaching of Social Studies, Sterling Publishers New Delhi.

SUPPLEMENTARY READINGS

1. Mangal. S.K and Uma Mangal. (2008) Teaching of Social Studies, New Delhi: PHI Learning Pvt.
2. Mangal. S.K and Uma Mangal. (2009) Essentials of Educational Technology, New Delhi: PHI Learning Pvt.

E - RESOURCES

1. www.pbs.org/teachers
2. www.theteachers.net/
3. www.4teachers.org
4. www.funlessonplans.com/

COURSE OUTCOMES

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

CO1: explain the aims and objectives of teaching social science.

CO2: demonstrate the micro teaching skills. CO3: realize the macro teaching skills

CO4: identify the different methods in teaching social Science.

CO5: generalize the various ICT resources in teaching social science.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1		*						*				
CO2	*			*		*		*		*		
CO3					*				*		*	
CO4		*		*			*		*		*	
CO5			*			*						*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF COMMERCE AND ACCOUNTANCY: PART – I
COURSE CODE: 22130CP13H

COURSE OBJECTIVES

The Student teacher will be able to:

CO1. Understand the Aims and Objectives of teaching Commerce and Accountancy.
CO2. Comprehend instructional objectives for a lesson.
CO3. Gain mastery of the teaching skills.
CO4. Identify various methods in teaching Commerce and Accountancy.
CO5. List various resources in teaching Commerce and Accountancy.

UNIT – I: AIMS AND OBJECTIVES OF TEACHING COMMERCE AND ACCOUNTANCY

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

UNIT-II: TEACHING SKILLS

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

UNIT – III: APPROACHES OF TEACHING COMMERCE AND ACCOUNTANCY

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

UNIT - IV: METHODS OF TEACHING

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

UNIT- V: INSTRUCTIONAL MEDIA

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

SESSIONAL ACTIVITIES:

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

TEXT BOOKS

1. Anderson, W. L &Krathwohl. (2008). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Boston: Allyn& Bacon.
2. Bloom, Benjamin, S. (1984). Taxonomy of educational objectives: Book1:Cognitive domain. Boston: Addison Wesley Publication.
3. Gronlund, N.E. (1970). Stating behavioural objectives for classroom instruction. London: MacMillan.

SUPPLEMENTARY READINGS

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

E- RESOURCES

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

COURSE OUTCOMES

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

CO1. Analyze the aims and objectives of teaching of Commerce.
CO2. Practice micro teaching skills in the class.
CO3. Write model lesson plans for teaching Commerce and Accountancy.
CO4. Handle various methods of teaching Commerce and Accountancy.
CO5. Analyse the different use of Mass Media in classroom instruction.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1		*						*				
CO2	*			*		*		*		*		
CO3					*				*		*	
CO4		*		*			*		*		*	
CO5			*			*						*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
PEDAGOGY OF ECONOMICS: PART - I
COURSE CODE: 22130CP13I

COURSE OBJECTIVES:

The student teacher will be able to:

CO1: Understand the aims and objectives of teaching Economics.

CO2: Formulate instructional objectives for a lesson.

CO3: Gain mastery of the teaching skills.

CO4: Apply various methods in teaching Economics.

CO5: Use various resources in teaching Economics.

UNIT -I: AIMS AND OBJECTIVES OF TEACHING ECONOMICS

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

UNIT-II: TEACHING SKILLS

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

UNIT – III: APPROACHES OF TEACHING

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

UNIT-IV: METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Story-telling Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)- Mind Map, Advanced Active Learning Method (AALM).

UNIT-V : INSTRUCTIONAL MEDIA

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

Artificial Intelligence and Augmented Reality. Economics club - Economics Resource Centre - Qualities of a good economics textbook - Qualities of an Economics teacher.

SUGGESTED ACTIVITIES

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

TEXT BOOKS

- Agarwal, J,C. (2005). *Teaching of economics*. Agra: VinodPustakMandir.
- Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive*
- Bruce R. Joyce & Marsha Weil. (1972). *Model of Teaching*. ETR Association.
- *doman.* Boston: Addison Wesley Publication.Publications.Publishing House.
- Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet
- SiddiqueMujibulHasan. (2004). *Teaching of economics*. New Delhi: Ashish

SUPPLEMENTARY READINGS

- Sharma, R.A. (2008). *Technological foundation of education*. Meerut: Lall Books Depot.
- Yadav.A. (2003). *Teaching of economics*. New Delhi: Anmol Publications.

E- RESOURCES

1. http://www.ncert.nic.inepartments/nie/dess/publication/print_material/teaching_economics_in_india.pdf
2. https://en.wikipedia.org/wiki/Economics
3. https://en.wikipedia.org/wiki/Education

COURSE OUTCOMES

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

CO1: examine the Aims and Objectives of pedagogy of economics.

CO2: discuss the ways of planning for instruction.

CO3: analyse the importance of teaching skills.

CO4: construct a lesson plan for teaching economics.

CO5: use the resources for teaching economics.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1		*						*				
CO2	*			*		*		*		*		
CO3					*				*		*	
CO4		*		*			*		*		*	
CO5			*			*						*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER –I
PEDAGOGY OF HISTORY: PART - I
COURSE CODE: 22130CP13J

COURSE OBJECTIVES:

The student teacher will be able to:

CO1: Understand the Aims and Objectives of Teaching History.
CO2: Gain mastery of the Teaching skills.
CO3: Know various approaches in Teaching History.
CO4. Apply various methods in Teaching History.
CO5. Use various instructional media in Teaching History.

UNIT- I: 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 AND OBJECTIVES OF TEACHING HISTORY

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

UNIT-III: TEACHING SKILLS

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

UNIT – IV: APPROACHES OF TEACHING

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

UNIT-V: METHODS OF TEACHING AND INSTRUCTIONAL MEDIA

Lecture Method, Problem Solving Method, Biographical Method, Story-telling Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)- Mind Map, Advanced Active Learning Method (AALM). Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware

Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Geotag, Charts, Maps, Globes, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

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

TEXT BOOK

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

SUPPLEMENTARY READINGS

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

E-RESOURCES

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

COURSE OUTCOME

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

CO1: describe the need and importance of Teaching History.

CO2: demonstrate the various Teaching skills.

CO3. Prepare a Lesson Plan.

CO4. Handle various Methods of Teaching History.

CO5. Utilize various instructional media in Teaching History.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1		*						*				
CO2	*			*		*		*		*		
CO3					*				*		*	
CO4		*		*			*		*		*	
CO5			*			*						*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER –I
PEDAGOGY OF GEOGRAPHY: PART - I
COURSE CODE: 22130CP13K

COURSE OBJECTIVES

The student teacher will be able to:

CO1. Understand the aims and objectives of teaching Geography.

CO2. Formulate instructional objectives for a lesson.

CO3. Gain mastery of the teaching skills.

CO4. Apply various methods in teaching Geography.

CO5. Use various resources in 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

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

UNIT- III PLANNING FOR INSTRUCTION

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

UNIT- IV: PRACTICING THE TEACHING SKILLS IN GEOGRAPHY

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

UNIT-V: METHODS OF TEACHING AND INSTRUCTIONAL MEDIA

Lecture Method, Problem Solving Method, Biographical Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM). Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Geotag, Charts, Maps, Globes,

Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITY

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

TEXT BOOKS

1. Arche, R, L & Lewis, W.J. (1924). The teaching of geography. London: A &C Black.
2. Aurora, M.L. (1979). Teaching of geography. Ludhiana: Prakash Brother.
3. Basha, Salim S.A. (2004). Methods of teaching geography. New Delhi: Discovery
4. Bloom, S. Benjamin. (1984). Taxonomy of educational objectives: Book1: Cognitive domain. Boston: Addison Wesley Publication.
5. Bruce R. Joyce & Marsha Weil. (1972). Models of teaching. Scotts Valley: ETR Association. Publishing House.

SUPPLEMENTARY READINGS

1. Rao, M.S. (2004). Teaching of geography. New Delhi: Anmol Publications.
2. Siddiqui, M. H. (2004). Teaching of geography. New Delhi: APH Publication.

E-RESOURCES

1. www.geography-site.co.uk
2. www.geographyeducation.org
3. www.tcthankseducation.blogspot.in

COURSE OUTCOME

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

CO1: describe the need and importance of Teaching Geography.

CO2: demonstrate the various Teaching skills.

CO3. prepare a Lesson Plan.

CO4. handle various Methods of Teaching Geography.

CO5. utilize various instructional media in Teaching Geography

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1		*						*				
CO2	*			*		*		*		*		
CO3					*				*		*	
CO4		*		*			*		*		*	
CO5			*			*						*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
ENHANCING PROFESSIONAL CAPABILITIES /ELECTIVE
YOGA, HEALTH AND PHYSICAL EDUCATION
COURSE CODE: 22130EP14A

COURSE OBJECTIVES

The student teacher will be able to:

CO1: Understand the concepts of Yoga and Asanas

CO2: Gain knowledge about health and safety education.

CO3: Know about the communicable diseases, life style disorders and nutrition

CO4: Understand about physical education, exercise and effect

CO5: Acquire skills to organise and conduct sports in schools

UNIT- I: YOGA AND ASANAS

Meaning and concept of yoga – Aims and objectives - Eight limbs of yoga - Guidelines for practicing yoga - Benefits of yoga – Physiological, psychological, therapeutic and physical- meaning and classification of asana: standing, balancing, sitting, twisting, lying asanas, meditative, relaxation and therapeutic asanas - surya namaskar: meaning, twelve stages of surya namaskar and nenefits.

UNIT - II: HEALTH AND SAFETY EDUCATION

Health Education: Meaning - aims, objectives and scope - Methods of imparting health education in schools – health instruction, services, supervision – First Aid: Meaning, principles, need and importance, scope and qualities of first- aid safety in the school as the part of that school health programme instructional –Safety at home: Building –floorings maintenance of surface etc., electricity, wells, drugs, poisons storage, inflammable- storage, use precautionary methods. Safety in the play field, play area, equipment's safety aids in games and sports.

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

Communicable diseases: Meaning – Types: COVID, malaria, typhoid, tuberculosis, Cholera, diarrhoea and AIDS – Causes, symptoms risk factors and management – life style disorder – Diabetes, Hyper Tension, Heart Attack, Obesity and Ulcer-Causes, symptoms and management. Nutrition: Definition, importance - Food and Nutrition – Base Nutrition – Nutrients –foods- food groups –Food values- Recommended dietary allowances- Balanced Diet- food pyramid, - Energy: proteins, fats, carbohydrate, vitamins, minerals and water- Function, sources.

UNIT – IV: PHYSICAL EDUCATION AND PHYSICAL EXERCISE

Concept and meaning, definition - aims and objectives of physical education - Scope, Need and importance of physical education - physical fitness: meaning, definition, health related components of Physical fitness: Muscular strength, muscular Endurance, flexibility, cardio respiratory endurance and body composition, benefits of physical fitness. Need and Importance of Physical Aerobics and Anaerobic Exercise - Effects of exercise on the various systems – muscular, circulatory, digestive, nervous and respiratory systems.

UNIT – V: ORGANISING COMPETITIONS

Intramural and extramural competitions: Meaning, definition - organising and conducting - sports meet – types: Standard, non-standard, organising and conducting tournaments: Single league and single knock out– Preparation and drawing fixtures, merits and demerits.

SUGGESTED ACTIVITIES

1. Teacher talk on the concept of Yoga.
2. Group discussion on health services in schools.
3. Talk by expert / Doctor on preventive measures of communicable diseases.
4. Demonstration by Physical director on different type of Aerobics and Anaerobic exercise and practice by the student.
5. Prepare a report by visiting a school and interacting with the Physical director about the use of Physical exercise.

TEXT BOOKS

1. Gupta D.K. (2005), Health education for children, New Delhi; KheelSahitya Kendra.
2. Jothi. K. (2021), Nutrition and weight management. International Sushisen publication, Trichy.
3. Jothi. K., (2013), Health, diet and fitness, New Delhi- Sports Publication,
4. Nagendra, H.R. and Nagaratna, R. (2008). Yoga Prcatices. Bangalure: Swami Vivekananda Yoga Prakashana,
5. Pandit Lakshmi Doss. (2002) Yogasana for everybody. Chennai: Balaji Publications.

SUPPLEMENTARY READINGS

1. Gore,M.M., (2007), Anatomy and Physiology of Yogic Practicies. New Delhi Mot*lal Banaras Dass.*
2. Swami Satyananda. (1999). Four Chapters on Freedom. Commentary on Yoga Sutras of Patanjali Saraswathi. Munger:Bihar school of Yoga.
3. Thomas.J. P. (1967). Physical Education Lesson. Chennai: Gnanodaya Press.
4. Venugopal, B and Ranganayaki. (2010). Yoga and Yoga Practice., Hyderabad; Neelkamal Publications.
5. Yoga Education (Bachelor of Education B.Ed). (2015). National Council for
6. Teacher Education, New Delhi: St. Josheph Press.

E-RESOURCES

1. http://www.tutorvista.com/content/biology/biology-i/food- tritionhealth/classification-food.php.
2. http://www.redcross.ca/training-and-certification/first-aid-tips-andresources- / First-aid-tips/Kit-contents.

3. http://www.glopalhealth.gov/global-health-topics/communicable - diseases.

COURES OUTCOMES

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

CO1: Apply the aims and objective of yoga in real life situation.

CO2: Analyse the scope of health education and methods of import health education in schools.

CO3: Infer ideas about the different cause and symptoms of different communicable diseases.

CO4: Analyse the scope, need and importance of physical education.

CO5: Distinguish between intramural and extramural competitions

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1							*			*	*	
CO2	*			*	*	*						
CO3		*					*		*			
CO4		*										
CO5								*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -I
ENHANCING PROFESSIONAL CAPABILITIES /
ELECTIVE - GUIDANCE AND COUNSELLING
COURSE CODE: 22130EP14B

COURSE OBJECTIVES:

The student teacher will be able to:

CO1: list out the principles underlying guidance

CO2: elucidate the need of guidance and counselling in schools

CO3: describe the different services in the school guidance programme

CO4: understand the various therapies in counselling

CO5: acquire the skills necessary to administer and interpret standardized tools

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** – 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** – 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.

REFERENCES:

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

E-RESOURCES

1. http://www.tutorvista.com/content/biology/biology-i/food- tritionhealth/classification-food.php.
2. http://www.redcross.ca/training-and-certification/first-aid-tips-andresources-

   / First-aid-tips/Kit-contents.

3. http://www.glopalhealth.gov/global-health-topics/communicable - diseases.

COURES OUTCOMES

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

CO1: elucidate the need of guidance and counselling in schools
CO2: describe the different services in the school guidance programme
CO3: understand the various therapies in counselling
CO4: acquire the skills necessary to administer and interpret standardized tools
CO5: know the qualities required for a good counsellor

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1							*			*	*	
CO2	*			*	*	*						
CO3		*					*		*			
CO4		*										
CO5								*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – 1st YEAR SEMESTER – I
ENHANCING PROFESSIONAL CAPABILITIES /ELECTIVE
EDUCATIONAL ADMINISTRATION AND MANAGEMENT
COURSE CODE: 22130EP14C

COURSE OBJECTIVES:

The student teacher will be able to:

CO1: acquire knowledge of the terms used in educational administration and management
CO2: understand the role of head master and his/her duties
CO3: develop the mode of inspection and supervision of function
CO4: know the role of teacher in decision making
CO5: develop interest in the educational administration and management techniques

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

REFERENCES:

- Chakraborty, A. K. (2004). Principle & practice of education. Meerut: R.Lall Books Depot. NIEP A.
- Chaupe, S. P . (2008). Foundations of education. UP: Vikas Publishing House Pvt Ltd
- Chaube, S. P ., & Chaube, A. (2008). School organisation. New Delhi: Vikas Publishing House.
- Gangadhar, R. M., & Rao, V . P . S. (2000). Organizational behaviour . Delhi: Konark Publishers Pvt. Ltd.
- Hemlata, T ., & Ruhela, S. P . (1997). Educational management- innovative global patterns. New Delhi: Regency Publication.
- Lawrence, H. S. S. (1996). Education: Concepts and practice. Chennai: V .Manickam Co.
- Panneerselvam .A. Educational Management and Supervision-Shantha Publishers,(2006).
- Prakash, S. (1999). Educational planning. New Delhi: Gyan Publishing House.
- Premila Chandrasekaran, Educational Planning and Management Sterling Publishers (1994)
- Rai B.C, (1997). School organization and management. Lucknow: Prakashan Kendra.
- Rao, V .V., & Vijayalakshmi, V . (2005). Education in India. Delhi: Discovery Publishing House.
- Robert, G . W., & Robert, D. (1995). Management: Comprehension, analysis, and application. Sachdeva M.S. School Management and Administration, Prakash Brothers & Publishers, New Delhi.
- Singh, H. M. (1997). Fundamentals of educational management. New Delhi: Vikas Publishing House.
- Vashist, S. R. (2008). Encyclopaedia of educational administration. Delhi: Anmol Publication Pvt. Ltd.
- Vashist, S. R. (2006). Methods of educational supervision. Delhi : Anmol Publication Pvt. Ltd.
- Vashist, S. R. (2006). School administration. Delhi : Anmol Publication Pvt. Ltd.

E-RESOURCES

1. http://www.tutorvista.com/content/biology/biology-i/food- tritionhealth/classification-food.php.
2. http://www.redcross.ca/training-and-certification/first-aid-tips-andresources-

   / First-aid-tips/Kit-contents.

3. http://www.glopalhealth.gov/global-health-topics/communicable - diseases.

COURSE OUTCOME

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

CO1: acquire knowledge of the terms used in educational administration and management
CO2: understand the role of head master and his/her duties
CO3: develop the mode of inspection and supervision of function
CO4: know the role of teacher in decision making
CO5: develop interest in the educational administration and management techniques

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1							*			*	*	
CO2	*			*	*	*						
CO3		*					*		*			
CO4		*										
CO5								*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – 1st YEAR SEMESTER – I
ENHANCING PROFESSIONAL CAPABILITIES /ELECTIVE
PRE –PRIMARY EDUCATION
COURSE CODE: 22130EP14D

COURSE OBJECTIVES:

The student teacher will be able to:

CO1: gain the knowledge of the development of Pre-Primary education

CO2: acquaint with the policy perspectives of ECCE in India and world

CO3: systematize experiences and strengthen the professional competencies of pre-school Teachers.

CO4: organize meaningful learning experiences for pre-school children

CO5: develop skills required in selecting and organizing learning experiences

UNIT I: HISTORICAL APPROACH

Contribution of great educators to the development of child education: Comenius, Rouseau, 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 ofpersonal 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.

REFERENCES

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

E-RESOURCES

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

COURSE OUTCOME:

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

CO1: gain the knowledge of the development of Pre-Primary education

CO2: acquaint with the policy perspectives of ECCE in India and world

CO3: systematize experiences and strengthen the professional competencies of pre-school teachers

CO4: organize meaningful learning experiences for pre-school children

CO5: develop skills required in selecting and organizing learning experiences

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1							*			*	*	
CO2	*			*	*	*						
CO3		*					*		*			
CO4		*										
CO5								*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – 1st YEAR SEMESTER – I
RESEARCH SKILL DEVELOPMENT (RSD) COURSE
RESEARCH LED SEMINAR
COURSE CODE: 22130CRS

COURSE OBJECTIVES:

The student teacher will be able to:

CO1: Reflect on the role of research in teaching and overall professional development
CO2: Discuss ways of ensuring integrity and ethics in conducting research
CO3: Understand the process of research
CO4: comprehend the research design and research plan.
CO5: recognize the research problem

UNIT-I: Role of research in teaching and professional development Conceiving both teaching and research to strengthen the connections between the two Building effective teaching-research links at the curriculum level Relationship between nature of disciplines and research.

UNIT-II: Understanding and avoiding plagiarism. Plagiarism and its constituent components Supporting student learning and awareness about plagiarism.

UNIT III: Research possibilities designing inter- disciplinary and collaborative research projects using action research for self-reflection and better student learning.

UNIT - IV: Process of research proposal –Phases of Research process – Steps in the process of research: Identifying a Research problem, reviewing the Literature, Specifying a purpose of research, and collecting data, Analyzing and Interpreting the data. Reporting and evaluating research.

UNIT – V: Research designs Meaning and parts of Research design, Need for research design, Features of a good design, Important concepts relating to research design - Experimental Research designs – developing a Research Plan.

SESSIONAL ACTIVITIES:

- Case study based discussions of good research outputs, Expert talks with discussion,
- Research proposal.
- Writing exercise, Using plagiarism software
- Designing draft research proposal, recognizing plagiarism through different means

REFERENCES:

- "A Hand Book on Educational Research", NCTE, New Delhi. 1999.
- Agarwal.Y.P., "Statistical methods, concepts, Applications and Computations", Sterling Publications, New Delhi.1986.
- Agarwal.L.P. "Modern Educational Research", Dominant Publishers and Distributers. New Delhi.2007.
- Bhandarkar, P.L., Wilkinson,T.S, & Laldas,D.K., "Methodology and Techniques of Social Research", Himalaya Publishing House, Mumbai,2004.
- Best, John, W., & Kahn James V. " Research in Education", Prentice Hall of India Pvt.Limited, 9th Edition, New Delhi.2005.
- Bruce. J. Chalmer,"Understanding statistics", Marshall Décor Inc.USA.1997
- Chandra.S.S., "Research in Education", Atlantic Publishers, New Delhi.2004.

- Garret Henry, E., & Wood worth R.S., "Statistics in psychology and Education", Vakils, Feffer and sons Pvt.Ltd., Bombay,
- Gupta.S.K., "Applied Statistics for Educational Research", Mittal Publications, New Delhi, 1999.

E-RESOURCES

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

COURSE OUTCOMES

At the end of the module, the participants will be able to:

CO1: Reflect on the role of research in teaching and overall professional development

CO2: Discuss ways of ensuring integrity and ethics in conducting research

CO3: Understand the process of research

CO4: comprehend the research design and research plan

CO5: recognize the research problem

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1							*			*	*	
CO2	*			*	*	*						
CO3		*					*		*			
CO4		*										
CO5								*				

SEMESTER – II

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER - II
CONTEMPORARY INDIA AND EDUCATION
COURSE CODE: 22130PE21

COURSE OBJECTIVES:

The student- teachers will be able to:

CO1: Understanding of the nature of social diversity and the educational demands of the diverse communities.

CO2: Develop understanding of the issue in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.

CO3: Develop an understanding of the educational policies and programs during the pre- independent and post-independent periods.

CO4: Examine the issues of language policy in education.

CO5: To develop an understanding of the educational policies and programs during the pre- independent and post-independent periods.

UNIT- I: EDUCATION IN CONTEMPORARY INDIA, CONSTITUTIONAL CONTEXT

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

UNIT- II: UNDERSTANDING THE SOCIAL DIVERSITY

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

UNIT- III: EDUCATIONAL DEMANDS OF INDIVIDUALS AND DIVERSE COMMUNITIES

Universalization of primary education – programmes to achieve universalization of education: SSA, RMSA, RUSA, integrated education and Inclusive education; Challenges in achieving universalization of education; Education for collective living and peaceful living; Four pillars of education as viewed by Delor's Commission Report.

UNIT- IV: LANGUAGE POLICY IN EDUCATION

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

UNIT-V: IMPLICATIONS OF EQUALITY OF EDUCATIONAL OPPORTUNITIES

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

SUGGESTED ACTIVITIES

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

TEXT BOOKS

1. Aggarwal, J.C. (2013) Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi.
2. Arya, P. P. (2006) Higher Education and Global Challenges: System and Opportunities. New Delhi: Deep and Deep Publications.
3. Chaube, S.P. (2014) History of Indian Education. Agra: ShriVinodPustakMandir.
4. Chauhan, C.P.S. (2013) Modern Indian Education: Policies, Progress and Problems.New Delhi: Kanishka Publishers and Distributors.

5. Dash, M. (2004) Education in India: Problems and Perspectives. Atlantic Publishers,New Delhi
6. Ghosh, S.C. (2007). History of education in India. The University of Michigan: Rawat Publications.

SUPPLEMENTARY READINGS

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

E-RESOURCES

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

COURSE OUTCOMES

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

CO1: identify aims of education and types of education.

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

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

CO4: infer about the Language policies during Pre-independent and Post-independent India.

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

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1										*		
CO2	*			*			*					
CO3					*	*			*			
CO4	*		*									*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER - II
TEACHING AND LEARNING
COURSE CODE: 22130PE22

COURSE OBJECTIVES:

The student- teachers will be able to:

CO1: Enable students understand to the nature of learning and teaching
CO2: Comprehend the behavioral, cognitive and humanistic theories of learning and teaching
CO3: Critically evaluate the theory of constructivism.
CO4: Explore the possibility of teaching in diverse class room
CO5: Examine the importance of teaching profession.

UNIT - I: NATUREOFLEARNING AND TEACHING

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

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

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

UNIT- III: THEORY OF CONSTRUCTIVISM AND LEARNER CENTERED TEACHING

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

UNIT - IV: MODELS OF TEACHING

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

UNIT - V: TEACHING AS A PROFESSION

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

SUGGESTED ACTIVITIES

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

TEXT BOOKS

1. Bandura,A.,&Walters,it.H.(1963). Social learning and personality development. New York: Holt, Rinehart, & Winston.
2. Bruner,J.S.(1971). The process ofeducationrevisited.Phi DeltaKappan,53,18-21.
3. Gropper,G.L.(1987).Alessonbasedonabehavioralapproachtoinstructional design. In C.M. Reigeluth (Ed.), Instructional theories in action(pp.45-112).

SUPPLEMENTARY READING

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

E- RESOURCES

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

COURSE OUTCOMES

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

CO1: generalize the Principles of Language across the Curriculum

CO2: practice Language proficiency skills.

CO3: distinguish the models of curriculum integration.

CO4: summarize the theories of language learning.

CO5: interpret the language related issues.

OUTCOME MAPPING

Course outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1		*			*					*		
CO2	*						*					
CO3					*				*			
CO4	*					*	*					*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PEDAGOGY OF TAMIL: PART - II
COURSE CODE: 22130CP23A

பாடத்தின் நோக்கங்கள்

CO1: தமிழ்மொழிக் கல்வியின் சிறப்பினை அறிதல்.

CO2: மொழித்திறன்களையும் வளங்களையும் புரிந்து கொள்ளல்.

CO3: கலைத்திட்டத்தைப் பகுப்பாய்வு செய்து பாடநூல் தயாரித்தல்.

CO4: கற்றலுக்கான அடிப்படை வளங்களைக் கையாளும் திறன் பெறல்.

CO5: சோதனைகளைக் கட்டமைத்து புள்ளியியல் அளவைகளைக் கொண்டு மதிப்பீடு செய்தல்.

அலகு – 1 தாய்மொழிக் கல்வியின் சிறப்பு

தாய்மொழிக் கற்பித்தலின் இன்றியமையாமை சிந்தனை, வண்ணம், படைப்பாற்றல், கற்பனையாற்றலை வளர்த்தல் - கருத்துக்களைப் பகிர்ந்து கொள்ளுதல் - இலக்கியநயமுணர்ந்து இன்புறல் - சமூகப் பண்பாட்டு மரபினை அறிதல் - ஒழுக்கப் பண்புகளை வலியுறுத்தல் - மொழிப்பற்று, நாட்டுப்பற்றை வளர்த்தல் - வாழ்வியல் திறன்களைப் பெறுதல் - பண்பாட்டிற்கும் மொழிக்குமுள்ள தொடர்பு – மொழிக் கற்பித்தலின் பொதுக் கோட்பாடுகள் - உளவியல் கோட்பாடுகள்.

அலகு – 2 மொழித் திறன்களும் வளங்களும்

திறன்கள் : அடிப்படைத் திறன்கள் : கேட்டல், பேசுதல், படித்தல், எழுதுதல் - அவற்றின் வகைப்பாடுகள் - பயிற்சி முறைகள், உயர்நிலைத் திறன்கள் : வகைப்பாடு எழுத்துநிலை, பேச்சுநிலை – நோக்கங்கள் - கற்பித்தல், தேர்ந்தறிமுறைகள்.

வளங்கள் : செய்யுள், உரைநடை - இலக்கணம், ஒவ்வென்றின் வகைப்பாடுகள் - கற்பித்தல் நோக்கங்கள் - பயன்கள் - கற்பித்தல் முறைகள், பழகு செயல்கள்.

அலகு – 3 கலைத்திட்டமும் பாடநூலும்

கலைத்திட்டம் - வரையறை – கலைத்திட்டம் உருவாக்குதலில் உள்ள சில அடிப்படைக் கோட்பாடுகள் - தேசிய கல்விக் கொள்கையில் தாய்மொழி பெறும் இடம் - தனிநபர் வேறுபாடு – மாறிவரும் சமுதாயம் - பாடநூலின் பண்புகள் - சிறந்த பாடநூல்களை தயாரிக்கும் பொழுது மனதிற் கொள்ளத்தக்க செய்திகள் - தற்போது நடைமுறையில் உள்ள பாடநூல் பற்றிய பார்வை – நூலகப்படிப்பு.

அலகு – 4 கற்றலுக்கான அடிப்படை வளங்கள்

பாடநூல் தொடர்பான பார்வை நூல்கள் - அகராதி – அபிதான சிந்தாமணி – பல்கலைக்கழகப் பேரகராதி – (Lexicon) இலக்கியவரலாறு: கால அடிப்படையிலான பார்வை - இலக்கிய வகைகள் - இலக்கியக் கலைக் கூறுகள், இலக்கியத் திறனாய்வு, வரலாற்று அடிப்படை விழுமியப் பதிவு, கலைக்கூறுகள், மனித வளம், பொதுஊடகங்கள், தமிழாசிரியரின் சிறப்புப் பண்புகள்.

அலகு – 5 சோதனையும் மதிப்பிடலும்

சோதித்தலின் நோக்கம் - முக்கியத்துவம் - மொழியறிவுச் சோதனையின் வகைகள் - குறையறிதல் - தொகுநிலை – அடைவு – சோதனை உருக்கள் : (Test items) - அகவயம் - புறவயம் - பயன்பாடு – தயாரிப்பு முறைகள் - வினாத்தாள் திட்டவரைவு (Blue Print) உருக்களின் அட்டவணை தயாரிப்பு –

மதிப்பெண் வழங்கும் முறையும் மதிப்பிடுதலுக்கான விடைக் குறிப்புகளும் - தேர்வுரப் பகுப்பாய்வு புள்ளியியல் அளவைப் பயன்பாடு.

பரிந்துரைக்கப்பட்ட செயல்பாடுகள்

1. தாய்மொழிக் கல்வியின் சிறப்பு குறித்து ஆசிரியர்/மொழிவல்லுநர் கருத்துரை நிகழ்த்துதல்.
2. மொழிதிறன்கள் மற்றும் வளங்களை உணர்த்தும் வகையிலான பயிற்சிப் பட்டறை நடத்துதல்.
3. பாடநூல் தயாரித்தலில் கலைத்திட்டத்தின் முக்கியத்துவம் குறித்து கலந்துரையாடல்.
4. கற்றலுக்கான அடிப்படை வளங்கள் குறித்து பயிலரங்கம் நிகழ்த்துதல்.
5. தேர்விற்கான வினாத்தாள் திட்டவரைவு ஒன்றினை தயாரிக்கவும்.

பாடநூல்கள்

1. இரத்தினசபாபதி.பி & விஜயா.கு (2016), தமிழ் கற்பித்தல் முறைகள், சென்னை, சாந்தா வெளியீடு.
2. கலைச்செல்வி.வெ (2012), தமிழ் பயிற்றல் நுட்பங்கள், குமாரபாளையம், சஞ்சீவ் வெளியீடு.
3. பழனிவேலு.ஞா (2011), செந்தமிழ் கற்பித்தல் பொதுத் தமிழ், தஞ்சாவூர், நதி பப்ளிகேஷன்ஸ்.
4. பரமசிவம்.சொ (2010), நற்றமிழ் இலக்கம், சென்னை, பட்டு பதிப்பகம்.
5. தமிழ்நாட்டுப் பாடநூல் நிறுவனம் (2001), தமிழ் மொழிக் கல்விக் கற்பித்தல், சென்னை.
6. ஆசிரியர் குழு, நல்லாமூர், பெரியண்ணன்.கோ (2016), தமிழ்மொழிக் கற்பித்தலில் புதிய அணுகுமுறைகள், சென்னை, வனிதா பதிப்பகம்.
7. சுப்புரெட்டியார்.ந (2010), தமிழ் பயிற்றும் முறை, செலம், அறிவுச்சுடர் பதிப்பகம்.
8. வஜ்ரவேலு.சு (2019), தமிழ் கற்பிக்கும் முறைகள், ராம் பப்ளிகேஷன்ஸ், ஓரத்தி, காஞ்சிபுரம் மாவட்டம்.

துணை நூல்கள்

1. பிரபாகரன்.உ (2012), தமிழ் கற்பித்தல் முறைகள் (பொதுத் தமிழ்), கும்பகோணம், அரவிந்த் பதிப்பகம்.
2. துரை.மணிகண்டன், வானதி.த (2016), தமிழ்க் கணினி இணையப் பயன்பாடுகள், தஞ்சாவூர் மாவட்டம், கமலினி பதிப்பகம்.
3. கோமளவல்லி.சி. (2016), கல்வியியல் தமிழ் கற்பிக்கும் முறைகள், Polymath Press, Chennai.
4. வேணுகோபால்.இ.பா. (2009), பைந்தமிழ் கற்பிக்கும் முறைகள், சென்னை, சாரதா பதிப்பகம்.
5. Principles of preparing textbooks in mother tongue, NCERT Publication (1970).

மின் வளங்கள்

1. https://drive.google.com/file/d/1hUb_uP8AP_xy03T5du7oCzlGWqk01L-Q/view
2. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl01/dip01000main.htm
3. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl02/dip02000main.htm
4. https://noolaham.net/project/01/57/57.pdf

5. http://162.241.27.72/siteAdmin/dde-admin/uploads/1/ UG_B.Ed._Education_1.3.1%20-%20teaching%20of%20tamil_3752.pdf

6. https://textbookcorp.tn.gov.in/Books/DTEd/DTED2-Tamil.pdf

பாடவிளைவுகள்

பாடம் முடிவுறும் தருவாயில் மாணவர்கள் பெறும் அடைவுகள்

1. தாய்மொழிக் கல்வியின் சிறப்பினைக் கண்டுணர்தல்.
2. மொழிதிறன்கள் மற்றும் வளங்களில் முழுத்திறனறிவு பெறுதல்.
3. பாடநூல் தயாரித்தலில் கலைத்திட்டத்தின் முக்கியத்துவத்தை உணர்தல்.
4. கற்றலுக்கான அடிப்படை வளங்களைக் கையாளுதல்.
5. புள்ளியியல் அளவைகளைக் கொண்டு சோதனைகளைக் கட்டமைத்தல் மற்றும் மதிப்பீடு செய்வதில் மேம்பட்ட பயிற்சியினைப் பெறுதல்.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2		*		*		*						
CO3		*			*		*		*			*
CO4	*		*	*		*	*		*		*	
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER - II
PEDAGOGY OF ENGLISH: PART – II
COURSE CODE: 22130CP23B

COURSE OBJECTIVES

The student- teachers will be able to:

CO1. Understand the concept of pedagogy, andragogy and heutagogy.

CO2. Comprehend the Bruner's concept attainment model and Ausbel's advance organize model.

CO3. Gain mastery of role play, simulation, gaming and prioritisation exercises.

CO4. Use different types of resources, users and their role in a resource centre.

CO5. Comprehend the construction of achievement test and blue print making.

UNIT –I: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to andragogy to heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinks through critical pedagogy, Need and its implications in Teacher Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synapticmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: RESOURCE-BASED LEARNING

Defining educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical staff.

UNIT – V: ASSESSMENT IN PEDAGOGY OF ENGLISH

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the Construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency based Evaluation.

SUGGESTED ACTIVITIES

1. Teacher talk/invited talk on andragogy, heutagogy-concept and stages.
2. Teacher talk/invited talk on Bloom' Mastery Learning, Skinner's Operant Training and Bruner's Concept attainment model.
3. Students' seminar on Carl Roger's non-directive and William Gordon's Synectics models.
4. Students' seminar on Blue Print and Question Pattern.
5. Teacher talk on defining educational Resources and Resource Centre (Area) and Resource Bank.

TEXT BOOKS

1. Larsen-Freeman, Diane (1986). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.
2. Littlewood, William (1981). Communicative Language Teaching: An Introduction. Cambridge: Cambridge University Press.
3. Richards, Jack, C. (2006). Communicative Language Teaching Today. Cambridge: Cambridge University Press.
4. Rivers, Wilga M (1981). Teaching Foreign Language Skills. Chicago: University of Chicago Press.

SUPPLEMENTARY READINGS

1. Swan, Michael (2000). Practical English Usage. Oxford: Oxford University Press.
2. Ur, Penny (1991). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.
3. Wright, Andrew (1976). Visual Materials for the Language Teacher. London: Longman.

E- RESOURCES

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

COURSE OUTCOMES

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

CO1: analyse the concept of pedagogy, andragogy and heutagogy.

CO2: practise Carl Roger's Non- directive model in a new learning situation

CO3: practise activity- based Instruction concept like Role play, simulation, gaming and prioritising.

CO4: analyse different types of Educational Resources in Classroom learning.

CO5: set achievement test and evaluate English based instruction.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1	*				*					*		
CO2	*			*			*					
CO3		*			*	*			*			*
CO4		*	*	*		*	*		*		*	*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PEDAGOGY OF MATHEMATICS: PART - II
COURSE CODE: 22130CP23C

COURSE OBJECTIVES:

The student- teachers will be able to:

CO1: Understand the concept of critical Pedagogy.
CO2: Learn the various teaching Models.
CO3: Comprehend the Activity Based Instruction and Group Controlled Instruction.
CO4: Recognise the various Educational Resources for teaching and learning Mathematics.
CO5: Understand the differences between Assessment and Evaluation

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV RESOURCE BASED LEARNING

Defining Educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical Staff.

UNIT – V: ASSESSMENT IN PEDAGOGY OF MATHEMATICS

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Teacher talk/ Invited lecture on Paradigm shift from pedagogy to Andragogy to Heutagogy.
2. Students' seminar on types of Group- Controlled Instruction.
3. Preparation and presentation of a report on various Teaching Models.
4. Explain the role of Educational Resource centre in teaching Mathematics.
5. Construct an achievement test with blue print and question pattern.

TEXTBOOKS

1. Edwards, Brian (2009) Libraries and Learning Resource Centres. Oxford, UK: Architectural Press.
2. Shirley R.Steinberrg&Barry down.(2020). Handbook of Critical Pedagogies.Sage Publication Ltd.
3. Marshal Weil et al. (1972). Models of teaching. APH Publishing Corporation. New Delhi.
4. Cecil R.Reynolds.(2009). Measurement and Assesment in Education.Pearson Publication.
5. ArloKempf.(2016).The Pedagogy of StandardisedTests.PalgraveMacmilan.New york.
6. Barbara Bassot.(2013). The Reflective Journal.Palgravemacmilan.Newyork.
7. Bloom, B. S., et al. (1956). Taxonomy of educational objectives. Handbook I: cognitive domain. New York: McKay.

SUPPLEMENTARY READINGS

1 NCERT (2012). Pedagogy of Mathematics, Textbook for Two Year B.Ed Course, New Delhi: NCERT.

2 Alomran, Hamad Ibrahim; (2007) Learning Resource Centres in Saudi Arabia: A study to the Reality with A plan for an Ideal center. Riyadh: Riyadh Girls University

3 Joyce, B. R. (1975). The models of teaching community: What have we learned? Texas Tech Journal of Education, 22, 95—106.

4 Bloom, B. S. (1984). The search for methods of group instruction as effective as one-to-one tutoring. Educational Leadership, 41, 4—17.

E – RESOURCES

1. http://assets.cengage.com/pdf/prs_clark-developing-critical-thinking.pdf
2. http://static.pseupdate.mior.ca.s3.amazonaws.com/media/links/Flanders%20Interaction%20Analysis% 20Technique.pdf
3. https://www.researchgate.net/publication/331132424_Activity_Based_Instruction_ABI_for_ Motivati ng_the_Children_in_Mathematics_Learning
4. https://www.researchgate.net/publication/333106881_verbal_interaction_in_english_classroom_using_flanders_interaction_analysis_categories_system_fiacs
5. http://egyankosh.ac.in/bitstream/123456789/46863/1/Unit-9.pdf
6. https://niepid.nic.in/models%20of%20teaching.pdf

COURSE OUTCOMES:

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

CO1: explain the concept of critical Pedagogy.

CO2: adopt various teaching Models in teaching Mathematics.

CO3: demonstrate Activity Based Instruction and Group Controlled Instruction.

CO4: develop the various Educational Resources for teaching and learning Mathematics.

CO5: analyse the difference between Assessment and Evaluation.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1					*					*		
CO2		*		*		*						
CO3		*			*		*		*			*
CO4	*		*	*		*	*		*		*	*
CO5		*										

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PEDAGOGY OF PHYSICAL SCIENCE: PART - II
COURSE CODE: 22130CP23D

COURSE OBJECTIVES:
The student- teachers will be able to:

CO1: Understand the concept of Pedagogical Analysis

CO2: Explain the different teaching models

CO3: Discuss the activity - based and group-controlled instruction

CO4: Use various Resources in Resource - Based Learning

CO5: Analyse the Assessment in Pedagogy of Physical Science

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Physical Science - Identifying and analyzing the learning resources in teaching-learning process of Physical Science - Physical Science Laboratory as a learning resource - Use of Science and Physical Science experiment kits in teaching - learning of Physical Science - Field visits and excursion as learning resource in Physical Science - ICT based

Virtual experiments and simulations as learning resource in Physical Science - Role of the teacher - Limitations and hurdles in the use of various learning resources in Physical Science.

UNIT – V: ASSESSMENT IN PEDAGOGY OF PHYSICAL SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Conduct a seminar in the class on teaching Models
2. Planning and conducting experiments for Science/ Physical Science
3. Designing laboratory experiences for using in teaching-learning process in classroom situation – two innovative activities and two improvised apparatus (artifacts).
4. Presentation (s) used for teaching-learning in the class
5. Critical review of a Textbook of Science/ Physical Science

TEXT BOOKS

1. Bawa, M.S. &Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi: Viva Book House.
2. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.
3. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitive domain. New York: Longmans, Green.
4. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
5. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

SUPPLIMENTRY READINGS

1. VenkatRao N &Ramuluch A (2016). *Pedagogy of Physical Science,*Hyderabad: Neelkamal Publisher
2. Panneerselvam A&Rajendiran K (2009). *Teaching of physical science*, Chennai: Shantha Publishers
3. Pramod Kumar N K. Ramaiah N K&Sreedharachayulu K (2016). *Pedagogy of Physical Sciences,* Hydrabad: Neelkamal Publishers
4. Arul Jothi D. L. Balaji& Vijay Kumar (2019).*Teaching of physical Science –I*New Delhi: Centrum Press Publishers
5. Kulshrestha S PGayaSingh (2019). *Pedagogy of School Subject Physical Science,*Meerut: R.LALL Book Publishers
6. AmalKantiSarkar (2020). *Pedagogy of Science Teaching Physical Science,*Kolkata: Rita Publications
7. Josh S R (1985). *Teaching of Science,*New Delhi: APH Publishing Corporation

8. *Pedagogy of Science PART-I,* National Council of Educational Research and Training
9. Amit Kumar (2002). *Teaching of Physical Sciences,*Bangaluru: Anmol Publications Pvt Ltd
10. Radha Mohan (2012). *Teaching of Physical Science,* Hydrabsd: Neelkamal Publisher

E- RESOURCES

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

COURSE OUTCOMES

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

CO1: examine the importance of Critical Pedagogy.

CO2: appreciate the various models of teaching.

CO3: practise Activity Based Instruction in teaching Physical Science.

CO4: analyse and use the resources for teaching Physical Science.

CO5: handle various types of evaluation in teaching Physical Science.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2				*		*					*	
CO3		*			*				*			*
CO4			*			*			*			
CO5		*								*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PEDAGOGY OF BIOLOGICAL SCIENCE: PART – II
COURSE CODE: 22130CP23E

COURSE OBJECTIVES:

The student- teachers will be able to:

CO1. Understand the concept of Pedagogical Analysis.
CO2. Comprehend the different teaching models.
CO3. Demonstrate the activity - based and group Controlled Instruction.
CO4. State various Resources in Teaching Learning Process of Biological Science.
CO5. Analyze the Assessment in Pedagogy of Biological Science.

UNIT -1 PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogyto Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Biology - Identifying and analyzing the learning resources in teaching-learning process of Biology - Biology Laboratory as a learning resource - Use of Science and Biology experiment kits in teaching-learning of Biology - Field visits and excursion as learning resources in Biology - ICT based virtual experiments and simulations as learning resource in Biology - Role of the teacher - Limitations and hurdles in the use of various learning resources in Biology.

UNIT – V: ASSESSMENT IN PEDAGOGY OF BIOLOGICAL SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, DiagnosticTest– Standardization of Test, Principles and steps involved in the Construction of Achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Actual experience of Science/Biology laboratory of practicing school (report submission)
2. Planning and conducting experiments for Science/Biology.
3. Designing laboratory experiences for using in teaching-learning process in classroom situation – two innovative activities and two improvised apparatus (artifacts).
4. Presentation (s) used for teaching-learning in the class.
5. Critical review of a Textbook of Science/Biology.

TEXT BOOKS

1. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitivedomain. New York: Longmans, Green.
2. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
3. Miller, David.F.(1938) *Methods and materials for teaching biological sciences.* NewYork: McGraw Hill Book Company.
4. NCERT (1969), Improving Instructions in Biology, New Delhi.
5. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

SUPPLEMENTARY READINGS

1. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications.
2. Bawa, M.S.&Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi: Viva Book House.
3. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.

E- RESOURCES

1. www.sciencesourcebook.com
2. www.csun.edu/science/biology

COURSE OUTCOMES

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

CO1. examine the importance of Critical Pedagogy.

CO2. appreciate the various models of teaching.

CO3. practise Activity Based Instruction in teaching of Biological science.

CO4. analyse and use the resources for teaching Biological science.

CO5. handle various types of evaluation in teaching Biological science.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2				*		*					*	
CO3		*			*				*			*
CO4			*			*			*			
CO5		*								*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PEDAGOGY OF COMPUTER SCIENCE: PART - II
COURSE CODE: 22130CP23F

COURSE OBJECTIVES

The student- teachers will be able to:

CO1. Understand the concept of Pedagogy, Andragogy and Heutagogy

CO2. Comprehend Skinner's operant training model, Bruner's Concept attainment model and Instructional models in Computer – based learning.

CO3. Apply activity based and Group-controlled Instruction in learning pedagogy of computer science.

CO4. Use educational resources and types of resources in learning Computer Science.

CO5. Gain knowledge and understand the construction of achievement test in preparing blue print.

UNIT -1 PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages – Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).Steps in pedagogical analysis – Five pedagogical approaches – software pedagogy – pedagogical beliefs and attitudes of Computer Science – measuring Computer Science pedagogical content knowledge.

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectic's models – types of teaching models – instructional models in Computer-based learning.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification – Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Groups Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group. Projects - Computer Science activities – active learning computer science –Three methods of instruction – four types of instructional activities – pros and cons of group-controlled instruction – control instructions in Computer Architecture.

UNIT-IV RESOURCE – BASED LEARNING

Defining educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical Staff.Resource-based learning model – coding and Computer Science resources – resource-based learning activities – benefits of resource-based learning.

UNIT – V: ASSESSMENT IN PEDAGOGY OF COMPUTER SCIENCE

Criteria for Teacher Evaluation – Concept of Test, Measurement and Evaluation – Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern – Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation. Assessment in pedagogy – purpose of assessment –Teaching of Computer Science in school – computer assisted learning – evaluation of Computer-based instruction – automatic assessment of programming assignment –integration of ICT in teaching and learning.

SUGGESTED ACTIVITIES

1. Teacher talk / Invited talk on Foster independent thinking through critical pedagogy.
2. Students' seminar on Bloom's Taxonomy of educational objectives
3. Write an essay on Group controlled Instruction.
4. Teacher talk / Expert talk on Assessment and Evaluation
5. Teacher talk on different types of resource-based learning and role of resource centre.

TEXT BOOKS

1. Edmund J., Amidon; John B Hough; Ned A Flanders (1967)*Interaction analysis: theory, research, and application Reading, Mass.*, Addison-Wesley Pub. Co.
2. Goel,H.K (2005) *Teaching of Computer Science* , New Delhi, R.LallBook.Depot.
3. J.C. Aggarwal (2010) *Principles, Methods and Techniques of Teaching*,Vikas Publication House Pvt Ltd.
4. Jesse Stommel ., Chris Friend ., Sean Michael Morris (2020) *Critical Digital Pedagogy: A Collection.,* Hybrid Pedagogy Books.
5. Knowles, M.(1975). *Self-directed learning: A guide for learners and teachers*. USA: Cambridge Adult Education.
6. Mangal S.K (2009) *Essentials of Educational Technology*.PHI Publication.
7. S. K. Kochhar (2018) *Methods and Techniques of Teaching*, Sterling Publishers Pvt. Ltd

SUPPLEMENTARY READINGS

1. ChrystallaMouza , AmanYadav , Anne Ottenbreit-Leftwich (2021) *Preparing Pre-Service Teachers to Teach Computer Science: Models, Practices, and Policies*, Information Age Publishing.
2. Mohanty,L (2006).*ICT Strategies for Schools*. New Delhi.sage Publication.
3. N R SwaroopSaxena , Dr. Navneet Kumar Singh (2016) *Principles and Methods of Teaching,*R.LallBook.Depot.
4. Norton,P(1998*). Introduction to Computers*. New Delhi: Tata McGraw Hill Publishing Co.Ltd.
5. Orit Hazzan, Tami Lapidot, NoaRagonis (2014) *Guide to Teaching Computer Science: An Activity-Based Approach* 2nd Edition, Springer.
6. VinayBharti (Latest Edition) *Pedagogy of Computer Science*, Laxmi Book Depot.

E-RESOURCES

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

COURSE OUTCOMES

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

CO1. analyse the concept of Pedagogy, Andragogy and Heutagogy.

CO2. demonstrate Carl Roger's Non- directive model in a new learning situation.

CO3. practise activity-based Instruction concept like Role play, simulation, gaming and prioritising.

CO4. analyse different types of Educational Resources in Classroom learning.

CO5.construct an achievement test and evaluate computer-based instruction.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2				*		*					*	
CO3		*			*				*			*
CO4			*			*			*			
CO5		*								*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PEDAGOGY OF SOCIAL SCIENCE: PART – II
COURSE CODE: 22130CP23G

COURSE OBJECTIVES:

The student- teachers will be able to:

CO1. Understand the Paradigm shift from Pedagogy to Andragogy to Heutagogy.

CO2. Know various teaching models.

CO3. Define activity based and group-controlled instruction.

CO4. Comprehend resources in teaching Social Science.

CO5. Differentiate multiple assessment tools in teaching and learning.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser's Basic Teaching Model(Classroom Meeting),Ausubel's Advance Organizer Model, Schuman's Inquiry Training Model, Bloom's Mastery Learning Model, Bruner's Concept attainment Model, Jean Piaget's Cognitive Development Model, Byron Massials and Benjamin Cox's Social Inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels, Skinner's Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV RESOURCE – BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Social Science Learning Resources: Importance and Utilization of Resources in Teaching Social Science –Social Science Club and its activities, Museum, Library, Newspapers and Magazines-

Co-curricular Activities Based Learning Social Science - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF SOCIAL SCIENCE

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test of Social Science– Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

TEXT BOOKS

1. Bruce Joyce, Marshawell (2016) Models of Teaching, Prentice-Hall, New Jersey, USA.
2. Calhoun Emily (2008) Models of Teaching, Prentice-Hall, New Jersey, USA.
3. PoonamBatra (2010) Social Science Learning in Schools: Perspective and Challenges, SAGE Publications Pvt Ltd, New Delhi.
4. S.K.Mangal& Uma Mangal (2018) Pedagogy of Social Sciences, PHI Learning Pvt Ltd, New Delhi.
5. Sally Brown & Brenda Smith (1996) Resource Based Learning, SEDA Series 1st Edition, Routledge, London.

SUPPLEMENTARY READINGS

1. DhanijaNeelam (1993). Multimedia approaches in teaching social studies. New Delhi: Harman Publishing House.
2. GerardusBlokdyk (2020) Activity Based Learning : A Complete Guide,5Starbooks.
3. Mangal. S.K & Uma Mangal. (2009) Essentials of Educational Technology, New Delhi:PHI Learning Pvt.
4. MujibulHasanSiddiqui (2008) Models of Teaching, APH Publishing Corporation New Delhi-110 002.

E-RESOURCES

1. www.egyankosh.ac.in
2. www.patnauniversity.ac.in
3. www.stemmates.com
4. www.springer.com
5. www.teachersofindia.org
6. www.cbseacademic.nic.in

COURSE OUTCOMES

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

CO1: Explain the Paradigm shift.

CO2: Demonstrate the various teaching models.

CO3: Identify activity based and group-controlled instructions.

CO4: Establish various resource centres in teaching Social Science.

CO5:Generalise multiple assessment tools in teaching and learning.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1			*							*		
CO2				*		*					*	
CO3		*			*				*			*
CO4			*			*			*			
CO5		*								*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PEDAGOGY OF COMMERCE AND ACCOUNTANCY: PART – II
COURSE CODE: 22130CP23H

COURSE OBJECTIVES

The student- teachers will be able to:

CO1. Understand the Paradigm shift from pedagogy to Andragogy to Heutagogy.
CO2. Know the different teaching models.
CO3. Discuss the activity - based and group Controlled Instruction.
CO4. Comprehend various Resources in Resource - Based Learning.
CO5. Understand the Assessment in Pedagogy of Commerce and Accountancy.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Commerce and Accountancy - Identifying and analyzing the learning resources in the teaching-learning process of Commerce and Accountancy - Exhibitions/fairs - Commerce and Accountancy club - Commerce and Accountancy Resource Centre

- Field visits/Industrial visits and excursion as learning resource in Commerce and Accountancy.

UNIT – V: ASSESSMENT IN PEDAGOGY OF COMMERCE AND ACCOUNTANCY

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test, Principles and steps involved in the construction of achievement test of Commerce and Accountancy – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Commerce and Accountancy.
2. Write an essay on Commerce and Accountancy resource centre.
3. Teacher talk on activity based and group-controlled instructions.
4. Critically review a Textbook of Commerce and Accountancy.
5. Preparation and presentation of a report on different resources of teaching Commerce and Accountancy.

TEXT BOOKS

1. Agarwal, J, C. (1996). *Teaching of Commerce: A Practical Approach*. Vikash Publishing
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive doman.* Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). *Models of Teaching*. ETR Association.
4. VinothMonga, Neeraj Kumar, (2014). Teaching of Commerce, BOOKMAN Publishers.

SUPPLEMENTARY READINGS

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

E-RESOURCES

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

COURSE OUTCOMES

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

CO1:examine the importance of Critical Pedagogy.

CO2:appreciate the various models of teaching.

CO3:practise Activity Based Instruction in teaching of Commerce and Accountancy.

CO4:analyse and use the resources for teaching Commerce and Accountancy.

CO5:demonstrate various types of evaluation in teaching Commerce and Accountancy.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2				*		*					*	
CO3		*			*				*			*
CO4			*			*			*			
CO5		*								*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
PEDAGOGY OF ECONOMICS: PART - II
COURSE CODE: 22130CP23I

COURSE OBJECTIVES:

The student- teachers will be able to:

CO1. Understand the Paradigm shift from pedagogy to Andragogy to Heutagogy.

CO2. Know the different teaching models.

CO3. Discuss the activity - based and group Controlled Instructions.

CO4. Comprehend various Resources in Resource - Based Learning.

CO5. Learn the Assessment in Pedagogy of Economics.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Economics - Identifying and analyzing the learning resources in teaching-learning process of Economics - Exhibitions/fairs - Economics club - Economics Resource Centre - Field visits and excursion as learning resource in Economics.

UNIT – V: ASSESSMENT IN PEDAGOGY OF ECONOMICS

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test , Principles and steps involved in the construction of achievement test – Blue Print and Question

Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Economics.
2. Write an essay on Economics resource centre.
3. Teacher talk on activity based and group-controlled instruction.
4. Critically review a Textbook of Economics.
5. Preparation and presentation of a report on different resources of teaching Economics.

TEXT BOOKS

1. Agarwal, J,C. (2005). *Teaching of economics.* Agra: VinodPustakMandir.
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive doman.* Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). *Models of Teaching*. ETR Association.
4. SiddiqueMujibulHasan. (2004). *Teaching of economics*. New Delhi: AshishPublishing House.

SUPPLEMENTARY READINGS

1. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet Publications.
2. Sharma, R.A. (2008). *Technological foundation of education*. Meerut: Lall Books Depot.
3. Yadav.A. (2003). *Teaching of economics*. New Delhi: Anmol Publications.

E-RESOURCES

1. http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics_in_India.pdf
2. https://en.wikipedia.org/wiki/Economics
3. http://en.wikipedia.org/wiki/Education.

COURSE OUTCOMES

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

CO1. examine the importance of Critical Pedagogy.

CO2.appreciate the various models of teaching.

CO3.practise Activity Based Instruction in teaching of Economics.

CO4.analyse and use the resources for teaching Economics.

CO5. demonstrate various types of evaluation in teaching Economics.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2				*		*					*	
CO3		*			*				*			*
CO4			*			*			*			
CO5		*								*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER –II
PEDAGOGY OF HISTORY: PART - II
COURSE CODE: 22130CP23J

COURSE OBJECTIVES:

The student- teachers will be able to:

CO1: Understand the Paradigm shift.

CO2: Know various teaching models.

CO3: Define activity based and group-controlled instruction.

CO4:. Utilize various resources in teaching History.

CO5. Differentiate multiple assessment tools in teaching and learning.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser's Basic Teaching Model(Classroom Meeting), Ausubel's Advance Organizer Model, Schuman's Inquiry Training Model, Bloom's Mastery Learning Model, Bruner's Concept attainment Model, Jean Piaget's Cognitive Development Model, Byron Massials and Benjamin Cox's Social Inquiry, Carl Roger's Non-directive and William Gordon's Synectics models, Skinner's Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV: RESOURCE – BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Importance and Utilization in Teaching History – History Learning Resources: History Club

and its activities, Museum, Library, Historical Fictions, Newspapers and Magazines - Co-curricular Activities Based Learning History - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF HISTORY

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

TEXT BOOKS

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

SUPPLEMENTARY READINGS

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

E-RESOURCES

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

COURSE OUTCOMES

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

CO1: explain the Paradigm shift.

CO2: demonstrate the various teaching models.

CO3. identify activity based and group-controlled instruction.

CO4. establish various resource centres in teaching History.

CO5. generalise multiple assessment tools in teaching and learning.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1			*							*		
CO2				*		*					*	
CO3		*			*				*			*
CO4			*			*			*			
CO5		*								*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER –II
PEDAGOGY OF GEOGRAPHY: PART - II
COURSE CODE: 22130CP23K

COURSE OBJECTIVES:
The student- teachers will be able to:

CO1: Understand the Paradigm shift from Pedagogy to Andragogy to Heutagogy.

CO2: Know various teaching models.
CO3: Define activity based and group-controlled instruction.
CO4: Utilize various resources in teaching Geography.

CO5: Comprehend multiple assessment tools in teaching and learning.

UNIT –I: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser's Basic Teaching Model(Classroom Meeting),Ausubel's Advance Organizer Model, Schuman's Inquiry Training Model, Bloom's Mastery Learning Model, Bruner's Concept attainment Model, Jean Piaget's Cognitive Development Model, Byron Massials and Benjamin Cox's Social Inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels, Skinner's Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group- Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV: RESOURCE BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Importance and Utilization in Teaching Geography – Geography Learning Resources: Geography Club and its activities, Museum, Library, Historical Fictions, Newspapers and Magazines- Co-curricular Activities Based Learning Geography - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF GEOGRAPHY

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Geography.
2. Write an essay on Geography resource center.
3. Teacher talk on activity based and group-controlled instruction.
4. Critically review a Textbook of Geography.
5. Preparation and presentation of a report on different resources of teaching Geography.

TEXT BOOKS

1. Arche, R, L & Lewis, W.J. (1924). The teaching of geography. London: A & C Black.
2. Aurora, M.L. (1979). Teaching of geography. Ludhiana: Prakash Brother.
3. Bloom, S. Benjamin. (1984). Taxonomy of educational objectives: Book1: Cognitive domain. Boston: Addison Wesley Publication.
4. Bruce R. Joyce & Marsha Weil. (1972). Models of teaching. Scotts Valley: ETR Association.

SUPPLEMENTARY READINGS

1. Basha, Salim S.A. (2004). Methods of teaching geography. New Delhi: Discovery Publishing House.
2. Rao, M.S. (2004). Teaching of geography. New Delhi: Anmol Publications.
3. Siddiqui, M. H. (2004). Teaching of geography. New Delhi: APH Publication.

E-RESOURCES

1. www.geography-site.co.uk
2. www.geographyeducation.org
3. www.tcthankseducation.blogspot.in

COURSE OUTCOMES

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

CO1: explain the Paradigm shift from Pedagogy to Andragogy to Heutagogy.

CO2: demonstrate the various teaching models.

CO3: identify activity based and group-controlled instruction.

CO4: analyzevarious resource centers in teaching Geography.

CO5: demonstrate multiple assessment tools in teaching and learning.

OUTCOME MAPPING

Course	**PROGRAMME SPECIFIC OUTCOMES**											
Outcomes	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*									
CO2				*		*					*	
CO3		*							*			*
CO4						*			*			
CO5		*		*	*		*			*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
ENHANCING PROFESSIONAL CAPABILITIES /
ELECTIVE – ENVIRONMENTAL EDUCATION
COURSE CODE: 22130EP24A

COURSE OBJECTIVES:

The student- teachers will be able to:

CO1. Realise the need for environmental education.
CO2. List the natural resources and its associated problems.
CO3. Identify the different types of pollution and its management.
CO4. Appreciate the policies and programmes initiated to protect the environment.
CO5. Analyse the environmental education curriculum.

UNIT 1 - ENVIRONMENTAL EDUCATION

Concept and Meaning of Environment – Components of Environment – Types of Environment – Environmental Awareness – Environmental Attitude – Ecological Intelligence – Ecological Sensitivity – Environmental Education: Focal Aspects of Environmental Education – Goals of Environmental Education – Objectives of Environmental Education – Need and Importance of Environmental Education – Scope of Environmental Education.

UNIT II: - NATURAL RESOURCES, PROBLEMS, AND SOLUTIONS

Land Resources and Prevention of Soil Erosion – Forest Resources and Prevention of Deforestation – Water Resources and Prevention of Water Scarcity – Mineral Resources, and Prevention and Exploitation of Minerals – Food Resources, Food Crisis, and Increasing Food Production – Energy Resources – Alternative Energy Resources.

UNIT –III: ENVIRONMENTAL POLLUTION, HAZARDS, AND DISASTER MANAGEMENT

Environmental Degradation –Types of Environmental Degradation – Environmental Pollution – Environmental Pollutants – Types of Pollution: Soil/Land Pollution, Water Pollution, Air Pollution, Radiation/Nuclear 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 Spills

UNIT –IV: ENVIRONMENTAL PROBLEMS, POLICIES, AND PROTECTION OF ENVIRONMENT

Major Environmental Problems: Global Warming, Green House Effect, Climate Change, Ozone Layer Depletion, Acid Rain, Extinction of Flora and Fauna– National Environmental Policies and Programmes: Environmental Legislation, Acts, Rules, Notifications and Amendments, National and Regional Green Tribunals, Pollution Control Board – International NGOs and Environmental Protection: Environmental Foundation for Africa, World Wide Fund for Nature, Conservation International, Green Peace–International Union for Conservation of Nature

UNIT V - ENVIRONMENTAL EDUCATION IN SCHOOL CURRICULUM

Status of Environmental Education in 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

SUGGESTED ACTIVITIES

1. Discussion on the need and importance of protecting the environment
2. Seminar on environmental awareness and environmental attitude
3. Teacher talk on the need and importance of protecting water resources
4. Preparation of a scrap book on issues related to environment
5. Power point presentation on different types of environmental pollutions and its causes

TEXT BOOKS

1. Archana, T. (2011). Environmental education. Kalpaz Publications.
2. Havilah, S. N. (2013). Environmental education. A.P.H. Publishing Corporation.
3. Maria, C. M. (2020). Effect of ecological intelligence on developing ecological sensitivity among prospective teachers.Shashwat Publication.
4. Paachuri, S.C.,& Kumar, P. (2013). Environmental education. A.P.H. Publishing Corporation.
5. Palmer, J.A. (1998). Environmental education in the 21st Century: Theory, practice, progress, and promise. Routledge.

SUPPLEMENTARY READINGS

1. Gruenewald, D.A. (2004). A foucauldian analysis of environmental education: Toward the socioecological challenge of the earth charter. *Curriculum Inquiry*, 34(1), 71-107.
2. Malone, K. (1999). Environmental education researchers as environmental activists. *Environmental Education Research*, 5(2), 163-177.

3. Nath, B. (2003). Education for sustainable development: The Johannesburg summit and beyond. *Environment, Development & Sustainability*, 5, 231- 254.
4. Singh, S.R. (2012). *Environmental education and sustainable development*. A.P.H. Publishing Corporation.
5. Stapp, W.B., et al. (1969). The concept of environmental education. *The Journal of Environmental Education,* 1(1), 30-31.

WEB RESOURCES

1. http://www.epa.gov/sustainability/basicinfo.htm
2. http://www.conserve-energy-future.com/current-environmental-issues
3. http://en.wikipedia.org/wiki/Environmental_education
4. http://www.yourarticlelibrary.com/environment/forest/forest-resources-in-india-use-over- exploitation-causes-and-effects/28196/
5. http://www.yourarticlelibrary.com/environment/the-importance-of-natural-resources-of- planet-earth/9914/
6. http://wwf.panda.org/about_our_earth/blue_planet/problems/pollution
7. http://www.brighthub.com/environment/science-environmental /articles/92943.as

COURSE OUTCOMES

After completion of this course, the student – teachers will be able to;

CO1. Understand the need for environmental education.

CO2. Name the natural resources and its associated problems.

CO3. Identify the different types of pollution, its impact and management of pollution.

CO4. Appreciate the policies and programmes initiated to protect the environment.

CO5. Analyse the environmental education curriculum.

After completion of this course, the student – teachers will be able to;

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1			*							*		
CO2				*							*	
CO3					*				*			*
CO4			*			*			*			
CO5		*		*	*			*		*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
ENHANCING PROFESSIONAL CAPABILITIES / ELECTIVE
EXPLORING LIBRARY AND OTHER LEARNING RESOURCES
COURSE CODE: 22130EP24B

COURSE OBJECTIVES:

The student- teachers will be able to:

CO1: Define library and acquire knowledge on information sources and services.

CO2: Develop understanding about user education.

CO3: Understand the place of MOOCs in the changing scenario.

CO4: develop an understanding about organizing different types of library

CO5: acquire knowledge about various instructional strategies to teach the students

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.

REFERENCES:

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

E-RESOURCES

1. www.geography-site.co.uk
2. www.geographyeducation.org
3. www.tcthankseducation.blogspot.in

COURSE OUTCOME:

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

CO1: Enumerate the functions and objectives of library.

CO2: Explain information sources and services.

CO3: Understand the place of MOOCs in the changing scenario.

CO4: develop an understanding about organizing different types of library

CO5: acquire knowledge about various instructional strategies to teach the students

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*									
CO2											*	
CO3		*							*			
CO4			*			*			*			
CO5								*				*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR SEMESTER -II
ENHANCING PROFESSIONAL CAPABILITIES /ELECTIVE
TEACHING OF EARLY CHILDHOOD EDUCATION
COURSE CODE: 22130EP24C

COURSE OBJECTIVES:

The student teacher will be able to

CO1: develop awareness about the importance of Early Childhood Education.
CO2: acquire a sound knowledge about the contributions of various philosophers to the cause of early childhood education.
CO3: develop an understanding about organizing different types of early childhood education programmes.
CO4: acquire knowledge about various instructional strategies to teach young children.
CO5: develop awareness about the various developmental aspects of children.

UNIT I: HISTORY OF EARLY CHILDHOOD EDUCATION IN INDIA:

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

UNIT II: CONTRIBUTIONS OF PHILOSOPHERS TO PRE SCHOOL EDUCATION :

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

UNIT III: PLANNING AND ORGANIZATION OF PRE SCHOOLS:

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

UNIT IV: GROWTH AND DEVELOPMENT OF CHILD:

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

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

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

REFERENCES:

- Hurlock, Elizabeth. B, (2001). Child growth and development, T ata McGraw Hill publishing company , New Delhi.
- Kaul Vinetha (2001). Early Childhood Education Programme. National council of Educational Research and Training, New Delhi.
- Mohanthy jagannath and Bhagyadhar Mohanthy (2000). Early Childhood care and Education, Deep and Deep Publication, New Delhi.
- Ruth Katherine et.al. (1987). Early Childhood programmes. New Y ork
- Sathe, Shweta and Mehta, Anubha. (1999). Y ou and Y our child - Observation, Milestones and Activities, Mumbai.
- Shanmugavelayudham. K. and Bhuvaneswari. M., (2003) the 'must' for Nursery Education. TN - FORCES
- Swaminathan, Mina. (1995). Playing to Learn. Atraining manual for Early Childhood Education, M.S. Swaminathan Reasearch Foundation.

E-RESOURCES

6. http//:www.psychology.org
7. http//:www.ibe.unesco.org
8. http//:www.gsi.berkeley.edu
9. http//:www.simplypsychology.org
10. http//:www.freepsychotherapybooks.org

COURSE OUTCOME:

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

CO1: Develop awareness about the importance of Early Childhood Education.

CO2: Acquire a sound knowledge about the contributions of various philosophers to the cause of early childhood education.

CO3: Develop an understanding about organizing different types of early childhood education programmes.

CO4: Acquire knowledge about various instructional strategies to teach young children.

CO5: Develop awareness about the various developmental aspects of children.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2											*	
CO3					*				*			*
CO4			*			*			*			
CO5		*										*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS, 1st YEAR -SEMESTER –II
ENHANCING PROFESSIONAL CAPABILITIES /ELECTIVE PROFESSIONAL COURSE FOR TEACHER PROFICIENCY
COURSE CODE: 22130EP24D

COURSE OBJECTIVES:
The student teachers will be able to

CO1: Acquire knowledge on various concepts of Pedagogy.

CO2: Extrapolate on various stages of developmental tasks.

CO3: Enumerate various aspects of guidance and counseling.

CO4: Apprise on cognitive development.

CO5: Acquire mastery in the professional course for teachers' proficiency.

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 asses 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

REFERENCES:

- Aggarwal.J.C,(2009). Essentials of Psychology, 2nd Edition, New Delhi: Vikas Publishing House Pvt Ltd.
- Aggarwal R.S. Dr. (2011). Objective arithmetic, New Delhi: S. Chand and Company Ltd.
- Anjaneyalu, Y. (2004). Introduction to environmental Science. Hyderabad, A.P. India :BS Publications,
- Bruce W. T, David M.M, (2010). Educational Psychology. USA: Wadsworth Cengage Learning.
- Department of Education (2012), Sixth standard Social Science Text Book, Chennai: Tamil Nadu textbook corporation, Chennai.
- Guide to general aptitude test – G .K. Publications private limited (2011) Noida.
- Gupta, P.K. (2004.) Methods in environmental analysis – water, soil and air. Jodhpur: Agrobios (India).
- Gupta. R (2010). Quantitative Aptitude, New Delhi: Ramesh publishing house.
- Jagdison.S. et.al (2010). Common Errors in English, Hyderabad: Neelkamal Publications Pvt Ltd.
- Kalpana Raja ram, Constitutional of India and Indian Policy, 9th Edition – 2012 Spectrum India Books Pvt. Ltd
- Kuppuswamy. B. (1991). Advance Educational Psychology, New Delhi: Sterling Publications Pvt. Ltd.
- Prakash Chander, Eyclopedia of Indian History, A.P.H Publishing corporation
- Reddy. G. S. (edt) (2007). Vocabulary Builder – Compound words, Hyderabad: Neelkamal publications Pvt Ltd,

- Richard T. W right., Dorothy F. Boorse (2010). Environmental Science: Toward a sustainable future. Benjamin Cummings;
- Santhanam, S. (1985). Teacher and Learners. Chennai: Asian Book Company.

E- RESOURCES

4. http://www.businessdictionary.com/definition/conservatism.html

5. https://www.oecd.org/edu/ceri/50300814.pdf

6. http://www.psychologydiscussion.net/learning/learning-meaning- nature-types-and- theories-of-learning/652.

COURSE OUTCOME:

CO1: Acquire knowledge on various concepts of pedagogy.
CO2: Understand the human growth development.
CO3: Identify professional ethics of teacher.0
CO4: Analyze text-Books for VI, VII and VIII standards.
CO5: Virtualizes leadership profile of the teacher.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2											*	
CO3					*				*			*
CO4			*			*			*			
CO5		*										*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – 1st YEAR SEMESTER – II
RESEARCH SKILL DEVELOPMENT (RSD)
COURSE TITLE: RESEARCH METHODOLOGY
COURSE CODE: 22130CRM

COURSE OBJECTIVES:

The student teacher will be able to:

CO1: To understand the steps in research process and the suitable methods.
CO2: To identify various research communications and their salient features
CO3: To carry out basic literature survey using the common data-bases
CO4: To give exposure to MATLAB platform for effective computational and graphic works required for quality research.
CO5: Understand the process of research

UNIT I: INTRODUCTION TO RESEARCH METHODOLOGY

Meaning of research – Objectives of research – Types of research – Significance of research – Research approaches

UNIT II: RESEARCH METHODS

Research methods versus methodology – Research and scientific method – Criteria of good research – Problems encountered by researchers in India.

UNIT III: LITERATURE SURVEY

Articles – Thesis – Journals – Patents – Primary sources of journals and patents – Secondary sources – Listing of titles – Abstracts – Reviews – General treatises – Monographs.

UNIT IV: DATABASE SURVEY

Database search – NIST – MSDS – PubMed – Scopus – Science citation index – Information about a specific search.

UNIT V: RESEARCH REPORT

Writing the research report-Format of the Research Report: Title page, introduction, review of literature, methodology, analysis and interpretation of data, discussion and conclusion, references and appendices.

SESSIONAL ACTIVITIES:

- Discussion on the quantitative and the qualitative research designs.
- Conduct SPSS workshop in your institution.
- Presentation on style of writing the review of related literature.
- Discussion on parametric and non-parametric tests.
- Prepare a model research report.

REFERENCES:

- Cohen, Louis.et.al(2008). Research methods in education .London : Rout ledge.
- Cresswell, John W. (2012).Educational research .New Delhi: Pear sons Education.

- Cresswell, John W. (2014).Research design. 4th Edition ,New Delhi: Sage Publications.
- HenryE.Garrett. (2008). Statistics in psychology and education .1st Indian Print. Delhi :Surjeet Publications.
- JohnW.Best and JamesV.Kahn.(2012).Research in education,10th Edition. New Delhi: PHI Learning Private Limited.
- Patton, M.Q.(2002).Qualitative research and evaluation methods. Thousand Oaks:C.A: Sage.
- Ranjith kumar.(2005).Research methodology. New Delhi: Pearsons Education
- Thangasamy,Kokila. (2014). Educational research: A step-by-step Approach .Manila :Madurai.

E- RESOURCES

http://www.businessdictionary.com/definition/conservatism.html

https://www.oecd.org/edu/ceri/50300814.pdf

http://www.psychologydiscussion.net/learning/learning-meaning- nature-types-and-theories-of-learning/652.

COURSE OUTCOMES:

At the end of the module, the participants will be able to:

CO1: understand the steps in research process and the suitable methods.

CO2: identify various research communications and their salient features

CO3: carry out basic literature survey using the common data-bases

CO4: give exposure to MATLAB platform for effective computational and graphicworks required for quality research

CO5: Understand the process of research.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2											*	
CO3					*				*			*
CO4			*			*			*			
CO5		*										*

SEMESTER - III

PRIST DEEMED TO BE UNIVERSITY
DEPARMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – III
KNOWLEDGE AND CURRICULUM
COURSE CODE: 22130PE31

COURSE OBJECTIVES:

The student teacher will be able to:

CO1. Acquire the dimensions of knowledge and validity of knowledge
CO2. Understand the nature and principles of curriculum
CO3. Analyze the Curriculum Design and Organization of knowledge.
CO4. Apply the knowledge on curriculum development and implementation.
CO5. Evaluate the change and innovation of curriculum.

UNIT - I: KNOWLEDGE AND KNOWING

Definition of knowledge and levels of knowledge – Types, kinds, forms and characteristics of Knowledge- Knowledge dimension – Categories of Knowledge dimensions – Dimensions of Cognitive Process - Indian and Western theories of knowledge. Theories of validity of knowledge: Correspondence theory of truth - Utility theory of truth - Semantic theory of truth and Deflationary theory of truth. - Knowledge in relation to information, belief and truth.

UNIT –II: MEANING, NATURE AND PRINCIPLES OF CURRICULUM

Meaning and definition of Curriculum – Need for Curriculum development - Principles of Curriculum development – Types of Curricula: Subject-centered Curriculum, Learner- centered Curriculum, Problem-centered Curriculum and Curriculum Alignment.

UNIT –III: CURRICULUM DESIGN AND ORGANIZATION OF KNOWLEDGE

Definition and Components of Curriculum design – Sources of curriculum design – Design dimensions: Horizontal and vertical organization – Scope, Integration, and Sequence - Articulation, Balance and Continuity. Meaning of knowledge organization - Forms of knowledge included in school education - Basis of knowledge organizations - Agencies involved in organization of knowledge in schools.

UNIT-IV: CURRICULUM DEVELOPMENT AND IMPLEMENTATION

Phases of Curriculum Development process – Models of Curriculum Development: Tyler's curriculum Inquiry Model, Taba's Grassroots Rationale Model and Saylor and Alexander's Planning process Model. Curriculum Implementation Models: ORC Model and LOC Model.

UNIT –V: CURRICULUM EVALUATION AND CHANGE

Curriculum Evaluation – Concept, definition – Source dimensions and functions of curriculum evaluation - Approaches to curriculum Evaluation – Need and importance of Curriculum Evaluation – Evaluation Phases - Tyler's objective-centered evaluation model – Robert Stake's Congruence- Contingency Evaluation Model - Curriculum revision, Curriculum change and innovation: Types of change - Process of curriculum change strategies and models for curriculum change and innovation.

SUGGESTED ACTIVITIES

1. Write a report on theories of validity of knowledge.
2. Group discussion on nature and principles of child-centered education.
3. Teacher talk on the Curriculum design and development.
4. Panel discussion on curriculum development process and implementation.
5. Seminar on approaches to curriculum evaluation, change and innovation.

TEXT BOOKS

1. Daniel Tanner, Laurel N. Tanner (1975). Curriculum development theory into practice. New York: Macmillan Publishing Co., Inc.
2. Dewey, John (1996). The Child and the Curriculum, Chicageo: The University of Chicago Press.
3. Orestein A.C & Hunkins F.P (1988). Curriculum: Foundations, principles and issues. New Jersey: Prentice Hall.
4. Saylor, G.J & Alexander, W (1965) Planning curriculum of school. New York: Holt Richard and Winston.
5. Taba, Hilda. (1962). Curriculum development: Theory and practice, New York: Harcourt Brace, Jovanvich.

SUPPLEMENTARY READINGS

1. Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.
2. Chikumbu, T.J & Makamure, R. (2000). Curriculum theory, design and assignment (Module 13). Canada: The Commonwealth of Learning.
3. Diamond Robert, M. Designing and improving course in higher education: A Systemic Approach, California: Jossey.
4. Dinn Wahyudin, (2019). Curriculum development and teaching philosophy, LAMBERT
5. Doll Ronal. C. Curriculumi improvement: Decision making process London: Allyon and Bacon.

E- RESOURCES

1. www.ncde.go.ug
2. www.wcedcurriculum.westerncap.gov.
3. www.journals.aps.org
4. www.wordlat.org

COURSE OUTCOMES

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

CO1: recognize the types, categories of knowledge.

CO2: generalize the Principles of Curriculum Development.

CO3: compare the various Curriculum design and organization of Curriculum.

CO4: determine the various models of Curriculum.

CO5: summarize the Evaluation Phases.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1				*								
CO2		*				*				*	*	
CO3				*								
CO4		*							*			
CO5			*		*	*		*		*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – III
PEDAGOGY OF TAMIL- PART – III
COURSE CODE: 22130CP32A

நோக்கங்கள்:

CO1: பிழையின்றிப் பேச, எழுத மொழியின் அடிப்படை இலக்கணங்களை அறிதல்.

CO2: பொருள் இலக்கணங்களைத் தெளிவாகப் புரிந்து கொள்ளுதல்.

CO3: தமிழ் இலக்கியங்களில் உள்ள நீதிக்கருத்துக்களையும் பண்பாட்டு உணர்வுகளையும் அறிதல்.

CO4: தமிழரின் ஒழுக்க உணர்வையும் கடமைகளையும் உணரச்செய்தல்.

CO5: தமிழ் வளர்த்த சான்றோர்களைப் பற்றி அறிந்து கொள்ளுதல்.

அலகு - I : இலக்கணம்:

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

அலகு - II செய்யுள்

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

அலகு - III செய்யுள்

தேவாரம் - சிற்றிலக்கியங்கள், சீறாப்புராணம் - தேம்பாவணி – விவேகசிந்தாமணி – நந்திக்கலம்பகம் - நாலாயிரத்திவ்வியபிரபந்தம் - தமிழ்விடுதூது, கலிங்கத்துப்பரணி முத்துக்குமரசாமிப் பிள்ளைத்தமிழ் - குற்றலாகுறவஞ்சி- பாஞ்சாலிசபதம் - மனோன்மணீயம் - குயில்பாட்டு, மறுமலர்ச்சிப் பாடல்கள் - வழிபாட்டுப் பாடல்கள்.

அலகு - 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.

அலகு - 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:

- பட்டிமன்றம்
- கருத்தரங்கம் நடத்துதல்
- நாடகங்கள் எழுதி நடித்தல்
- வானொலியின் பேச்சைக்கேட்டு குறிப்பெடுத்தல்
- செய்யுள் நலம் பாராட்டல்
- செய்தித்தாள்களைப் படிக்கும்போது பிழைகளைக் கண்டறிதல்
- கற்பித்தல் தொடர்பானத் துணைக்கருவிகளைத் தயாரித்தல்

பார்வை நூல்கள்:

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

மின வளங்கள்

1. https://drive.google.com/file/d/1hUb_uP8AP_xy03T5du7oCzlGWqk01L-Q/view
2. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl01/dip01000main.htm
3. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl02/dip02000main.htm
4. https://noolaham.net/project/01/57/57.p
5. http://162.241.27.72/siteAdmin/dde-admin/uploads/1/__UG_B.Ed._Education_1.3.1%20-%20teaching%20of%20tamil_3752.pdf
6. . https://textbookcorp.tn.gov.in/Books/DTEd/DTED2-Tamil.pdf

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.

அடைவுவரைபடம்; (OUTCOME MAPPING)

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1				*				*				
CO2		*	*			*				*	*	
CO3				*						*		*
CO4		*			*		*		*		*	
CO5			*					*				*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – III
PEDAGOGY OF ENGLISH: PART – III
COURSE CODE: 22130CP32B

COURSE OBJECTIVES:

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

CO1: Acquire knowledge about different aspects of language.

CO2: Use language for effective communication. Familiarize with nature and structure of English language.

CO3: Master content, pedagogical and technical knowledge.

CO4: Enable them to professionalize teaching of language based on constructive approach.

CO5: Understand about different objectives 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

REFERENCES:

- Block;C C (1997) Teaching the Language Arts,2nd Ed. Allyn and Bacon
- Mckay. et.al (1995) The communication skills Book, 2nd Ed. New Harbinges Pub.
- High School English Grammar, Wren and Martin.
- Anderson, RC (1984).Role of the reader`s schema in comprehension, learning and memory. in R C Anderson, J Osborn, &R. J Tierney(Eds); Learning to read in American schools.
- Phillips, D.C (1995) The good , the bad and the ugly: the many faces of constructivism, educational research.
- Iggy Roca&Wyn Jonson, A Course in Phonology,Blackwell(1999).
- O`Connor, Principles of Phonectics;OUP (1973).
- T.CBaruah; The English Teachers Hand book.
- Menon and Patel; Teaching of English language as a Foreign Language.
- R A Sharma; Teaching of English.
- Bhatia &Bhatia ; Methods of Teachlng English
- Geetha Nagaraj; Trends in teaching of English
- Ganesh Bagchi English sound and spelling, RIE Bengaluru.
- .NCERT(2006) Position paper National focus group on teaching of Indian Language.NCF-2005

E – RESOURCES

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

COURSE OUTCOMES:

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

CO1: Acquire knowledge about different aspects of language.

CO2: Use language for effective communication. Familiarize with nature and structure of English language.

CO3: Master content, pedagogical and technical knowledge.

CO4: Enable them to professionalize teaching of language based on constructive approach.

CO5: Understand about different objectives of teaching English.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1				*				*				
CO2		*	*			*				*	*	
CO3				*						*		*
CO4		*			*		*		*		*	
CO5			*					*				*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – III
PEDAGOGY OF MATHEMATICS PART – III
COURSE CODE 22130CP32C

COURSE OBJECTIVE:

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

CO1: Identify concepts to be transected at various levels with special emphasis on mathematics content.

CO2: Explain the planning for theory of set and function.

CO3: Develop sequences and series of real numbers.

CO4: Organist the concept for teaching – learning of algebra.

CO5: Identify learner's matrices and geometry.

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.

SESSIONAL ACTIVITIES:

- 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

E – RESOURCES

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

COURSE COMES:

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

CO1: identify concepts to be transected at various level with special emphasis on mathematics content.

CO2: explain the planning for theory of set and function.

CO3: develop sequences and series of real numbers.

CO4: organise the concept for teaching – learning of algebra.

CO5: identify learner's matrices and geometry.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1				*				*				
CO2		*	*			*				*	*	
CO3				*						*		*
CO4		*			*		*		*		*	
CO5			*					*				*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.ED. SYLLABUS SECOND YEAR SEMESTER – III
PEDAGOGY OF PHYSICAL SCIENCE: PART - III
COURSE CODE: 22130CP32D

COURSE OBJECTIVES:

The student- teachers will be able to

CO1: Gain insight on the meaning and nature of physical science

CO2: Develop attitude of students towards teaching of physical science

CO3: Appreciate that physical science is a dynamic and expanding body of knowledge

CO4: Understand the process of physical science and role of laboratory in teaching learning situations

CO5: Use effectively different activities and experiences for teaching – learning of physical science

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 being 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

REFERENCES:

- Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dcace and Falvery, P., Holbrook, J., Conian, D. (1994). Assessing Students, Longmans Publications, Foundation by Longmans, Penguin Books.
- Mee, A.J. (1967). A Modern Chemistry for Schools, J.M. Dent & Son Limited, Bedford
- Natrajan,C. (Ed.). (1997). Activity Based Foundation Course on Science Technology and
- Sharma, P.C. (2006). Modern Science Teaching, Dhanpat Rai Publications, New Delhi.
- Williams, B., (1999). Internet for Teachers, John Wiley & Sons, U.S.A. World Inc.
- Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II. National Council of Educational Research and Training, 2013.

E - RESOURCES

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

COURSE OUTCOMES:

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

CO1: Gain insight on the meaning and nature of physical science

CO2: Develop attitude of students towards teaching of physical science

CO3: Appreciate that physical science is a dynamic and expanding body of knowledge

CO4: Understand the process of physical science and role of laboratory in teaching learning situations

CO5: Use effectively different activities and experiences for teaching – learning of physical science.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1				*				*				
CO2		*	*			*				*	*	
CO3				*						*		*
CO4		*			*		*		*		*	
CO5			*					*				*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – III
PEDAGOGY OF BIOLOGICAL SCIENCE - PART – III
COURS CODE: 22130CP32E

COURSE OBJECTIVES:

The student teacher will be able to

CO1: Understand the basic and practices of science education relevant to teaching biological science in the secondary and higher secondary classes.
CO2: Plan for Instructional design.
CO3: Acquire skills in curriculum construction and evaluation of learning outcomes.
CO4: Understand the various methods and techniques for teaching of biology.
CO5: Develop skills in organizing practical work and maintain the biology laboratory.

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 pre paring critical account of the web pages and power point presentation.

REFERENCES:

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

E- RESOURCES

- www.sciencesourcebook.com
- www.csun.edu/science/biology

COURSE OUTCOME:

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

CO1: Become self made professional teachers.

CO2: Understand psychological foundations of education and learning theories.

CO3: Keep themselves abreast of latest trends and issues in secondary education.

CO4: Reduce the gap between theory and practice i.e., Teacher – education curriculum and school realities.

CO5: Rationalize curricular areas of teacher education to develop ICT knowledge – base.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1				*				*				
CO2		*	*			*				*	*	
CO3				*						*		*
CO4		*			*		*		*		*	
CO5			*					*				*

PRIST DEEMED TO BE UNIVERSITY
DEPARMENT OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR SEMESTER – III
PEDAGOGY OF COMPUTER SCIENCE: PART - III
COURSE CODE: 22130CP32F

COURSE OBJECTIVES:

The student- teachers will be able to

CO1: Acquire knowledge of the approaches to computer science in level-I
CO2: Obtain in depth knowledge about teaching of computer science
CO3: Comprehend the concepts of growth and development of computer science in education
CO4: Know about various polices
CO5: Understand integrating ICT in teaching

UNIT I: NATURE AND SCOPE OF COMPUTER SCIENCE LEVEL I

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

UNIT II: BASE OF COMPUTER SCIENCE IN EDUCATION

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

UNIT III: EXPLORING LEARNERS AND METHODS OF TEACHING

Each learner in unique - Motivating them to being 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 thing 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 n 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

REFERENCES:

- Balagursamy, *Programming in Basic,* THN, Delhi.
- Aggarwal J.C., (2000) Principles, Methods and Techniques of Teaching, Vikas Publishing House Pvt. Ltd.,
- Malvino, Digital Computer Electronics, TMH, Delhi.
- Krishna Sagar, (2005) ICTs and teacher training, Delhi: Tarum offset.
- Harley, H.K. (2007). The internet: complete reference. New Delhi: Tata McGraw Hill, pub.co. Ltd.
- Goel, H.K (2007). Teaching of computer science. New Delhi: R.Lall Books
- 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 polices
- Understand integrating ICT in teaching
- Apply the knowledge in actual classroom in teaching computer science
- Publishers, 1998.
- Patton, M.Q. (1980). Qualitative evaluation methods. New Delhi: Sage Publications.
- Rao, P.V.S., Computer Programming, TMH, Delhi.

- Roger Humt Hon Shelley, Computers and Common Sense, Prentice Hall (India)Delhi.
- Sambath,K.,Paneerselvam,A.,&Santhanam,S.(2006).Introduction of educational Technology.
- Sharma,R.A.(2008).Technological foundation of education. Meerut: R.Lall Books Depot.
- Shied, Introduction to Computer Science, SCHAVM.
- Stanely Pogrow, Education in the Computer Age, Sage Publication, Delhi, 1993.
- Steeven M. Rass, Basic Programmking for Education, Pentic Hall, New York, 1990.

E-RESOURCES

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

COURSE OUTCOMES:

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

CO1: Acquire knowledge of the approaches to computer science in level I
CO2: Obtain in depth knowledge about teaching of computer science
CO3: Comprehend the concepts of growth and development of computer science in education
CO4: Know about various polices
CO5: Understand integrating ICT in teaching

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1				*				*				
CO2		*	*			*				*	*	
CO3				*						*		*
CO4		*			*		*		*		*	
CO5			*					*				*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – III
PEDAGOGY OF SOCIAL SCIENCE- PART – III
COURSE CODE: 22130CP32G

COURSE OBJECTIVES:

The student - teacher will be able to:

CO1: Comprehend the nature, aims and scope of teaching social science.
CO2: Develop the fundamental social values in school curriculum.
CO3: Comprehend the Philosophical Principles related to school curriculum.
CO4: Develop professional skills and understand individual differences in classroom teaching.
CO5: 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.,

REFERENCES:

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

E - RESOURCES

1. www.pbs.org/teachers
2. www.theteachers.net/
3. www.4teachers.org
4. www.funlessonplans.com/

COURSE OUTCOME:

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

CO1: Develop the fundamental social values in school curriculum.
CO2: Equip with resources, strategies and approaches of learning.
CO3: Comprehend the nature, aims and scope of teaching social science.
CO4: Develop professional skills and understand individual differences in classroom teaching.
CO5: Comprehend the Philosophical Principles related to school curriculum.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1				*				*				
CO2		*	*			*				*	*	
CO3				*						*		*
CO4		*			*		*		*		*	
CO5			*					*				*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – III
PEDAGOGY OF COMMERCE AND ACCOUNTANCY- PART – III
COURSE CODE: 22130CP32H

COURSE OBJECTIVES:

The Student – teacher will be able to:

CO1: Familiarize with the system of Ancient Trade Practice.
CO2: Comprehend the Business value of commerce.
CO3: Understand the importance and functions of commerce.
CO4: Know the value of consumerism and consumer Exploitation.
CO5: 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 – Containnerisation – 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.

SESSIONAL ACTIVITIES:

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

REFERENCES:

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

E- RESOURCES

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

COURSE OUTCOMES:

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

CO1: Ancient Trade and Commerce are effectively analysed.

CO2: Essential Need for Warehouses and the importance of Transport are highly appreciated.

CO3: Recent development in Global Banking is thoroughly comprehended.

CO4: The importance of Insurance is clearly understood.

CO5: The value of Advertisement is clearly understood.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1				*				*				
CO2		*	*			*				*	*	
CO3				*						*		*
CO4		*			*		*		*		*	
CO5			*					*				*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – III
PEDAGOGY OF ECONOMICS: PART – III
COURSE CODE: 22130CP32I

COURSE OBJECTIVES:

The student – teachers will be able to
CO1: Understand the meaning and scope of Economics.
CO2: Applies skill on the problems of teaching Economics.
CO3: Develop knowledge on various methods in teaching and learning Economics.
CO4: Develops skill in lifelong learning.
CO5: Create positive attitude on the curriculum of Economics.

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.

REFERENCES:

- Aggarwal.J.C (2006) Teaching of Social studies, New Delhi, VIKAS Publishing House.
- Balaguruswamy E.& Sharma, K.D (1982) Computer in Education and Training, New Delhi: NIIT.
- Mangal, S.K.& Mangal, S(2005). Essentials of Educational Technology and Management , Meerut, Loyal Book Depot.
- Edgar Dale, Audio – Visual methods in Teaching, Revised Edition, Thy Dryden press, New York.
- Finch, R Curtes, Crunkitton, R John, Curriculum Development in Vocational and Technical Education, Planning content, and Implementation, 1984.
- Saxena N.R .Teaching of Economics, Meerut: R.Lall Book Depot, 2002.
- The current Economics syllabus in Tamilnadu for standard XI and XII.
- Joyce. & Well: (2004) Models of teaching .U.K: Prentice hall of India.

E- RESOURCES:

1. http://www.ncert.nic.inepartments/nie/dess/publication/print_material/teaching_ economics_in_india.pdf
2. https://en.wikipedia.org/wiki/Economics
3. https://en.wikipedia.org/wiki/Education

COURSE OUTCOMES:

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

CO1: Create positive attitude on the curriculum of Economics.
CO2: Applies skill on the problems of teaching Economics.
CO3: Develops skill in lifelong learning.
CO4: Understand the meaning and scope of Economics.
CO5: Develop knowledge on various methods in teaching and learning Economics.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1				*				*				
CO2		*	*			*				*	*	
CO3				*						*		*
CO4		*			*		*		*		*	
CO5			*					*				*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – III
PEDAGOGY OF HISTORY- PART – III
COURSE CODE: 22130CP32J

COURSE OBJECTIVES:

The student – teacher will be able to

CO1: Acquire knowledge of the nature, scope, structure and concept of History.
CO2: Understand the dimensions and classifications of History.
CO3: knowledge about the contribution of eminent historians of the development of History.
CO4: Develop effective teaching skills.
CO5: 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^{th} 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 Encyclopedias – 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.

REFERENCES:

- Aggarwal, J.C. (1982). Development and planning of modern education, New Delhi, Vikas Publishing House Pvt.Ltd.,
- Arora, K.L Teaching of History, Tandon Publications, Ludhiana.
- Chauhan, S.S. (2008). Innovations in teaching learning process UP: Vikas Publishing House Pvt.Ltd.,
- Kochhar.S.K. (2003). Teaching of History, New Delhi : Sterling Publishing Pvt.Ltd.,
- Mangal, S.K. & Mangal.S (2005). Essentials of Educational Technology and Management, Meerut, Loyal Book depot.
- Nayak, A.K. (2004). Classroom Teaching methods and practice, A.P.H publishing corporation , New Delhi.
- Singh.Y.K. (2004). Teaching of History Modern methods, New Delhi: APH Publishing Corporation.
- The current syllabus in Tamilnadu text book society from std VI to X.
- Kannammal , Teaching of History, Saratha Publishing (2009).
- Gowmarieswari, Kannammal. Teaching of History , Saratha Publishing, (2016).

E-RESOURCES

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

COURSE OUTCOMES

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

CO1: Understand the dimensions and classifications of History.

CO2: Develop effective teaching skills.

CO3: Acquire knowledge of the nature, scope, structure and concept of History.

CO4: Get familiarize with the various learning resources for professional effectiveness

CO5: Acquire knowledge of the nature, scope, structure and concept of History.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1				*				*				
CO2		*	*			*				*	*	
CO3				*						*		*
CO4		*			*		*		*		*	
CO5			*					*				*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – III
PEDAGOGY OF GEOGRAPHY- PART – III
COURSE CODE: 22130CP32K

COURSE OBJECTIVES:

The student - teacher will be able to

CO1: Understand the nature and scope of Geography.
CO2: Acquire adequate knowledge of contents in Geography.
CO3: Provide practical experience in making and using software material.
CO4: Read and interpret maps, graphs and weather charts.
CO5: 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 EDUCAITON:

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 GEOGRPAHY:

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.

REFERENCES:

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

E-RESOURCES

- www.geography-site.co.uk
- www.geographyeducation.org
- www.tcthankseducation.blogspot.in

COURSE OUTCOMES:

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

CO1: Acquire adequate knowledge of contents in Geography.
CO2: Read and interpret maps, graphs and weather charts.
CO3: Understand the nature and scope of Geography.
CO4: Acquire knowledge on the current trends in Geography Curriculum.
CO5: Provide practical experience in making and using software material.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1				*				*				
CO2		*	*			*				*	*	
CO3				*						*		*
CO4		*			*		*		*		*	
CO5			*					*				*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR SEMESTER – III
ENHANCING PROFESSIONAL CAPABILITIES / ELECTIVE
PEACE EDUCATION
COURSE CODE: 22130EP33A

COURSE OBJECTIVES

The student - teacher will be able to

CO1: Understand the concept of Value education.
CO2: Explain the methods of fostering values.
CO3: Understand the concept of Peace Education.
CO4: Discuss the ways of promoting culture of peace.
CO5: Identify and apply the practices for value inculcation and clarification.

UNIT- I: VALUES EDUCATION

Values: Meaning and definitions – Aims of Value education – Types of values – Need and importance of Value education – Sources of Values- Values of development: periods of development – Kohlberg's stages of moral development — Socio-cultural traditions, religion and constitution- Value education in school curriculum.

UNIT- II: FOSTERING VALUES

Development of Values: Attitudes and personal qualities – Core values – ways of fostering values in children - Role of parents, Teachers, Society, Peer Groups, Religion, Government, Mass Media and Voluntary Organisation – Rath's process of valuing: Storytelling, Dramatization and Clarification – Family Values – Character Education.

UNIT- III: PEACE EDUCATION

Peace Education: Meaning and Definition, Concepts, Aims and Objectives of Peace Education- at different levels of education – Importance of Peace Education in the present scenario – Peace education as conflict resolution training – Democracy education – Human rights education.

UNIT- IV: PROMOTING CULTURE OF PEACE

Meaning of culture of peace and non-violence – conflict prevention and resolution – Fostering culture of peace through education – Promoting inner peace, understanding, tolerance, solidarity – Education for non-violence – UNESCO culture of peace programmes – International peace and security.

UNIT- V: APPROACHES AND STRATEGIES

Approaches to Value development – Value inculcation, analysis and clarification – Strategies: Curricular and Co-curricular activities – Field trips, Club activities – whole school approach – pedagogy of values – Role plays, Stories, Anecdotes, Group singing, Group Activities and Questioning.

SUGGESTED ACTIVITIES

1. Teacher talk on pedagogy of values and whole school approach.
2. Prepare a school curriculum for promoting peace education.
3. Seminar on Value education in school curriculum.
4. Group discussion on fostering values in children.
5. Write an assignment on Education for non-violence, international peace and security.

TEXT BOOKS

1. Bhatt, S.R (1986). Knowledge, value and education: An axiomatic analysis. Delhi: Gian Publication.
2. Kar, N.N. (1996). value education: A philosophical study. Ambala: Associated Publication.
3. Khan, Wahiduddin. (2010) Family life. Goodword Books. New Delhi.
4. Kulshrestha, S.P. (1979), Emerging value pattern of teachers and new trends of education in India, New Delhi: Light & Life Publishers.
5. Mascarenhas, M. & Justa, H.R. (1989). Value education in schools and other essays. Delhi Konark.

SUPPLEMENTARY READINGS

1. Sharma, S. R, (1999)., Ed., Teaching of Moral Education, N. Delhi: Cosmos, Publication.
2. Singh, Samporn (1979) Human Values, Jodhpur: Faith Publication.
3. National Human Right Cimmision (2005). Human rights education for beginners. New Delhi.

E- RESOURCES

1. http://choicesvideo.net/guidebooks/aboutgoldenruleguidebook.pdf
2. http://www.greenbookee.com/arnold-toynbeechallenge- and-response/
3. https://arthurdobrin.files.wordpress.com/2008/08/ethics-foreveryone. pdf
4. https://yippiie.files.wordpress.com/2011/04/wings-of-fire-byabdul- kalam- printers1.pdf
5. http://portal.unesco.org/shs/en/files/8735/11289332261TeachingEthics_CopenhagenReport.pdf/TeachingEthics_CopenhagenReport.pdf
6. www.cpsglobal.org

COURSE OUTCOMES

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

CO1: examine the need and importance of value education

CO2: discuss the ways of fostering values in children.

CO3: analyse the importance of peace education.

CO4: construct the culture of developing peace education.

CO5: use the approaches of value inculcation in children.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1							*			*	*	
CO2	*			*	*	*						
CO3		*					*		*			
CO4		*										
CO5								*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR SEMESTER – III
ENHANCING PROFESSIONAL CAPABILITIES / ELECTIVE
DRAMA AND ART IN EDUCATION
COURSE CODE: 22130EP33B

COURSE OBJECTIVES:

The Student – Teachers will be able to

CO1: use the techniques of art, music and drama for enhancing teaching and learn

CO2: use art, music and drama for enhancing one's self, expression and creativity.

CO3: To introduce certain concepts to enhance the understanding of drama and art.

CO4: To make learners acquainted with aspects of theatre management.

CO5: To understand the functions of drama and art.

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

SESSIONAL ACTIVITIES:

- Production of educational musicals/ workshop/presentation.
- Developing musical ability by listening to musical pieces on radio.
- TV or Internet and writing a description on the vocal and instrumental music used.
- Workshop to be conducted on kinesthetic movements to develop 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.

COURSE OUTCOMES:

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

CO1: enable learners to perceptive the social and environmental issues through drama and art.
CO2: develop understanding of the local culture through drama and art.
CO3: widen the understanding of learners by integrating global culture.
CO4: understand the functions of drama and art.
CO5: learn low to integrate drama and art in the school curriculum

REFERENCES:

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

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR SEMESTER – III
ENHANCING PROFESSIONAL CAPABILITIES / ELECTIVE
STRENGTHENING LANGUAGE PROFICIENCY
COURSE CODE: 22130EP33C

COURSE OBJECTIVES:

The students will be able to

CO1: Develop comprehending ideas, for reflection and thinking, as well as for expression and communication.

CO2: 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.

CO3: 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.

CO4: Develop a taste for and abilities in reading and making meaning of different kinds of texts.

CO5: Use language for effective communication. Familiarize with nature and structure of English language

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: ENGAGINGWITH POPULAR SUBJECT BASRD EXPOSIYORY 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 ACTIVITES:

- 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
- Analysis the tasks given at the end of any one unit in the text book
- Critical analysis of content

REFERENCES:

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

COURSE OUTCOMES:

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

CO1: 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.
CO2: 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.
CO3: Develop a taste for and abilities in reading and making meaning of different kinds of texts.
CO4: Develop a taste for and abilities in reading and making meaning of different kinds of texts.
CO5: Use language for effective communication. Familiarize with nature and structure of English language

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1							*			*	*	
CO2	*			*	*	*						
CO3		*					*		*			
CO4		*										
CO5								*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR SEMESTER – III
ENHANCING PROFESSIONAL CAPABILITIES / ELECTIVE
GENDER ISSUES IN EDUCATION
COURSE CODE: 22130EP33D

COURSE OBJECTIVES:

The student teacher will be able to:

CO1: develop basic understanding and familiarity with key concepts–gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;

CO2: 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;

CO3: learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and

CO4: understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

CO5: understand how the female, power and sexuality relate to education.

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' inter-sectionalist 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

REFERENCES:

- Lakshmi.S, (1990) Challenges in Educatin, New Delhi; streling publication.
- Santhanam,S.(2000) Philosophical and sociological foundation of education; Chennai; vasantha publications.
- Pathak, R.P(2001) philosophical and sociological perspectives of education, New Delhi; Atlantic publishers and Distributers.
- 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.

COURSE OUTCOMES:

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

CO1: develop basic understanding and familiarity with key concepts–gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;

CO2: 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;

CO3: learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
CO4: Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).
CO5: understand how the female, power and sexuality relate to education.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1							*			*	*	
CO2	*			*	*	*						
CO3		*					*		*			
CO4		*										
CO5								*				

SEMESTER - IV

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV
CREATING AN INCLUSIVE SCHOOL
COURSE CODE: 22130PE41

COURSE OBJECTIVES:

The Student – teachers will be able to:

CO1: Understand the Historical perspective of inclusive education.

CO2: Enable the students to comprehend the barriers to inclusion

CO3: Develop understanding on building inclusive learning environment for promoting successful inclusive education

CO4: Understand the need and concept of curriculum adaptation

CO5: Develop the skills associated with management of inclusive classrooms

UNIT- I: PERSPECTIVES IN INCLUSIVE EDUCATION

Emergence of Inclusive education in India from the historical perspective – Acts, policies and programmes - Inclusive education: Concept and Need, Principles of Inclusive Education and Various Education programmes for CWSN: Special Education, Integrated and Inclusive Education.

UNIT –II: UNDERSTANDING BARRIERS TO INCLUSIVE EDUCATION

Attitudinal, Systemic and Structural barriers to Inclusion - Ways and means to promoting successful inclusion, Capacity building among teachers and Stakeholders to inclusive education, features and benefits of inclusive education.

UNIT -III: BUILDING INCLUSIVE LEARNING ENVIRONMENTS

Strategies to build inclusive learning environment in school and classroom: Accessibility in relation to disability, Universal Design, Principles of Universal design, Application of Universal Design in various environment.

UNIT-IV: CURRICULUM ADAPTATION

Curriculum Adaptations: Definitions, Accommodations and Modifications, Decision-Making Model for Designing Curricular Adaptation, Various types of Adaptation - Universal design for learning and Differentiated Instructions, Integration of Universal design for learning and differentiated instructions - Teaching Strategies for Inclusive Classrooms: Cooperative learning, Peer tutoring and Co-teaching, Technology for Children with special needs in inclusive classrooms, Examination concessions and Provisions for children with special needs.

UNIT-V: MANAGEMENT OF INCLUSIVE CLASSROOM

Common issues and Challenges in Management of inclusive classroom: Evidence-based Classroom Behaviour Management Strategies – Classroom Management, Seating Arrangement, scheduling, Pace of instruction etc. - Fostering families, Schools and Community Partnerships in inclusive education, Teachers' role in inclusion of children with special needs.

SUGGESTED ACTIVITIES:

1. As a classroom teacher, what are the adaptations that can do in the curriculum for children with special needs?

2. Conduct a debate on General and Special Teachers' role in inclusive education setup.
3. Develop a UDL based lesson plan for primary or secondary level of inclusive learning environment.
4. Study the impact of RTE's on challenges in implementing education for children with disabilities.
5. Visit to Inclusive School/Institution nearby and discuss the need of curriculum adaptation for Children with disabilities.

TEXT BOOKS:

1. United Nations Educational, Scientific and Cultural Organization. The Education For All Movement.
2. Alur, M. (2002). Education and children with special needs: from segregation to inclusion, New Delhi: Sage Publications.
3. Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning.* Baltimore: Paul H. Brookes.
4. Clough, P., & Corbett, J. (2000). *Theories of inclusive education*. London: Paul Chapman Publishing.
5. De Vroey, A. (2016). Inclusive education, Lecture notes/Power Point Presentation, International Workshop on Inclusive Education, Short Training Initiative, December 2016, Ranchi, Jharkhand
6. Guha, A. (2016). Curriculum adaptations and types of adaptation, Lecture notes/Power Point Presentation, International Workshop on Inclusive Education, Short Training Initiative, December 2016, Ranchi, Jharkhand.
7. Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). *Essential best practices in inclusive school*. Institute on Disability/UCE, University of New Hampshire.
8. Kunc, N. (2000). *Rediscovering the right to belong*. In R. A. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together.* Baltimore: Brookes.

SUPPLEMENTARY READINGS:

1. Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction.* New Jersery: Prentice-Hall.
2. Ministry of Human Resource Development (MHRD) (2006), Inclusive Education-Draft Action Plan for Inclusive Education of Children and Youth with Disabilities, New Delhi: MHRD.
3. Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of children with special needs*, in Govinda, R. (2002) (Ed) India Education Report. New Delhi: Oxford University Press.
4. Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. New Jersery: Merrill.
5. Rao, Indumathi & Pramod, Sharada. (2010). A Self help Text book on Inclusive Education.
6. Rashtriya Madhyamik Shiksha Abhiyan (Integrated) | Government of mhrd.gov.in › School Education.
7. Report on Integration of Culture Education in the School Curriculum (2005). CABE,

MHRD, GOI. Retrieved fromhttp://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Culture.pdf
8. Sharma Prem Lata et.al. (2012) 'Inclusive education: What, why and how', RIE (NCERT) Mysore, A.G. Suvratheendra Vani Press.
9. UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. UNESCO, Paris.
10. Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school*. Alexandria: Association for Supervision and Curriculum Development (ASCD).
11. Wade, S. E. (2000). *Inclusive education: A casebook and readings for prospective and practicing teachers*. New Jersery: Lawrence Erlbaum Associates.

E-RESOURCES:

1. https://www.slideshare.net/HighBloodPressureH/accessible-environment-for-the-persons-with-disabilities

COURSE OUTCOMES:

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

CO1: Explain Various Education programmes for CWSN.

CO2: Analyse the different Barriers to Inclusive Education.

CO3: Examines the strategies to build inclusive learning environment in School.

CO4: Demonstrates the importance of curriculum adaptation.

CO5: Interprets the common issues and challenges in management of inclusive classroom.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1		*								*		
CO2	*			*			*					
CO3					*	*			*			
CO4	*						*	*				
CO5		*	*						*			*

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV
GENDER, SCHOOL AND SOCIETY
COURSE CODE: 22130PE42

COURSE OBJECTIVES:

The Student – teachers will be able to:

CO1: Understand the concept of gender roles in society.

CO2: Comprehend the gender identity and socialization process.

CO3: Identify gender roles in textbooks and curriculum.

CO4: Discuss safety of girls and women at school, home and workplace.

CO5: Understand the representation of gender in various mass media.

UNIT- I: GENDER ROLES IN SOCIETY

Gender: Meaning and definition - Difference between gender and sex - Gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state (film, advertisements, songs, etc) - Reasons for gender inequalities - Gender-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 textbooks in challenging gender inequalities or reinforcing gender parity - 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 textbooks and curricula - Role of schools in nurturing 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 SAFETY OF GIRLS AND WOMEN

Safety of girls and women at school, home and workplace - : Role of education in preventing, sexual abuse and violence - 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 identity roles - Positive notions of body and self - Gender in media: magazines, TV shows, cartoons, movies and advertisements - Gender equality and language use.

SUGGESTED ACTIVITIES

1. Brainstorming session on safety of girls at school, home and workplace.
2. Discussion on the roles of men and women family, caste, class, religion, culture, the media and popular culture, law and the state.
3. Seminar on reasons for gender inequalities.
4. Students' seminar on gender stereotypes in mass media.
5. Teacher talk on role of teachers and parents in combating female body objectification.

TEXT BOOKS

1. Byerly, C. M. (2011). *Global report on the status of women in the news media.* Washington DC: International Women's Media Foundation.
2. Carole Brugeiles & Sylvie Cromer. (2009). *Promoting gender equality through text books.* Paris: UNESCO Publications Division.
3. Kosut, Mary. (2012). *Encyclopedia of gender in media.* New Delhi: Sage Publications.
4. NCERT. (2006). *Gender issues in education.* New Delhi: Publications Division.
5. Sharma.K.K & Punam Miglani. (2016). *Gender, school and society.* Patiala: Twenty first century publications.
6. Srinivastav Gauri,(2012). Gender and Peace in textbooks and schooling process, New Delhi, Concept Publishing Company Pvt.Ltd.,

SUPPLEMENTARY READING

1. Jayaraman, Chindai (2016). *Understanding the schools*. Chennai: Vinodh Publishers.
2. Kata Rousmaiere, Kari Dehli & Ning De Conink Smith. (2013). *Disciplince, moral regulations and schooling: A social history.* New York: Routledge.

E-RESOURCES

1. https://www.learningclassesonline.com/2019/08/genderschool-and-society-and- inclusive-school-book.html
2. https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%206%20Gender%20School%20&%20Society%20-%20English%20Version.pdf

COURSE OUTCOME:

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

CO1: discuss the reasons for gender inequalities

CO2: analyze the gender role and responsibilities in schools

CO3: integrate gender roles in School and curriculum.

CO4: debate on preventive measures of Sexual Abuse and Violence

CO5: explain about the Gender equalities and role of mass media

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1										*		
CO2	*			*			*					
CO3					*	*			*			
CO4	*		*									*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV
LANGUAGE ACROSS THE CURRICULUM
COURSE CODE: 22130PE43

COURSE OBJECTIVES:

The Student – teachers will be able to:

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

CO2: Develop the skill of enhancing language proficiency

CO3: Acquire knowledge of integrated curriculum and language education

CO4: Understand the theories of language learning

CO5: Analyse the language related issues

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

Language across the Curriculum. Meaning, concept goals, aims, needs and importance of Plurilinguelism. - Modes of human activities involving language -Language Objectives: relationship between language and thinking – development of conceptual literacy – Basic tenets of language across the curriculum. - principles of language across the curriculum – integration across the curriculum: personal and pedagogical integration.

UNIT - II: ACADEMIC AND SOCIAL LANGUAGE:

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

UNIT-III: INTEGRATED CURRICULUM AND LANGUAGE EDUCATION:

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

UNIT - IV: THEORIES OF LANGUAGE LEARNING:

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

UNIT - V: LANGUAGE RELATED ISSUES:

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

SUGGESTED ACTIVITIES:

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

TEXT BOOKS:

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

SUPPLEMENTARY READINGS:

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

E- RESOURCES:

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

COURSE OUTCOMES:

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

CO1: Generalize the principles of language across the curriculum

CO2: Practice language proficiency skills.

CO3: apprehend the models of curriculum integration.

CO4: Summarize the theories of language learning.

CO5: Interpret the language related issues.

OUTCOME MAPPING:

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1										*		
CO2	*			*			*					
CO3					*	*			*			
CO4	*		*									*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY

DEPARTMENT OF EDUCATION

B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV

PEDAGOGY OF TAMIL: PART – IV

COURSE CODE: 22130CP44A

நோக்கங்கள்:

CO1: தேசியக்கல்விக் குறிக்கோள்களையும், தேசியக் கலைத்திட்டத்தின் நோக்கங்களையும் அறிதல்.
CO2: தமிழ்மொழி இயலின் அமைப்புக்களை அறிதலோடு மனித வாழ்க்கையின் பல்வேறு செய்தித் தொடர்பின் பங்குகளை அறிதல்.
CO3: உடலியல், உளவியல் அடிப்படையில் மொழிக்கற்றல் கூறுகளை அறியச்செய்தல்.
CO4: பல்வேறு மொழிநடைக் கூறுகளையும் இலக்கியங்களையும் திறனாயும் ஆற்றலை வளர்த்தல்.
CO5: தமிழ்மொழி வளத்தில் வாழ்வியல் கூறுகள் பெற்றுள்ளப் பங்கினை உணரச்செய்தல்.

அலகு - 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.

அலகு - 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.

அலகு - III பாட இணைச்செயல்கள்:

கருத்தரங்கம் - நடத்துதல் - தலைவரின் பொறுப்புகளஇ ஆசிரியரின் பங்கு – கலந்து கொள்வோரின் பொறுப்புக்கள் - கலந்துரையாடல் - நடத்துதல் - ஆசிரியரின் பங்கு- பயன்கள் - ஆய்வரங்கம் - சிறப்பாக நடத்துவதற்கான வழிமுறைகள் - இலக்கியக்கழகம் - அவசியம் - அமைப்பு – கழகத்தின் செயல்கள் - களப்பயணங்கள் - திட்டமிடுதல் - வகைகள்.

அலகு - IV மொழியாக்கம்:

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

அலகு - V தமிழ் இலக்கியங்களின் உயர்மதிப்புகள்:

சங்க இலக்கியங்கள் - இடைக்கால இலக்கியங்கள் - இருபதாம் நூற்றாண்டு இலக்கியங்களின் வளர்ச்சிஇ புதுக்கவிதைஇ சிறுகதைஇ புதினமஇ 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

பார்வை நூல்கள்:

1. மு.கோவிந்தராசன் நற்றமிழ் பயிற்றலின் நோக்கமும் முறையும் தேன்மொழிப் பதிப்பகமஇ சென்னை – 14.
2. மு.கோவிந்தராசன் பயிற்றுப் பயிற்சியும் மொழியாசிரியர்களும் திருமலைக் குமரப்பதிப்பகமஇ தஞ்சை மாவட்டம்.
3. மு.கோவிந்தராசன் மொழித்திறன்களும் சிறு சிக்கல்களும் தேன்மொழிப் பதிப்பகம்இ சென்னை – 14.
4. திரு.சரண ஆறுமுக முதலியார் தமிழ்ப்பயிற்று முறை நுங்கம்பாக்கம் சென்னை – 34.
5. ந.சுப்பு ரெட்டியார் தமிழ்ப் பயிற்று முறை மாணிக்க வாசக நூலகம்இ சிதம்பரம்.
6. திரு.பொன்னன் தமிழ்ப்பாடம் சொல்லும்முறை தமிழ்நாட்டுப் பாடநூல் நிறுவனம் சென்னை.
7. தொல்காப்பியர் தொல்காப்பியம்இ எழுத்துஇ சொல்இ பொருள்.

   (இளம்பூரணம் நச்சினார்க்கினியார் பேராசிரியர் உரைகள்)

8. பவனந்தி முனிவர் நன்னூல் - டாக்டர் சண்முகசெல்வ கணபதி.
9. திருவள்ளுவர் - திருக்குறள்
   மு.வரதராசன் - இலக்கியத் திறன்

   மு.வரதராசன் - இலக்கிய மரபு

மீன் வளங்கள்

1. https://drive.google.com/file/d/1hUb_uP8AP_xy03T5du7oCzlGWqk01L-Q/view
2. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl01/dip01000main.htm
3. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl02/dip02000main.htm
4. https://noolaham.net/project/01/57/57.pdf
5. http://162.241.27.72/siteAdmin/dde-admin/uploads/1/ UG_B.Ed._Education_1.3.1%20-%20teaching%20of%20tamil_3752.pdf
6. https://textbookcorp.tn.gov.in/Books/DTEd/DTED2-Tamil.pdf

கற்றலின் விளைவுகள்:

CO1: மொழிப்பயிற்றாய்வுக் கூடத்தின் பயன்பாட்டைத் தெரிந்து கொள்கிறான்.
CO2: வகுப்பறை இடைவினைப் பகுப்பாய்வினைப் பற்றிப் புரிந்து கொள்கிறான்.
CO3: பாட இணைச் செயல்களைப் பழகிக் கொள்கிறான்.
CO4: அறிவியல் தொழில்நுட்பச் சொற்களைத் தாய்மொழியில் படைத்துக் கொள்கிறான்.
CO5: தமிழ் இலக்கியத்தின் உயர் மதிப்புக்களை மனதில் பதிய வைத்துக் கொள்கிறான்.

(OUTCOME MAPPING)

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2		*		*	*							
CO3		*		*		*			*			*
CO4		*	*		*		*		*	*		*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV
PEDAGOGY OF ENGLISH: PART – IV
COURSE CODE: 22130CP44B

COURSE OBJECTIVES:

The Student – teachers will be able to:

CO1: Acquaint themselves with different genres of literature.
CO2: Understand about different forms of literature.
CO3: Acquire Knowledge about planning of instruction.
CO4: Understand about the steps of teaching poetry, prose, grammar and composition
CO5: Develop and use various resources and teaching aids in the class room including ICT.

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 Witers –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

REFERENCES:

- Allan CampbellR; Teaching English as a second language, Mc Graw Hill (1971).
- Brown G:Listening to spoken English.London:Longman
- Hornby :Teaching of structural words and sentence pattern stage 1,2,3 and 4, London
- Sachdeva M.s:A New approach to teaching English in free India.
- Bhist Teaching Of English
- KL Kohli Teaching of English
- Kshanika Bose: Teaching Of English
- Sharma RA Teaching of English
- Richards, J.C and Rodgers, TS; Approaches and methods in Language teaching
- Paliwal,A.K(1988): English Language Teaching Jaipur: Surbhi publication
- Chomsky N(1975) Reflections on language. New York: Random house.
- Fosnot C(1996) Constructivism: Theory, Perspectives and practice. New York: Teacher`s College Press.
- Doff, Adrain (1998) Teach English:A Training Course for teachers. Cambridge: Cambridge University Press.
- Ur Penny and Andrew Wright (1992). Five minutes Activities: A Resource Book for Language Teachers Cambridge; Cambridge University Press.
- Bhattacharya, Indrajit (2002) An approach to communication skills. New Delhi, Dhanpat Rai & Co

E- RESOURCES

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

COURSE OUTCOMES:

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

CO1: analyse the concept of pedagogy, andragogy and heutagogy.

CO2: practise Carl Roger's Non- directive model in a new learning situation

CO3: practise activity- based Instruction concept like Role play, simulation, gaming and prioritising.

CO4: analyse different types of Educational Resources in Classroom learning.

CO5: set achievement test and evaluate English based instruction.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2		*		*	*							
CO3		*		*		*			*			*
CO4		*	*		*		*		*	*		*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV
PEDAGOGY OF MATHEMATICS: PART - IV
COURSE CODE 22130CP44C

COURSE OBJECTIVE:
The Student – teachers will be able to:
CO1: Identify concepts to be transected at various levels with special emphasis mathematics
CO2: Explain the planning for trigometry, statistics and probability.
CO3: Develop sequences and practical geometry of co – ordinate geometry.
CO4: Organist the concept for teaching – learning of complex numbers.
CO5: Identify learning resources in mathematics.

UNIT – I TRIGOMETRY:

Introduction – Trigonometric identities Heights and Distances. MENSURVATION: Introduction – Surface Area – Volume – Combination of Solids. GRAPHS: Introduction – Quadratic graphs – Some special graphs. STATISTICS: Introduction – Measures of Dispersion. PROBABILITY: Introduction Classical Definition of Probability – Addition theorem on Probability.

UNIT – II PRACTICAL GEOMETRY:

Introduction – Special line segments with in Triangles – The points of Concurrency of a Triangle – Construction of tangents of a Circle – Construction of triangles Construction of Cyclic Quadrilaterals. CO-ORDINATE GEOMETRY: Introduction – Cartesian Co-Ordinate system – Distance between any two points – Section Formula – Area of a triangle – collinearly of three points Area of a Quadrilateral – Straight line – General Form of equation of a Straight line.

UNIT – III COMPLEX NUMBERS:

Complex number system, conjugate – properties, ordered pair representation. Modulus – properties, geometrical representation, meaning polar form, principal value conjugate, sum, difference, product, quotient, vector interpretation, and solution of polynomial equation, De Movre's theorem and its applications. Roots of a complex number – nth roots, cube roots, fourth roots.

UNIT – IV LEARNING RESOURCES IN MATHEMATICS : Text book usage – text book learning methods – text books very import ion characteristics – Need for text book – Integrated subject matter of the text book – Teaching method and interaction – Text book learning methods logical – Correlation of experiences of students and seniors characteristics of a textbook – Improper handling of the textbook – Teachers hand book – Student's work book – Audio – Visual – Multimedia – Selecting and Designing – Edgar dale – Radio – Television – Mobile learning -- CCTV -- Internet – Mail id – Mathematicians.

UNIT – V USE OF TEACHING AIDS AND MODEL IN SCHOOL

Flannel board – cutouts – Collection of Sets, Pictures and Packets of Seeds, Beeds etc – Abacus -- Coloured rods, paper folding to demonstrate fractions – Number line board – Geo Board – PEG Board – Place value Board – wooden or cardboard Models cubes, cone, cylinder, sphere, pyramid, square, triangles, circle, parallelogram – Time piece – Calendar – Set of Indian Coins – Metric scale's, Measuring tape, metric weight box ,Litre Measures – Collection of Pictograms – Discs – Moving strips – Match board – Number ladder – Flash Cards – Quiz board – Number top & 10 slide – Album – Napier bones – Card board models – Punched card – Clock face – Transparency models – Fold boards – Wooden bone model – Number Booklets, trays – Duenes materials – Matching Cards. TEACHING MODEL: Types of models – Sub concepts – Concept attainment model – Social system – Principles of interaction method – Inquiry training model.

SESSIONAL ACTIVITIES:

- Preparation of models.
- Test Construction.
- Preparation of Records.
- Preparation of Assignment.
- Critical analysis of content course of Tamil Nadu Text Books

REFERENCES:

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

E – RESOURCES

1. http://assets.cengage.com/pdf/prs_clark-developing-critical-thinking.pdf
2. http://static.pseupdate.mior.ca.s3.amazonaws.com/media/links/Flanders%20Interaction %20Analysis% 20Technique.pdf
3. https://www.researchgate.net/publication/331132424_Activity_Based_Instruction_ABI_ for_Motivati ng_the_Children_in_Mathematics_Learning
4. https://www.researchgate.net/publication/333106881_verbal_interaction_in_english_cl assroom_using_flanders_interaction_analysis_categories_system_fiacs
5. http://egyankosh.ac.in/bitstream/123456789/46863/1/Unit-9.pdf

COURSE OUTCOMES:

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

CO1: identify concepts to be transected at various level with special emphasis on mathematics content.

CO2: explain the planning for trigometry, statistics and probability.

CO3: develop sequences and practical geometry of co – ordinate geometry.

CO4: organist the concept for teaching – learning of complex numbers.

CO5. Identify learning resources in mathematics.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2		*		*	*							
CO3		*		*		*			*			*
CO4		*	*		*		*		*	*		*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS SECOND YEAR SEMESTER – IV
PEDAGOGY OF PHYSICAL SCIENCE: PART - IV
COURSE CODE: 22130CP44D

COURSE OBJECTIVES:

The student- teachers will be able to

CO1: Identify and use of learning resources in physical science
CO2: Develop indicators for performance
CO3: Develop assessment framework in physics and chemistry
CO4: Explain professional development programmed for physics and chemistry teachers
CO5: Explore different ways of creating learning situations in learning different concept 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

REFERENCES:

- Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dcace and Falvery, P., Holbrook, J., Conian, D. (1994). Assessing Students, Longmans Publications, Foundation by Longmans, Penguin Books.
- Mee, A.J. (1967). A Modern Chemistry for Schools, J.M. Dent & Son Limited, Bedford
- Natrajan,C. (Ed.). (1997). Activity Based Foundation Course on Science Technology and
- Sharma, P.C. (2006). Modern Science Teaching, Dhanpat Rai Publications, New Delhi.
- Williams, B., (1999). Internet for Teachers, John Wiley & Sons, U.S.A. World Inc.
- Hillman, David: Multimedia Technology and Applications, New York: Delmar Publishers, 1998.

- Patton, M.Q. (1980). Qualitative evaluation methods. New Delhi: Sage Publications.
- Rao, P.V.S., Computer Programming, TMH, Delhi.
- Roger Humt Hon Shelley, Computers and Common Sense, Prentice Hall (India)Delhi.
- Sambath,K.,Paneerselvam,A.,&Santhanam,S.(2006).Introduction of educational Technology.
- Sharma,R.A.(2008).Technological foundation of education. Meerut: R.Lall Books Depot.
- Shied, Introduction to Computer Science, SCHAVM.
- Stanely Pogrow, Education in the Computer Age, Sage Publication, Delhi, 1993.
- Steeven M. Rass, Basic Programmking for Education, Pentic Hall, New York, 1990.

E- RESOURCES

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

COURSE OUTCOMES:

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

CO1: Identify and use of learning resources in physical science.
CO2: Develop indicators for performance.
CO3: Develop assessment framework in physics and chemistry.
CO4: Explain professional development programmed for physics and chemistry teachers.
CO5: Explore different ways of creating learning situations in learning different concept of physical science.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2		*		*	*							
CO3		*		*		*			*			*
CO4		*	*		*		*		*	*		*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV
PEDAGOGY OF BIOLOGICAL SCIENCE: PART – IV
COURS CODE: 22130CP44E

COURSE OBJECTIVES:

The student teacher will be able to:

CO1: Understand the basic and practices of science education relevant to teaching biological science in the secondary and higher secondary classes.

CO2: Plan for Instructional design.

CO3: Acquire skills in curriculum construction and evaluation of learning outcomes.

CO4: Understand the various methods and techniques for teaching of biology.

CO5: Develop skills in organizing practical work and maintain the biology laboratory.

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.

REFERENCES:

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

E- RESOURCES

1. www.sciencesourcebook.com
2. www.csun.edu/science/biology

COURSE OUTCOME:

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

CO1: Become self made professional teachers.
CO2: Understand psychological foundations of education and learning theories.
CO3: Keep themselves abreast of latest trends and issues in secondary education.
CO4: Reduce the gap between theory and practice i.e., Teacher – education curriculum and school realities.
CO5: Rationalize curricular areas of teacher education to develop ICT knowledge – base.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2		*		*	*							
CO3		*		*		*			*			*
CO4		*	*		*		*		*	*		*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS - SECOND YEAR SEMESTER – IV
PEDAGOGY OF COMPUTER SCIENCE: PART - IV
COURSE CODE: 22130CP44F

COURSE OBJECTIVES:

The student- teachers will be able to:

CO1: Acquire knowledge of the approaches to computer science in level- II
CO2: Develop assessment framework in computer science
CO3: Organize the concepts for teaching-learning of computer science
CO4: Identify the application of computer science phenomenon in day-to-day life and human welfare
CO5: 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

REFERENCES:

- Balagursamy, *Programming in Basic,* THN, Delhi.
- Aggarwal J.C., (2000) Principles, Methods and Techniques of Teaching, Vikas Publishing House Pvt. Ltd.,
- Malvino, Digital Computer Electronics, TMH, Delhi.
- Krishna Sagar, (2005) ICTs and teacher training, Delhi: Tarum offset.
- Harley, H.K. (2007). The internet: complete reference. New Delhi: Tata McGraw Hill, pub.co. Ltd.
- Goel, H.K (2007). Teaching of computer science. New Delhi: R.Lall Books
- Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dcace and Falvery, P., Holbrook, J., Conian, D. (1994). Assessing Students, Longmans Publications, Foundation by Longmans, Penguin Books.
- Williams, B., (1999). Internet for Teachers, John Wiley & Sons, U.S.A. World Inc.
- Sharma,R.A.(2008).Technological foundation of education. Meerut: R.Lall Books Depot.
- Shied, Introduction to Computer Science, SCHAVM.
- Stanely Pogrow, Education in the Computer Age, Sage Publication, Delhi, 1993.
- Steeven M. Rass, Basic Programmking for Education, Pentic Hall, New York, 1990.

E-RESOURCES

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

COURSE OUTCOMES:

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

CO1: Acquire knowledge of the approaches to computer science in level II

CO2: Develop assessment framework in computer science

CO3: Organize the concepts for teaching-learning of computer science

CO4: Identify the application of computer science phenomenon in day-to-day life and human welfare

CO5: Explain professional development programmes for computer science teachers

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1			*							*		
CO2		*		*	*							
CO3		*		*		*			*			*
CO4		*	*		*		*		*	*		*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV
PEDAGOGY OF SOCIAL SCIENCE: PART – IV
COURSE CODE: 22130CP44G

COURSE OBJECTIVES:

The student - teacher will be able to:

CO1: Understand the school content in their respective subjects.

CO2: Comprehend the psychological principles related to school curriculum.

CO3: Acquire the aims and objectives of teaching political science.

CO4: Learn interaction analysis in handling social science for an effective classroom.

CO5: 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.

REFERENCES:

- Aggarwal. (2008). Teaching of Social Studies: A Practical approach (4th ed), UP:Vikas Publishing House Pvt.Ltd.
- Bining A.C and Bining D.H(1952). Teaching the social studies in Secondary School Bombay: Tata MC Crsaw – Hill Publishing Co-Ltd.,
- Edger, S.W and Stanley,P.W (1958). Teaching Social studies in High schools, IV Edison Boston, D.C: Health and company.
- Kohili, A.S. Teaching of Social studies, New Delhi: Anmol Publications.
- Mittal, H.C, Teaching of Social studies, New Delhi: Dhanpat Rai and Chandra R.N.Sons.
- Shaid, B.D.(1962) Teaching of Social Studies, Jalandhar, Panipat, Kitat Ghar.
- Sidhu, H,S, Teaching of Social studies, Ludhiana, Tondon publishers.
- Singh, Gurmit and Kaur, Jasvir(2007). Teaching of Social studies, Ludhiana:Kalyani Publishers.
- Taneja, V.K. (1992) Teaching of Social Studies, Ludhiana: VIZO's Publications.

E-RESOURCES

1. www.egyankosh.ac.in
2. www.patnauniversity.ac.in
3. www.stemmates.com
4. www.springer.com
5. www.teachersofindia.org
6. www.cbseacademic.nic.in

COURSE OUTCOMES:

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

CO1: Acquire the aims and objectives of teaching political science.

CO2: Understand the school content in their respective subjects.

CO3: Apply the educational innovation in teaching learning process.

CO4: Comprehend the psychological principles related to school curriculum.

CO5: Learn interaction analysis in handling social science for an effective classroom.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2		*		*	*							
CO3		*		*		*			*			*
CO4		*	*		*		*		*	*		*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV
PEDAGOGY OF COMMERCE AND ACCOUNTANCY: PART – IV
COURSE CODE: 22130CP44H

COURSE OBJECTIVES:

The student - teacher will be able to:

CO1: Explore the individual differences existing among the learners for effective teaching of commerce and accountancy by the student teachers.

CO2: 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.

CO3: Enable the student teachers for using different strategies and approaches in teaching of Commerce & Accountancy.

CO4: Help the student teachers to understand the different learning resources employed in teaching of Commerce & Accountancy.

CO5: Help the student teachers to understand the different learning resources employed in teaching of Commerce & Accountancy.

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.

SESSIONAL ACTIVITIES:

- Visiting the Large Scale Commercial Firms and Learning the procedure of warehouse storage.
- Visit to a Bank near by to learn Accounting procedure.
- Analysing the School curriculum of Commerce.
- Learning the different approaches of Commerce.

REFERENCES:

- Aggarwal, J.C (2006): Teaching of Social Studies, New Delhi; Vikas Publishing House.
- Bining A.C & Bining D.A (1962), Teaching of Social Studies in Secondary Schools, New York, Mc Graw Hill.
- Chopra, H.K and Sharma,H (2007) Teaching of Commerce, Kalyani Publishers, Ludhiana.
- Douglas, Painford and Anderson (2000) Teaching Business Subjects, Prentice Hall, New York.
- Muthumanickam,R (2004) Educational Objectives for Effective Planning and Teaching, Chidambaram : Cyber Lan Publisher.
- Pattanshetti, M.M (1992) Designing and organizing tutorials in colleges and Universities, Davangere: you need publications.
- Rao Seema(2005) Teaching of Commerce, Anmol Publishers, New Delhi.
- Singh Y.K (2009), Teaching of Commerce, New Delhi; APH Publishing Corporation.
- Sharma, R.N (2008); Principles and Techniques of Education, New Delhi: Surject Publications.
- Sivarajan.K & E.K Lal(2004) Commerce Education – Methodology of Teaching Pedagogic Analysis, Calicut .

E-RESOURCES

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

COURSE OUTCOMES:

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

CO1: Explore the individual differences existing among the learners for effective teaching of commerce and accountancy by the student teachers.

CO2: 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.

CO3: Enable the student teachers for using different strategies and approaches in teaching of Commerce & Accountancy.

CO4: Help the student teachers to understand the instructional materials employed in teaching of Commerce & Accountancy.

CO5: Help the student teachers to understand the different learning resources employed in teaching of Commerce & Accountancy.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2		*		*	*							
CO3		*		*		*			*			*
CO4		*	*		*		*		*	*		*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV
PEDAGOGY OF ECONOMICS: PART – IV
COURSE CODE: 22130CP44I

COURSE OBJECTIVES:

The student – teachers will be able to:

CO1: To develop understanding the use of various support materials required for teaching of Economics.

CO2: Apply skills effectively on the resources available to teach Economics.

CO3: Acquire knowledge on professional development of teacher.

CO4: Develop positive attitude on the text book of Economics.

CO5: Understand the recent developments in Economics.

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.

REFERENCES:

- Dhillon S; Chopra K : Teaching of Economics.
- Mustafa M, 2005, "Teaching of Economics" Deep Publications Pvt Ltd., F-159, Rajouri Garden, New Delhi – 110027.
- Natarajan S. 1993, "Introduction to Economics of education", Sterling publications Private Ltd.,,
- Sharma Kadambari : Teaching of Economics.
- Siddiqui M.H : Teaching of Economics, APH Publications Corporation.
- Sindhu H.S: Teaching of Economics, Tandon Publications, Books Market, Ludhiana – 141008.
- Saxena Mishra Mahonty (2004) "Teaching of Economics" Surya Publications, Meerut.
- Prof.Rai B.C (1991) "Techniques of Teaching" Prakashan Kendra Luckhnow – 7.
- Yadav Amita, 1999, "Teaching of Economics" Anmol Publications Pvt.Ltd., New Delhi.

E-RESOURCES

1. http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics
   i. _in_India.pdf
2. https://en.wikipedia.org/wiki/Economics
3. http://en.wikipedia.org/wiki/Education.

COURSE OUTCOMES:

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

CO1: Understand the recent developments in Economics.

CO2: develop understanding the use of various support materials required for teaching of Economics.

CO3: Apply the educational innovation in teaching learning process.

CO4: Develop positive attitude on the text book of Economics.

CO5: Apply skills effectively on the resources available to teach Economics.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2		*		*	*							
CO3		*		*		*			*			*
CO4		*	*		*		*		*	*		*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV
PEDAGOGY OF HISTORY: PART – IV
COURSE CODE: 22130CP44J

COURSE OBJECTIVES:

The student – teacher will be able to:

CO1: Acquire adequate knowledge of contents in History.

CO2: To develop understanding the use of various support materials required for teaching of History.

CO3: Know the importance of co-curricular activities in History.

CO4: Explore learning in History.

CO5: Ability to organize history exhibitions in the school.

UNIT – I NATURE OF HISTORY – LEVEL II:

The nature of subject materials and learning experiences included in the study of History – Aims of teaching History at Primary, High School and Higher Secondary level – Imperialism in India and china – First World War (AD 1914 – AD 1918) League of Nations – World between the two world wars (AD 1919 – AD 1939) Economic depression – Fascism in Italy – Nazism in Germany – Second World War (AD 1939 – AD 1945).

UNIT – II ORGANIZATION OF CO-CURRICULAR ACTIVITIES AND HISTORY METHOD ROOMS:

Meaning and importance of co-curricular activities – Various co-curricular activities related to history : Experiments and resources, Collateral reading literacy, Exhibitions, organizing thought provoking programmes like Quizzes, Puppet show, Word searches. Field trips and Educational tour – Introduction – Meaning of History method rooms – Need and importance of History method rooms - Designing of History method rooms – Types of material and Equipment to be kept in History method rooms – Procurement , safety and proper handling of Instrument.

UNIT – III TEACHING AND LEARNING OF HISTORY:

Identification and organization of concepts for teaching and learning in different topics – The United Nations Organization – European Union – The Great Revolt of 1857 – Social and religious reforms movement in the 19th century.

UNIT – IV HISTORY LIFELONG LEARNING:

Freedom movement in India phase – I Pre-Gandhian Era (AD 1885-AD 1919) – Freedom movement in India phase – II Gandhian Era (AD1920 – AD1947) – Role of Tamilnadu in the freedom movement – Social transformation in Tamilnadu.

UNIT – V EDUCTIONAL 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.

REFERENCES:

- Aggarwal, J.C(1993), Teaching of Social Studies – A Practical approach, Second Revised Edition, New Delhi: VIKAS Publishing House Private Ltd.,
- Aggarwal, J.C. (2008). Principles, methods & techniques of teaching .UP:Vikas Publishing.
- Arul Jothi, Balaji, D.L & Sunil Kapoor (2009). Teaching of History II, New Delhi: Centum press.
- Chaudhry, L.P (1975) The effective teaching of History of India , New Delhi. NCERT.
- Kochhar.S.K (2003) Teaching of History, New Delhi : Sterling publishing.
- Mangal,S.K & Mangal.S. (2005). Essentials of Educational Technology and Management, Meerut, Loyal Book depot.
- Sharma, R.A (2008). Technological Foundation of Education. Meerut: R Lall Book Depot.
- Singh.Y.K. (2004). Teaching of History Modern Methods, New Delhi : APH Publishing corporation.
- Taneja, V.K. (1992). Teaching of Social Studies, Ludhiana: VIZO'S Publications.

E-RESOURCES

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

COURSE OUTCOMES:

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

CO1: To develop understanding the use of various support materials required for teaching of History.
CO2: Apply the educational innovation in teaching and learning process.
CO3: Acquire adequate knowledge of contents in History.
CO4: Know the importance of co-curricular activities in History.

CO5: Explore learning in History.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2		*		*	*							
CO3		*		*		*			*			*
CO4		*	*		*		*		*	*		*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV
PEDAGOGY OF GEOGRAPHY: PART – IV
COURSE CODE: 22130CP44K

COURSE OBJECTIVES:

The student - teacher will be able to:

CO1: Understand and appreciate the objectives of Teaching Geography.

CO2: Organise Co-Curricular activities in Geography.

CO3: Develop different skills in using computer for Teaching Geography.

CO4: Ability to organize Geography laboratory in the school.

CO5 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 ORGANIZAITON 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.,

REFERENCES:

- Aggarwal. (2008). Teaching of Social studies: A practical approach (4th ed). UP: Vikas Publishing House Pvt.Ltd.,
- Aggarwal.J.C (2008) Principles , methods & techniques of teaching .UP:Vikas Publishing House Pvt Ltd.,
- Chauhan, S.S.(2008).Innovations in teaching learning process. UP: Vikas Publishing.
- Duplass, J.A.(2009). Teaching of elementary social studies, New Delhi: Atlantic Publishers.
- Gupta,B.L.(1992). Value and distribution system in ancient India, New Delhi: Gyan Books Pvt.Ltd.,
- Henryk,S.(2005). Philosophy for a new Civilization, New Delhi: Gyan Books Pvt.Ltd.,
- Mangal,S.K. & Mangal,S.(2005) Essentials of educational technology and management. Meerut: Loyal book depot.
- Passi, B.K.(1976) . Becoming a better teacher: Micro teaching approach. Ahemedabad: Sahitya Mudranalaya.
- Sharma, R.N.(2008). Principles and techniques of education, Delhi: Surjeet Publications.
- Sharma, R.A.(2008). Technological foundation of education. Meerut: R.Lall Books Depot.

E-RESOURCES

1. www.geography-site.co.uk
2. www.geographyeducation.org
3. www.tcthankseducation.blogspot.in

COURSE OUTCOMES:

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

CO1: Organise Co-Curricular activities in Geography.

CO2: Ability to organize Geography laboratory in the school.

CO3: Understand and appreciate the objectives of Teaching Geography.

CO4: Apply the educational technology in teaching learning process.

CO5: Develop different skills in using computer for Teaching Geography.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2		*		*	*							
CO3		*		*		*			*			*
CO4		*	*		*		*		*	*		*
CO5		*						*				

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV
ENHANCING PROFESSIONAL CAPABILITIES / ELECTIVE
CRITICAL UNDERSTANDINH OF ICT
COURSE CODE: 22130EP45A

COURSE OBJECTIVES:

The student- teachers will be able to:

CO1: understand the concept of Information and Communication Technology

CO2: acquire knowledge about new horizons in ICT

CO3: comprehend the theory of communication

CO4: appreciate enriched learning expenses using ICT comprehend the role played by ICT in Education

CO5: attain the knowledge of internet and its applications

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.

REFERENCES:

- Aggarwal, J. C. (2000). Innovations in Educational Technology. New Delhi: Vikas Publishing House.
- Aggarwal.D.D.(2004). Educational Technology. New Delhi: Sarup Publishing House.
- Aggarwal, J. C. (2013). Modern in Educational Technology. New Delhi Black Prints.
- Bharihok, D. (2000). Fundamentals of Information Technology. New Delhi: Pentagon Press.
- Bhattachary, S.P. (1994). Models of Teaching. Regency Publications.
- Byran, P. (1997). Discover the Internet Comdex Computer. New Delhi: Dream Tech Publishing.
- Conrad, K. (2001). Instructional Design for Web based Training. HRD Press

- Crouton, T. E. (1962). Programmed learning and computer based instruction. New York:
- Edwards, F. B. (1973). Teaching Machines and Programmed - New York: McGraw Hill Book.
- Gupta, M., &Arya. (1993). The Illustrated Computer Dictionary. New Delhi: Dream land
- Kumar, K.L (2000), Educational Technology, New Delhi, New Age International Pvt. Ltd.
- Madhu, P. (2006). Satellite in Education. Delhi: Shipra Publications.
- Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd
- Mrunalini, T. & Ramakrishna, A. (2014). ICT in Education. Neelkamal Publications, Hyderabad.
- Sampath K(1981). Introduction to Educational Technology, Sterling Publishers, New Delhi.
- Saxena, S. (2000). A First Course in Computers. New Delhi: Vikas Publishing House Pvt.Ltd.
- Shukla, Sathish S(2005). Basics of Information Technology for Teacher Trainees, Ahmedabad, Varishan Prakashan.
- Venkataiah, (1996), Educational Technology, New Delhi: APH Publishing Corporation.

E-RESOURCES

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

COURSE OUT COMES:

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

CO1: understand the concept of Information and Communication Technology
CO2: acquire knowledge about new horizons in ICT
CO3: comprehend the theory of communication
CO4: appreciate enriched learning expenses using ICT
CO5: comprehend the role played by ICT in Education

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2				*							*	
CO3					*				*			*
CO4			*			*			*			
CO5		*		*	*			*		*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS – SECOND YEAR SEMESTER – IV
ENHANCING PROFESSIONAL CAPABILITIES / ELECTIVE
UNDERSTANDINH THE SELF
COURSE CODE: 22130EP45B

COURSE OBJECTIVES:

The Student – Teachers will be able to:

CO1: Enable students to develop a vision of life for themselves.

CO2: Encourage students to give conscious direction to their lives to take responsibility for their actions.

CO3: Develop a holistic and integrated understanding of the human self and personality.

CO4: Facilitate the personal growth of the students by helping them to identify their own potential.

CO5: 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.

REFERENCES:

- Gupta.SK. Modern psychology
- AAA.India, NewDelhi, India
- Santharan,R Human development and Psychology.
- W.W.W understanding self ….web add.

E- RESOURCES

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

COURSE OUTCOMES:

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

CO1: Different dimension of self and personality are understood.
CO2: Positive self esteem and Emotional Integration are developed.
CO3: The capacities for Empathic listening and communications skills are developed.
CO4: Peace, Progress and harmony are established.
CO5: The aims of becoming a self reflective practitioner is achieve.

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2				*							*	
CO3					*				*			*
CO4			*			*			*			
CO5		*		*	*			*		*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS - SECOND YEAR SEMESTER - IV
ENHANCING PROFESSIONAL CAPABILITIES / ELECTIVE
HUMAN RIGHTS
COURSE CODE: 22130EP45C

COURSE OBJECTIVES:

The Student – Teachers will be able to:

CO1: Acquire the knowledge of concept of human rights.

CO2: Understand the human duties and responsibilities.

CO3: Analyze the status of women in contemporary Indian society.

CO4: Synthesis the societal problems of human rights in India.

CO5: Evaluate the problems of enforcement of human rights in India.

UNIT – I: CONCEPT OF HUMAN RIGHTS

Meaning, Nature and Definition - Classification of Rights – Moral, Social, Cultural, Civil, Religious and Political.

UNIT – II: HUMAN DUTIES AND RESPONSIBILITIES

Concept of Humanism, Duties and Responsibilities - Identification of human duties and responsibilities: Towards Self, Family, Community, Society, Nation/State, Poor, Dalit, Down- trodden, Distress, Elders and others - Interrelationships of rights and duties: Harmony and Conflict.

UNIT – III: STATUS OF WOMEN IN CONTEMPORARY INDIAN SOCIETY

Poverty, illiteracy, lack of independence, patriarchy, oppressive social custom, gender bias, domestic violence , sexual harassment , in private and public domain - Women's movement in the West: A Historical Understanding - Women's movement in India : History and contemporary.

UNIT – IV SOCIETAL PROBLEMS OF HUMAN RIGHTS IN INDIA

Concepts and Approaches: Concept of societal problems and human rights - Theoretical approaches to social problems and social changes- Causes and types of social problems - Social Issues: Problems of social hierarchy, Problems of Minorities, Problems of Scheduled Castes and Scheduled Tribes - Violence against women and children - Right to Education Act -2009 (RTE), Protection of Children from Sexual Offences Act – 2012(POSCO), Problems of aged and disabled.

UNIT – V: PROBLEMS OF ENFORCEMENT OF HUMAN RIGHTS IN INDIA

Illiteracy, lack of awareness - Abuse and misuse of power - Lack of accountability and transparency in government functioning: Right to Information - Lack of People's Participation in Governance - Social prejudices against caste, women, minorities, etc.- Inequitable access to natural and material resources.

SUGGESTED ACTIVITIES

1. Teacher talk/invited lecture on the concept of Human Rights.
2. Prepare a report on the Human duties and responsibilities.
3. Collect the information through internet/newspapers about gender bias/ domestic violence.
4. Prepare a bulletin by collecting the Act of RTE and POSCO.
5. Conduct a Debate on Pros and Cons of Right to Information Act.

TEXT BOOKS

1. Henry J Steiner & Philip Alston(Eds.), (2000) International human rights in context. Oxford University Press.
2. Jack Donnelly. (2005). Universal human rights in theory and practices. New Delhi: Manas Publication.
3. Jermy, Waldrom. (1984). Theories of Rights. New Delhi: Oxfords University Press.
4. M.M. Rehman, Kanta rehman, Poonam.S Chauhan & Syed Begum, (2000). Human rights, human development, concepts and contexts. Manak Publications.
5. Mohini Chatterjee. (2004). Feminism and women's human rights. Jaipur: Aaviskhkar Publishers and Distributors.

SUPPLEMENTARY READINGS

1. Abdulrahim, P. Vijapur, Kumar Suresh (Eds). (1999). Perspectives on human rights. New Delhi**:** Manas Publication.
2. Alfab Alam (Ed.). (2000). Human rights in India. New Delhi: Raj Publications.
3. Lina Gonsalves. (2001). Women and human rights. New Delhi: A.P.H Publishing Corporation.
4. Vijay Kumar. (2003). Human rights dimensions and Issues. New Delhi: Anmol Publications.

E- RESOURCES

1. https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/fc.pdf
2. https://www.ohchr.org/documents/publications/handbookparliamentarians.pdf
3. http://cbseacademic.nic.in/web_material/doc/Chapter%201-An%20Introduction%20to%20Human%20Rights%2012-4-13.pdf
4. https://www.ugc.ac.in/oldpdf/modelcurriculum/human.pdf
5. http://www.eycb.coe.int/compasito/chapter_2/pdf/1.pdf

COURSE OUTCOMES

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

CO1: Identify the concept of human rights and list out the components.

CO2: Summarize the duties and responsibilities and explain the Harmony and Conflict.

CO3: Discriminate the various issues related to status of women and compare the Indian and Western countries.

CO4: Relies the societal Problem and apply the knowledge RTE & POSCO Act. CO5: summarize the problems of enforcement of human rights in India.

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2				*							*	
CO3					*				*			*
CO4			*			*			*			
CO5		*		*	*			*		*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS - SECOND YEAR SEMESTER - IV
ENHANCING PROFESSIONAL CAPABILITIES / ELECTIVE
ADDRESSING SPECIAL NEEDS IN THE CLASSROOM
COURSE CODE: 22130EP45D

OBJECTIVES:

The student- teachers will be able to:

CO1: demonstrate knowledge of different perspectives in the area of education of children with disabilities;
CO2: reformulate attitudes towards children with special needs;
CO3: identify needs of children with diversities;
CO4: plan need-based programmed for all children with varied abilities in the classroom;
CO5: use human and material resources in the classroom;

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

REFERENCES:

- Bhatnagar, R. P., & Seema, R. (2003). Guidance and counselling in education and psychology. Meerut: R.Lal Book Depot.
- Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
- Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
- Jones, A. J. (2008). Principles of guidance.(5 ed). Delhi: Surjeet Publications.
- Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.
- Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers.
- Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt.Ltd.
- Sharma, R. N. (1999). Guidance and counseling. Delhi: Surjeet Publishers.
- Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lall Books Depot.

- Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.
- Sodhi, T. S., & Suri, S. P. (1997). Guidance and counseling. Patiala: Bawa Publication.
- Vashist S. R. (Ed.). (2002). Principles of guidance. New Delhi: Anmol Publications Pvt.Lt

E-RESOURCES

1. http://www.place-based-community-engagement-highereducation
2. http://www.gandhiashramsevagram.org/pdf-books/village-swaraj.pdf
3. http//:www.mgnrce.org
4. http//:www.epgp.inflipnet.ac.in
5. http//:www.ncert.ac.in

COURSE OUTCOMES:

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

CO1: demonstrate knowledge of different perspectives in the area of education of children with disabilities;
CO2: reformulate attitudes towards children with special needs;
CO3: identify needs of children with diversities;
CO4: plan need-based programmed for all children with varied abilities in the classroom;
CO5: use human and material resources in the classroom;

OUTCOME MAPPING

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1			*							*		
CO2				*							*	
CO3					*				*			*
CO4			*			*			*			
CO5		*		*	*			*		*		

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
B.Ed. SYLLABUS - SECOND YEAR SEMESTER – IV
RESEARCH SKILL DEVELOPMENT (RSD)
COURSE TITLE: PROGRAM EXIT EXAMINATION
COURSE CODE: 22130PEE

OBJECTIVES:

The student teacher will be able to:

CO1**:** Enable students to acquire knowledge about various methods of psychology
CO2: attain the knowledge of internet and its applications
CO3: understand the impact of science and technology on the environment; and
CO4: acquire the knowledge of commonly used Tests in schools
CO5: describe the various testing devices in guidance

UNIT-I: EDUCATIONAL PSYCHOLOGY AND HUMAN GROWTH AND DEVELOPMENT

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

UNIT II: 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 III: 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.

UNIT IV: 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 V: TESTING DEVICES IN GUIDANCE

Testing devices in guidance: Meaning, Definition, And 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.

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 case study report on the effects of pollution.
- Write an essay on various contemporary social and educational emerging issues and problems in detail.
- Land 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.
- Visit any one of the Mental Health Institutes / Dead diction Centers nearer to you and prepare a detailed report about it and submit same.

REFERENCE:

- Theory and teaching for the secondary stage, London
- English in India: Bombay: Asia Publishing House, 1964 Jones, Daniel
- Aggarwal, J. C. (2013). Modern in Educational Technology. New Delhi Black Prints.
- Bharihok, D. (2000). Fundamentals of Information Technology. New Delhi: Pentagon Press.
- Diwahar R.R. and Agarwal M (Ed) Peace Education (Special Issue) Gandhi Marg, New Delhi 1984
- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- Adams, G.S., Measurement and Evaluation in Education, Psychology and Guidance, New
- York, 1964, Holt, Rinehart & Winston.

E-RESOURCES

1. http://www.place-based-community-engagement-highereducation
2. http://www.gandhiashramsevagram.org/pdf-books/village-swaraj.pdf
3. http//:www.mgnrce.org
4. http//:www.epgp.inflipnet.ac.in
5. http//:www.ncert.ac.in

COURSE OUTCOMES:

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

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

CO2: acquire knowledge about new horizons in ICT

CO3: Understand the need for inclusion of environmental education in school curriculum

CO4: acquire the knowledge of commonly used Tests in schools

CO5: describe the various testing devices in guidance

OUTCOME MAPPING

Course Outcomes	**PROGRAMME SPECIFIC OUTCOMES**											
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
CO1			*							*		
CO2				*							*	
CO3					*				*			*
CO4			*			*			*			
CO5		*		*	*			*		*		

EXTRA CREDITS

COURSES

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
EXTRA CREDITS COURSE
SYLLABUS
COURSE TITLE: EDUCATION ADMINISTRATION AND MANAGEMENT
COURSE CODE: 22130EXC1

OBJECTIVES:

The student teacher will be able to:

CO1: acquire knowledge of the terms used in educational administration and management

CO2: understand the role of head master and his/her duties

CO3: develop the mode of inspection and supervision of function

CO4: know the role of teacher in decision making

CO5: develop interest in the educational administration and management techniques

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

REFERENCES:

- Chakraborty, A. K. (2004). Principle & practice of education. Meerut: R.Lall Books Depot. NIEP A.
- Chaupe, S. P . (2008). Foundations of education. UP: Vikas Publishing House Pvt Ltd
- Chaube, S. P ., & Chaube, A. (2008). School organisation. New Delhi: Vikas Publishing House.
- Gangadhar, R. M., & Rao, V . P . S. (2000). Organizational behaviour . Delhi: Konark Publishers Pvt. Ltd.
- Hemlata, T ., & Ruhela, S. P . (1997). Educational management- innovative global patterns. New Delhi: Regency Publication.
- Lawrence, H. S. S. (1996). Education: Concepts and practice. Chennai: V .Manickam Co.
- Panneerselvam .A. Educational Management and Supervision-Shantha Publishers,(2006).
- Prakash, S. (1999). Educational planning. New Delhi: Gyan Publishing House.
- Premila Chandrasekaran, Educational Planning and Management Sterling Publishers (1994)
- Rai B.C, (1997). School organization and management. Lucknow: Prakashan Kendra.
- Rao, V .V., & Vijayalakshmi, V . (2005). Education in India. Delhi: Discovery Publishing House.
- Robert, G . W., & Robert, D. (1995). Management: Comprehension, analysis, and application. Sachdeva M.S. School Management and Administration, Prakash Brothers & Publishers, New Delhi.
- Singh, H. M. (1997). Fundamentals of educational management. New Delhi: Vikas Publishing House.
- Vashist, S. R. (2008). Encyclopaedia of educational administration. Delhi: Anmol Publication Pvt. Ltd.
- Vashist, S. R. (2006). Methods of educational supervision. Delhi : Anmol Publication Pvt. Ltd.
- Vashist, S. R. (2006). School administration. Delhi : Anmol Publication Pvt. Ltd.

E-RESOURCES

- http://www.tutorvista.com/content/biology/biology-i/food-tritionhealth/classification-food.php.
- http://www.redcross.ca/training-and-certification/first-aid-tips-andresources- / First-aid-tips/Kit-contents.
- http://www.glopalhealth.gov/global-health-topics/communicable - diseases.

COURSE OUTCOME

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

CO1: acquire knowledge of the terms used in educational administration and management

CO2: understand the role of head master and his/her duties

CO3: develop the mode of inspection and supervision of function

CO4: know the role of teacher in decision making

CO5: develop interest in the educational administration and management techniques

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
EXTRA CREDITS COURSE
SYLLABUS
COURSE TITLE: EDUCATION FOR DIFFERENTLY ABLED LEARNERS
COURSE CODE: 22130EXC2

OBJECTIVES

The student teacher will be able to:

- enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.
- understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education.
- enable the learner with the new trends in education for the differently abled with respect to the curriculum.
- enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.
- enable the learner with the educational programmes, equipments and aids for the differently abled.

UNIT I Inclusive, Integrated and Special education

Concept, meaning and difference .Concept of mainstreaming from segregated, integrated to inclusive. Introduction to education for the disabled, its objectives, assumptions and scope. Key terms – Handicap, Impairment and disability. Historical perspectives of special education. Special education in India: Constitutional provisions , government policies and legislations. Recommendations of various Committees and Commissions – NPE (1986), POA (1992) , PWD (Person's with Disability) Act (1995). National Institutes for the handicapped and the role of rehabilitation Council of India.

UNIT II Current issues in education for the differently abled.

Cross Disability Approach. Meaning of educational intervention: Nature and objectives of schools and support services for differently abled . Role of family, counselor, peer members and the community in educating the child.

UNIT III Types of special children:

Children with exceptional abilities- creative and gifted ; with deficiency and handicaps - mentally retarded , sensory and physically disabled ; with learning disability – slow learners ,under achievers ,and other types of learning disabled ; with social and emotional problems – truant ,delinquents ,drug addicts .Easy identification and educational programmes and their placement.

UNIT IV Children with exceptional abilities:

Types – Gifted and creative; Meaning, characteristics and identification of each type. Measurement of creativity and fostering activities and programmes for creativity. Psychology of teaching and learning in respect to the gifted and the creative. Curriculum, Pedagogy , evaluation and placement for each type.

UNIT V Problem children:

Concept , meaning of truants , delinquents , drug addicts and other types of problem children. Etiology and prevention. Preventive measures and educational programmes ; placement of delinquents , drug addicts and other types.

SESSIONAL ACTIVITIES:

Visit to integrated school: identification of creative child – measurement of creativity

LEARNING OUTCOMES:

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

- enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.
- understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education.
- enable the learner with the new trends in education for the differently abled with respect to the curriculum.
- enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.

REFERENCES:

- Dhokalia, R.P. 2001. External Human Values and world Religions, New Delhi, NCERT.
- Government of India 1999. Fundamental Duties of Citizens: Report of the committee setup by the government of India to operationalise the suggestions to teach fundamental duties to the citizens of the country (vol.I & II) New Delhi; MHRD.
- Krishnamurthy, J. 2000. Education and the significance of Life, Pune: KFI
- MHRD 1992, national policy on education 1986 (with modification undertaken in 1992) New Delhi.

VALUE ADDED / ADD ON COUSES

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
VALUE ADDED / ADD ON COURSES - SYLLABUS
COURSE TITLE: YOGA EDUCATION
COURSE CODE: 22130VAC1

COURSE OBJECTIVES

The student teacher will be able to:

CO1: Understand the concepts of Yoga and Asanas

CO2: Gain knowledge about health and safety education.

CO3: Know about the communicable diseases, life style disorders and nutrition

CO4: Understand about physical education, exercise and effect

CO5: Acquire skills to organise and conduct sports in schools

UNIT- I: INTRODUCTION OF YOGA AND ASANAS

Meaning and concept of yoga – Aims and objectives - Eight limbs of yoga - Guidelines for practicing yoga - Benefits of yoga – Physiological, therapeutic and physical- meaning and classification of asana.

UNIT - II: HEALTH AND SAFETY EDUCATION

Health Education: Meaning - aims, objectives and scope - Methods of imparting health education in schools – health instruction, services, supervision – First Aid: Meaning, principles, need and importance, scope and qualities of first- aid safety in the school as the part of that school health programme.

UNIT – III: COMMUNICABLE DISEASES AND NUTRITION

Communicable diseases: Meaning – Types: COVID, malaria, typhoid, tuberculosis, Cholera, diarrhea and AIDS – Causes, symptoms risk factors and management. Nutrition: Definition, importance - Food and Nutrition –Food values- Recommended dietary allowances- Balanced Diet- food pyramid, - Energy: proteins, fats, carbohydrate, vitamins, minerals and water- Function, sources.

UNIT – IV: PHYSICAL EDUCATION

Concept and meaning, definition - aims and objectives of physical education - Scope, Need and importance of physical education - physical fitness: meaning, definition, health related components of Physical fitness:

UNIT – V: ORGANISING COMPETITIONS

Intramural and extramural competitions: Meaning, definition - organising and conducting - sports meet – types: Standard, non-standard, organising and conducting tournaments: Single league and single knock out– Preparation and drawing fixtures, merits and demerits.

SUGGESTED ACTIVITIES

- Teacher talk on the concept of Yoga.
- Group discussion on health services in schools.
- Talk by expert / Doctor on preventive measures of communicable diseases.
- Demonstration by Physical director on different type of Aerobics and Anaerobic exercise and practice by the student.
- Prepare a report by visiting a school and interacting with the Physical director about the use of Physical exercise.

TEXT BOOKS

1. Gupta D.K. (2005), Health education for children, New Delhi; KheelSahitya Kendra.
2. Jothi. K. (2021), Nutrition and weight management. International Sushisen publication, Trichy.
3. Jothi. K., (2013), Health, diet and fitness, New Delhi- Sports Publication,
4. Nagendra, H.R. and Nagaratna, R. (2008). Yoga Prcatices. Bangalure: Swami Vivekananda Yoga Prakashana,
5. Pandit Lakshmi Doss. (2002) Yogasana for everybody. Chennai: Balaji Publications.

SUPPLEMENTARY READINGS

1. Gore, M.M., (2007), Anatomy and Physiology of Yogic Practicies. New Delhi Mot*lal Banaras Dass.*
2. Swami Satyananda. (1999). Four Chapters on Freedom. Commentary on Yoga Sutras of Patanjali Saraswathi. Munger:Bihar school of Yoga.
3. Thomas.J. P. (1967). Physical Education Lesson. Chennai: Gnanodaya Press.
4. Venugopal, B and Ranganayaki. (2010). Yoga and Yoga Practice., Hyderabad; Neelkamal Publications.
5. Yoga Education (Bachelor of Education B.Ed). (2015). National Council for
6. Teacher Education, New Delhi: St. Josheph Press.

E-RESOURCES

- http://www.tutorvista.com/content/biology/biology-i/food-tritionhealth/classification-food.php.
- http://www.redcross.ca/training-and-certification/first-aid-tips-andresources-
- / First-aid-tips/Kit-contents.
- http://www.glopalhealth.gov/global-health-topics/communicable - diseases.

COURES OUTCOMES

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

CO1: Apply the aims and objective of yoga in real life situation.

CO2: Analyse the scope of health education and methods of import health education in schools.

CO3: Infer ideas about the different cause and symptoms of different communicable diseases.

CO4: Analyse the scope, need and importance of physical education.

CO5: Distinguish between intramural and extramural competitions

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
VALUE ADDED / ADD ON COURSES - SYLLABUS
COURSE TITLE: AUDIO – VISUAL MEDIA EDUCATION
COURSE CODE: 22130VAC2

COURSE OBJECTIVES:

The student- teachers will be able to:

CO1: understand the concept of Information and Communication Technology

CO2: acquire knowledge about new horizons in ICT

CO3: comprehend the theory of communication

CO4: appreciate enriched learning expenses using ICT comprehend the role Played by ICT in Education

CO5: attain the knowledge of internet and its applications

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 .

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 .

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.

UNIT -IV MULTI - MEDIA TECHNOLOGY

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.

UNIT – V: LEARNING THROUGH ICT

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.

REFERENCES:

- Aggarwal, J. C. (2000). Innovations in Educational Technology. New Delhi: Vikas Publishing House.
- Aggarwal.D.D.(2004). Educational Technology. New Delhi: Sarup Publishing House.
- Aggarwal, J. C. (2013). Modern in Educational Technology. New Delhi Black Prints.
- Bharihok, D. (2000). Fundamentals of Information Technology. New Delhi: Pentagon Press.
- Bhattachary, S.P. (1994). Models of Teaching. Regency Publications.
- Byran, P. (1997). Discover the Internet Comdex Computer. New Delhi: Dream Tech Publishing.
- Conrad, K. (2001). Instructional Design for Web based Training. HRD Press

E-RESOURCES

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

COURSE OUT COMES:

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

CO1: understand the concept of Information and Communication Technology

CO2: acquire knowledge about new horizons in ICT

CO3: comprehend the theory of communication

CO4: appreciate enriched learning expenses using ICT

CO5: comprehend the role played by ICT in Education

INTER SCHOOL ELECTIVES

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
INTER SCHOOL ELECTIVE
SYLLABUS
COURSE TITLE: GUIDANCE AND COUNSELLING
COURSE CODE: 22130ISE

COURSE OBJECTIVES:

The student teacher will be able to:

CO1: list out the principles underlying guidance

CO2: elucidate the need of guidance and counselling in schools

CO3: describe the different services in the school guidance programme

CO4: understand the various therapies in counselling

CO5: acquire the skills necessary to administer and interpret standardized tools

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** – 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** – 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.

REFERENCES:

- Bhatnagar, R. P., & Seema, R. (2003). Guidance and counselling in education and psychology. Meerut: R.Lal Book Depot.
- Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
- Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.

- Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers.
- Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt.Ltd.
- Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lall Books Depot.
- Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.
- Sodhi, T . S., & Suri, S. P . (1997). Guidance and counseling. Patiala: Bawa Publication.
- Vashist S. R.(Ed.). (2002). Principles of guidance. New Delhi: Anmol Publications Pvt.Ltd.

E-RESOURCES

1. http://www.tutorvista.com/content/biology/biology-i/food-tritionhealth/classification-food.php.
2. http://www.redcross.ca/training-and-certification/first-aid-tips-and resources-

   / First-aid-tips/Kit-contents.

3. http://www.glopalhealth.gov/global-health-topics/communicable - diseases.

COURES OUTCOMES

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

CO1: elucidate the need of guidance and counselling in schools
CO2: describe the different services in the school guidance
CO3: understand the various therapies in counselling
CO4: acquire the skills necessary to administer and interpret standardized tools
CO5: know the qualities required for a good counsellor

Research Integrated Curriculum

The relationship between teacher and learner is completely different in higher education from what it is in school. At the higher level, the teacher is not there for the sake of the student; both have their justification in the service of scholarship. For the students who are the professionals of the future, developing the ability to investigate problems, make judgments on the basis of sound evidences, take decisions on a rational basis and understand what they are doing and why is vital. Research and inquiry is not just for those who choose to pursue an academic career. It is central to professional life in the twenty-first century.

It is observed that the modern world is characterized by heightened levels of complexity and uncertainty. Fluidity, fuzziness, instability, fragility, unpredictability, indeterminacy, turbulence, changeability, contestability: these are some of the terms that mark out the world of the twenty-first century. Teaching and research is correlated when they are co-related. Growing out of the research on teaching- research relations, the following framework has been developed and widely adopted to help individual staff, course teams and whole institutions analyse their curricula and consider ways of strengthening students understanding of and through research. Curricula can be:

Research – Led: Learning about current research in the discipline

Here the curriculum focus is to ensure that what students learn clearly reflects current and ongoing research in their discipline. This may include research done by staff teaching them.

Research – Oriented: Developing research skills and techniques

Here the focus is on developing student's knowledge of and ability to carry out the research methodologies and methods appropriate to their discipline(s)

Research – Based: Undertaking research and inquiry

Here the curriculum focus is on ensuring that as much as possible the student learns in research and or inquiry mode (i.e. the students become producers of knowledge not just consumers). The strongest curricula form of this is in those special undergraduate

programmes for selected students, but such research and inquiry may also be mainstreamed for all or many students.

Research- Tutored: engaging in research discussions

Here the focus is on students and staff critically discussing ongoing research in the discipline.

All four ways of engaging students with research and inquiry are valid and valuable and curricula can and should contain elements of them.

Moreover, the student participation in research may be classified as,

Level 1: Prescribed Research

Level 2: Bounded Research

Level 3: Scaffolded Research

Level 4: Self actuated Research

Level 5: Open Research

Taking into consideration the above mentioned facts in respect of integrating research into the B.Ed. curriculum, the following Research Skill Based Courses are introduced in the curriculum.

Semester	RSB Courses	Credits
I	Research Led Seminar	1
II	Research Methodology	3
II	Participation in Bounded Research	2
IV	Program Exit Examination	3
	TOTAL	**09**