

PERIYAR UNIVERSITY PERIYAR PALKALAI NAGAR SALEM - 636 011

DEPARTMENT OF EDUCATION

CURRICULUM FRAMEWORK FOR THREE YEARS

BACHELOR OF EDUCATION (B.Ed.,) PART-TIME PROGRAMME

(NON- SEMESTER PATTERN)

Outcome Based Education [OBE]
Regulations and Syllabus

(Effect from the Academic Year 2017-2018 onwards)

Introduction to the Programme

The National Policy on Education (1986) has clearly stated the need for restructuring the system of teacher education which will pave way for Quality improvement in teacher education. Keeping this in mind, the Department of Education, Periyar University has designed three year **Bachelor Degree Programme in Education (B.Ed.,- Part-Time)** in the field of teacher education which aims at preparing teacher educators and other education professionals, including curriculum developers, educational policy analysts, educational planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to the award of B.Ed., degree in Part-Time mode.

The B.Ed., Part-time curriculum consists of Nine Core Courses, Two main Language courses, Eleven Pedagogy Courses and also two optional elective Courses. Further, the students have to do the practicum in each year and the Practical examinations will be conducted at the end of the first year, second year and third year after completing their School Internship training.

The Bachelor of Education (Part – Time), Known as B.Ed., is a professional programme that prepares teachers for various levels of schooling namely, upper primary or middle level (classes VI-VIII), Secondary level (classes IX-X), and higher secondary level (classes XI-XII), The programme shall be offered in a staggered manner during a period of three years, combining face-to face teaching with school internship and school-based activities.

The programme has been structured with the following features:

- Designed for Three years, based on the revised norms of National Council for Teacher Education – 2014 under Non-Semester pattern.
- Structured with a special attention to produce competent teachers with adequate theoretical understanding with practical abilities in teaching and educational management.

2. Eligibility for Admission

The candidates who fulfil the following criteria alone eligible for B.Ed. admission:

a. Upper Primary and Secondary School Teachers who are in service on full time basis (Govt./Govt. Aided/Private)
b. UG/PG Degree in the relevant subjects with 50% of marks

c. For BC candidate 45%, MBC Candidate 43%, and for SC/ST Candidates 40%
d. The procedure of admission is as per the norms of Periyar University. Admission is based on the reservation policy of Government of Tamil Nadu. Rank list will be prepared based on the marks scored in the qualifying examination.

3. Objectives of the Programme

Specific objectives of the programme is

- To empower the in-service teachers to be professionally competent, committed, performing and reflective teachers for different stages of school education and teacher education.
- To understand the importance of philosophical sociological and cultural aspects of Education.
- To apply the principles of learning and teaching in Education
- To foster all- round growth and development of the students
- To organize the skills of teaching experiences on teaching different school subjects
- To develop problem solving behaviors in Education
- To understand the role of home, school and community in shaping the personality of the learner, and develop an amicable home-school relationship for mutual benefit.
- To undertake investigatory projects and action research to improve the system

4. Outcome of the Programme

B.Ed. Part Time Programme provides opportunities for the 'in-service' teachers to understand the latest trends in teaching and learning process. It also helps to understand the psychological principles of growth and development, individual differences and cognitive, psychomotor and attitudinal learning. It enables the in-service teachers to develop their skills in identifying, selecting, innovating and organizing learning experiences for teaching school subjects.

5. Core Subject Papers

Year	Sl. No.	Title of the Paper	Internal Marks	External Marks	Total Marks
Second	1.	Childhood and Growing Up	25	75	100
	2.	Contemporary India and Education	25	75	100
	3.	Assessment of Learning	25	75	100
	4.	Language across the curriculum	25	75	100
Third	1.	Learning and Teaching	25	75	100
	2.	Understanding Discipline and Subjects	25	75	100
	3.	Knowledge and Curriculum	25	75	100
	4.	Gender, School and Society	25	75	100
	5.	Creating an Inclusive School	25	75	100
	Total		**225**	**675**	**900**

6. Subject Elective Papers

Pedagogy	Sl.No.	Title of the Paper	Internal Marks	External Marks	Total Marks
Pedagogy-I (Any One)	1.	Tamil Language Education	25	75	100
	2.	English Language Education	25	75	100
Pedagogy-II (Any One)	1.	Special Tamil Language Education	25	75	100
	2.	Special English Language Education	25	75	100
	3.	Mathematics Education	25	75	100
	4.	Physical Science Education	25	75	100
	5.	Computer Science Education	25	75	100
	6.	Biological Science Education	25	75	100
	7.	History Education	25	75	100

	8.	Geography Education	25	75	100
	9.	Economics Education	25	75	100
	10.	Commerce Education	25	75	100
	11.	Home Science Education	25	75	100
	Total		**50**	**150**	**200**

7. Non Subject Elective Papers

Elective	Sl.No.	Title of the Paper	Internal Marks	External Marks	Total Marks
Elective (Any One)	1	Career Guidance	25	75	100
	2	Computers in Education	25	75	100
	Total		**25**	**75**	**100**

7a. FACE TO FACE TEACHING/ACADEMIC COUNSELLING SESSIONS

As per the NCTE regulations it is recommended for B.Ed Part Time Programme (3 Years) that 33% of 120 days be conducted face to face teaching during summer vacation; 33% of face to face teaching be conducted as counseling sessions with the constitution of mentor/mentee and 34% be organised face to face teaching during Saturdays and Sundays. In the face to face programme, the students will participate individually as well as in groups, in various activities for improving their teaching competency. All tasks done during the programme have to be followed up in teaching/learning situations. Apart from these, the first, second and third face to face teaching orients theory, the aspects of practice teaching and some more school based activities. It also provides the final polish to teaching and management skills inside and outside the classroom.

7b. ATTENDANCE

Attendance is compulsory for both face to face teaching/academic counseling sessions. If there is absence in the face to face teaching/counseling classes, you may not appear for theory and practical examinations.

7c. PRACTICE TEACHING (School Internship)

Every student should compulsorily undergo teaching practice for 20 days each year (1^{st},2^{nd} & 3^{rd}) in the school (where the candidate is working) under the supervision of senior teachers and the student-teacher has to prepare 20 lesson plans for each Pedagogy (Part I and Part II).

7d. SCHOOL – BASED ACTIVITIES

The school-based activities include administration of psychological tests/tools, organizing health education activities, participation in sports and games, conduct of debates, preparation of school time-table, construction of question papers together with scoring procedures, selection and use of different resources such as libraries, laboratories, media and materials, participation in class activities related to the teaching subjects, etc.

8. Unitization

Each course has **five** units.

9. Pattern of Examination

The marks allotted for the internal to the external examinations is in the ratio of 1:3. In other words, the internal marks and external marks are 25% and 75%, respectively.

10. Scheme of Internal Evaluation

a. Internal Assessment for each theory paper

Assignment	:	10 marks
Seminar / Group Discussion	:	5 marks
Attendance	:	10 marks

Total : 25 marks

b. Practical Examinations

Practical examinations will be conducted at the end of the first year after completing their School Internship. The distribution of marks is as follows:

	Practice Teaching (First Year)		**Marks**	**Total Marks**
A	Pedagogy - I (17BEDPE01)	Observation Record Lesson Plan Record Teaching Competency	10 15 75	100
B	Pedagogy – II (17BEDPE02)	Observation Record Lesson Plan Record Teaching Competency	10 15 75	100
C	**School - Based Activities** (17BEDPE03) (5 x 20 Marks) 1. Addressing the school assembly 2. Preparation of School Time Table 3. Organizing Career Talk/Parent Teacher Association/ Debate / Panel Discussion / Quiz 4. Case Study 5. Action Research			100
D	**Instruction - Based Activities**		**Marks**	**Total Marks**
	Pedagogy – I (17BEDPE04)	Micro - Teaching Record Test and Measurement Record Instructional Aids	10 20 20	100

	Pedagogy - II (17BEDPE04)	Micro - Teaching Record Test and Measurement Record Instructional Aids	10 20 20	
	Grand Total			**400**

Practical examinations will be conducted at the end of the second year after completing their School Internship. The distribution of marks is as follows:

E	**Practice Teaching (Second Year)**			**Marks**	**Total Marks**
	Enhancing Professional Capacities (EPC)	(17BEDPE05)	Reading and Reflecting on Texts	100	200
		(17BEDPE06)	Drama and Art in Education	100	
Grand Total					**200**

Practical examinations will be conducted at the end of the third year after completing their School Internship. The distribution of marks is as follows:

F	**Practice Teaching (Third Year)**			**Marks**	**Total Marks**
	Enhancing Professiona l Capacities (EPC)	(17BEDPE07)	Critical Understanding of ICT	100	200
		(17BEDPE08)	Understanding the Self	100	

	Grand Total		**200**

11. External Examination

a. **Second Year**

	S.No	Course Code	Title of the Course	Internal Marks	External Marks	Total Marks
Theory papers						
	1	17BEDC01	Childhood and Growing Up	25	75	100
	2	17BEDC02	Contemporary India and Education	25	75	100
	3	17BEDC03	Assessment of Learning	25	75	100
	4	17BEDC04	Language across the curriculum	25	75	100
	5	17BEDPT01 17BEDPE01	Tamil Language Education (or) English Language Education	25	75	100
	6	17BEDPST02 17BEDPSE02 17BEDPME01 17BEDPPE01 17BEDPCS01 17BEDPBE01 17BEDPHE01 17BEDPGE01 17BEDPEE01 17BEDPCE01 17BEDPHE01	Special Tamil Language Education Special English Language Education Mathematics Education Physical Science Education Computer Science Education Biological Science Education History Education Geography Education Economics Education Commerce Education Home Science Education	25	75	100
			Total	***150***	***450***	***600***

b. **Third Year**

	S. No.	Course Code	Title of the Course	Internal Marks	External Marks	Total Marks
Theory Paper	7	17BEDC05	Learning and Teaching	25	75	100
	8	17BEDC06	Understanding Discipline and	25	75	100

			Subjects			
	9	17BEDC07	Knowledge and Curriculum	25	75	100
	10	17BEDC08	Gender, School and Society	25	75	100
	11	17BEDC09	Creating an Inclusive School	25	75	100
	Optional Course					
	12	17BEDOP01 17BEDOP02	Career Guidance (or) Computers in Education	25	75	100
			Total	***150***	***450***	***600***

12. Question Paper Pattern (External Examination)

B.Ed. Degree Examination (Part Time)

(Non-Semester)

Duration : 3 Hours **Maximum Marks : 75**

Section	Approaches	Mark Pattern	K Level	CO Coverage
PART- A	Three or Four line Words (Answer all the Questions)	10 x 02= 20 (Knowledge Type Questions)	K1, K2, K3	
PART- B	100 to 200 Words (Answer any Five out of Eight Questions)	05 x 05=25 (Analytical Type Questions)	K4	
PART- C	500 to 1000 Words (Essay Questions)	02 x 15=30 (Essay Type Questions)	K1, K2, K3,K4	

B.Ed. Degree Examination (Part Time)

(Non-Semester)

Duration : 3 Hours **Maximum Marks : 75**

Section A

Answer the Following Question: (10 x 2=20)

1.

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

Section B

Answer any FIVE of the Following: (5 x 5=25)

11.
12.
13.
14.
15.
16.
17.
18.

Section C

Answer the following Questions: (2 x 15=30)

19.

a) ……

(or)

b) ……

20.

a) ……

(or)

b) ……

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13.Scheme of Evaluation

Each paper shall be awarded with internal marks for a maximum of 25 Marks. The award of marks shall be in the method as detailed under scheme of evaluation given below.

14. Passing Minimum

A. Theory

i. A candidate who secures not less than 36 marks in the external, not less than 14 marks in the internal examination and 50 marks in-total in a course shall be declared to have passed in that course.

B. Practical

i. The minimum 50 percent mark is required in the following practical components and its sub components to pass.

   A. Pedagogy – I
   B. Pedagogy – II
   C. School-Based Activities
   D. Instruction-Based Activities
   E. Enhancing Professional Capacities (EPC)

ii. For a pass in a practical examination, the candidate should have passed in each, viz. A, B, C, D and E.

Classification of Results

A. Theory

i. If the candidate secures 60 per cent and above marks on the aggregate of all the subjects taken together including internal marks will be declared to have passed in first class.

ii. All other successful candidates shall be declared to have passed in second class.

B. Practical

i. A candidate who has passed the practice teaching, School-based activities and Instruction-based activities, whether in one appearance or more and who secures not less than 60 per cent in Practice Teaching as well as in the aggregate of all the five, viz. A, B, C, D and E shall be declared to have passed in the first class.

ii. All other successful candidates shall be declared to have passed in second class.

C. **Failed Candidates**

i. Failed candidates can appear for the concerned course(s) in theory.

ii. For a candidate who fails in any theory course, the internal marks already obtained in the course by the candidate shall be carried over to his/her subsequent appearance(s).

iii. A candidate who fails even in one of the three practical's, viz. A, B, C, D and E will have to appear for all the three practical's subsequently to get a pass in practical examinations.

15. Teaching Methodology (Mode of Transaction)

Lecture, Discussion, Case Study, problem solving, assignments, films on educational thinkers and according to the nature of the course the teaching methodology may differ.

16. Text Books

6^{th}, 7^{th}, 8^{th}, 9^{th} and 10^{th} Standard Books of Equitable Standard Education System of Tamil Nadu government.

17. Transitory Provision

Curriculum will be revised once in 3 years and the transitory period will be given for 3 years after completion of the course.

18. Duration of the Programme

The duration of B.Ed., Part-Time Programme is of three year with non-semester Pattern, which can be completed in a maximum period of five years from the date of admission to the programme. And the programme followed the National Council of Teacher Education (NCTE) norms and standards of B.Ed (part-time) Programme leading to Bachelor of Education (B.Ed) Degree.

19. Medium of Instruction

The medium of instruction is Tamil and English.

20. Internship

The Institution will continue to teach in their respective schools as part of their work. However the classroom teaching and school based activities shall be supervised by the faculty of teacher education institution and other qualified teachers and teacher educators for 12 weeks.

i.e., four weeks each year. They shall be engaged at two levels namely upper primary (Classes VI to VIII) and secondary (Classes IX to X) or Senior Secondary (Classes XI to XII).

PERIYAR UNIVERSITY
SALEM 636 011.

TEMPLATE FOR OBE ELEMENTS

Name : Department of Education

Academic Programme offered: B.Ed (Bachelor of Education – Part-Time)

OBE Elements for B.Ed (Part-Time) Programme

Programme Specific Qualifications Attributes

PSQA Vs Core Attributes Mapping

	CA1	CA2	CA3	CA4	CA5	CA6	CA7
Knowledge (K1)	✓	✓	✓			✓	✓
Understanding (K2)	✓	✓	✓			✓	✓
Application (K3)		✓	✓		✓	✓	
Analytical (K4)		✓			✓	✓	✓
Evaluation (K5)		✓	✓	✓		✓	✓
Synthesis (K6)	✓	✓	✓	✓	✓		✓

Programme Educational Objectives (PEOs)

PEO1: To empower the in-service teachers to be professionally competent, committed, performing, and reflective teachers for different stages of school education and teacher education.

PEO2: To understand the importance of the philosophical sociological and cultural aspects of Education.

PEO3: To apply the principles of learning and teaching in Education and to foster all-round growth of the student teachers.

PEO4: To organize the skills of teaching experiences on teaching different school subjects and to develop their teaching ability in class-rooms.

PEO5: To understand the role of home, school, and community in shaping the personality of the learner, and develop an amicable home-school relationship for mutual benefits, and undertake investigatory projects and action research to improve the system.

Programme outcomes (POs)

PO1: Having the ability to understand the educational concepts and theories and apply the same in the work environment.

PO2: Gain knowledge on different educational competencies and their applications in the classrooms.

PO3: To acquaint a sense of ecological consciousness in terms of sustainable development.

PO4: Inculcate managerial skills to execute developmental programs of educational society

PO5: Apply the knowledge of rural & urban society for nation-building activities.

PO6: Get Sensitization on gender issues to achieve gender parity in educational aspects.

PO7: Develop social engineering skills to resolve the educational pathologies.

PO8: Acquire knowledge on health and sanitation through educational understanding.

PO9: Gain knowledge by reciprocally connecting classroom and rural educational society through the village extension activities

Programme Specific Outcomes (PSOs)

PSO1: Impart knowledge and skills of educational aspects and apply the competencies for the educational needs.

PSO2: Develop skills and ability to their subject as a fulfilled teachers in the Society

PSO3: Demonstrate analytical skills to analyze and resolve the educational goals in our life.

PSO4: Gain knowledge and ability through sociological extension programs to uplift the livelihood of oppressed communities.

PSO5: Build up a just society with the values of social harmony through educational understanding.

PEO Vs PO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
PEO1	✓	✓	✓	✓		✓			✓
PEO2	✓	✓	✓	✓	✓	✓		✓	✓
PEO3	✓	✓		✓	✓	✓			

PO Vs GA

	GA1	GA2	GA3	GA4	GA5	GA6	GA7
PO1	✓	✓		✓	✓	✓	✓
PO2	✓	✓	✓	✓	✓	✓	✓
PO3	✓	✓	✓	✓	✓	✓	
PO4	✓	✓	✓	✓	✓	✓	✓
PO5		✓	✓	✓	✓		✓
PO6	✓	✓	✓		✓	✓	✓
PO7				✓	✓		✓
PO8					✓		✓
PO9	✓	✓	✓		✓	✓	✓

B.Ed – PART-TIME. MARKS DISTRIBUTION

FIRST YEAR– – Practice Teaching Only

Course No	Name of the Course	Course Code	Marks	Hr/Week Internal Practical	EA	Tot
1.	**Pedagogy-I** Observation Record	17BEDPE01	10	6	100	100
	Lesson Plan Record		15			
	Teaching Competency		75			
2.	**Pedagogy-II** Observation Record	17BEDPE02	10	6	100	100
	Lesson Plan Record		15			

	Teaching Competency		75			
3.	**School - Based Activities** Addressing the school assembly	17BEDPE03	20	6	100	100
	Preparation of School Time Table		20			
	Organizing Career Talk/Parent Teacher Association/ Debate / Panel Discussion / Quiz		20			
	Case Study		20			
	Action Research		20			
4.	**Instruction - Based Activities-Pedagogy-I** Micro - Teaching Record	17BEDPE04	10	3	50	100
	Test and Measurement Record		20			
	Instructional Aids		20			
	Instruction - Based Activities-Pedagogy-II Micro - Teaching Record	17BEDPE04	10	3	50	
	Test and Measurement Record		20			
	Instructional Aids		20			
	Total		400	24	400	400

B.Ed – PART-TIME. MARKS DISTRIBUTION

SECOND YEAR - Theory

Course No	Name of the Course	Course Code	Instructional Hours (per week)		Marks		
			Theory	Internal Practical	IA	EA	Tot
1.	Childhood and Growing Up	17BEDC01	4	2	25	75	100
2.	Contemporary India and Education	17BEDC02	4	2	25	75	100
3.	Assessment of Learning	17BEDC03	4	2	25	75	100
4.	Language across the curriculum	17BEDC04	4	2	25	75	100
5.	Tamil Language Education (or) English Language Education	17BEDPT01 17BEDPEL01	4	2	25	75	100

6.	Special Tamil Language Education	17BEDPST02	4	2	25	75	100
	Special English Language Education	17BEDPSE02					
	Mathematics Education	17BEDPME01	4	2	25	75	100
	Physical Science Education	17BEDPPE01					
	Biological Science Education	17BEDPBE01					
	Computer Science Education	17BEDPCS01					
	History Education	17BEDPHE01					
	Geography Education	17BEDPGE01					
	Economics Education	17BEDPEE01					
	Commerce Education	17BEDPCE01					
	Home Science Education	17BEDPHE01					
	Total		20	10	150	450	600
SECOND YEAR – Practice Teaching (Enhancing Professional Capacities-EPC)							
7.	Reading and Reflecting on Texts	17BEDPE05	--	6	--	100	100
8.	Drama and Art in Education	17BEDPE06	--	6	--	100	100
	Total		20	22	150	650	800

B.Ed – PART-TIME. MARKS DISTRIBUTION

THIRD YEAR - Theory

Course No	Name of the Course	Course Code	Instructional Hours (per week)		Marks		
			Theory	Internal Practical	IA	EA	Tot
1.	Learning and Teaching	17BEDC05	4	2	25	75	100
2.	Understanding Discipline and Subjects	17BEDC06	4	2	25	75	100
3.	Knowledge and Curriculum	17BEDC07	4	2	25	75	100
4.	Gender, School and Society	17BEDC08	4	2	25	75	100
5.	Creating an Inclusive School	17BEDC09	4	2	25	75	100
6.	Career Guidance (or)	17BEDOP01 17BEDOP02	4	2	25	75	100

	Computers in Education						
THIRD YEAR – Practice Teaching (Enhancing Professional Capacities-EPC)							
7.	Critical Understanding of ICT	17BEDPE07	--	6	--	100	100
8.	Understanding the Self	17BEDPE08	--	6	--	100	100
Total			20	24	150	650	800

No.	Year	IA	EA	Total
1.	**First Year**	-----	400	400
2.	**Second Year**	150	650	800
3.	**Third Year**	150	650	800
	Total	300	1700	2000

SECOND YEAR –CORE-I

Template for Course Syllabus

Course Code & Title	**(CORE:1) 17BEDC01 - CHILDHOOD AND GROWING UP**		
Class	**B. Ed**	**Year**	**II**
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	• understand role of educational psychology the salient features and problems of growth and development during childhood to adolescence • understand the process of learning and factors influencing learning and to organize teaching for effective learning • understand the dynamics of personality development in order to		

	facilitate student trainees' and their students' personal growth • understand the concept of personality, Intelligence and creativity and motivation for the better teaching and learning process • develop the ability to apply the knowledge of Educational Psychology to rectify the classroom problems of various kinds

UNIT	Content	No. of Hours
I	**Educational psychology, Growth and Development:** Psychological Science and its Application in Education- Meaning of Growth and Development - Differences between growth and development - importance of growth and development - Theories of Development**:** Cognitive theory of Development (Piaget's) - Psycho-social theory of development (Erikson) - Theory of Moral Development (Kohlberg's) -Theory of psycho- sexual development (Freud) - Attention - Factors relating to Memory and Attention - span of attention – distraction - concept formation and types.	20 Hours
II	**Understanding Adolescent Learner :** Adolescent Learner - Growth and Development: Physical, cognitive, social, emotional and moral development pattern - Adolescent period - Factors influencing development: Nature, Peer and Family - Behavioural pattern in terms of motivation, attitude, aptitude, interest and development of self-concept - Method of studying learner's behaviour at the adolescent stage - Observation, interview, experimentation and case-study.	20 Hours
III	**Learning Process :** Learning by Trial and Error (Thorndike) - Learning by Stimulus-Response conditioning (Pavlov & Skinner) - Classical conditioning - Operant conditioning - Educational implications - Gestalt theory- - Factors affecting learning - Ways to enhance learning skills - Transfer of learning - Remembering and forgetting - curve of forgetting - individual differences in learning.	20 Hours
IV	**Motivation and Emotion – Theory and Practice :** Motivation - Kinds of motives -Theories of motivation: Hull's drive reduction, Maslow's need hierarchy, McClelland's achievement motivation - Fear of failure and hope of success - Motivation in the classroom context: praising, blaming, rewarding and punishing - levels of aspirations - Nature of Emotions - Expression of Emotions - Emotional Disorders - Emotional Intelligence.	20 Hours

V	**Intelligence – Theory and Practice, Creativity in Education, Personality:** Nature of intelligence - Theories of Intelligence: single factor, two factor and multi factor theories - Guilford's structure of the intellect - Individual differences and distribution of intelligence - Multiple Intelligence, Intelligence tests and their advantages-Concept of creativity - Identification of creative pupils - relationship between intelligence and creativity - convergent, divergent and lateral thinking - Steps of creativity-fostering creativity-Personality: Meaning, definition and types - Major determinants of personality - Theories of personality: Psycho analysis (Sigmund Freud) – Adjustment - Maturity - Mental Health - Assessment of personality: Projective techniques - Thematic Apperception Test - Integrated personality.	20 Hours
Mode of transaction	Lecture, Discussion, Case Study, Problem solving.	
Practicum	• Observe the various age group children (Early childhood, Later childhood, Adolescent) in various environment like classroom, playground, home, with parents, friends, siblings and list down the characteristics of them. • Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children.	
References	**Text Books:** • Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman. • Bigge, M. L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper and Row Publishers. P.P. 89-90. • Bolles, R. C. (1975): Learning Theory. New York, llolt, Rinehart and Winston, 18-19. • Chauhan. S.S. (1978): Advanced Educational Psychology. Vikas Publishing house Pvt. Ltd., New Delhi. • Dandapani. S. (2001). A textbook of Advanced Educational Psychology. New Delhi: Anmol Publications. . **References:** • Dann, R. (1983). Can students identify their own Learning Styles? Educational Leadership.40, P.P. 60-62. • Dash, M. (1988). Educational Psychology. Delhi: Deep and Deep Publication. • Duric, L. (1975). Performance of Pupils in the Process of Instruction. Bratislava, SPN, P.P. 54-90. • Duric, L. (1990). Educational Sciences: Essentials of Educational Psychology. International Bureau of Education, UNESCO. New Delhi, Sterling Publishers, P. 81.	

	• Fontana, D. (1995). Psychology for Teachers (3rd edition). The British Psychological Society, London: McMillan in association with BPS Books. • Kundu C.L. and Tutoo D.N. (1993) : Educational Psychology, Sterling Publishers Pvt. Ltd..Kogan page Inc Skinner, E. C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd. • Lindgren, H. C. (1967). Educational Psychology in Classroom (3rd edition). New York: John Wiley and sons. • Mangal, S. K. (1984). Psychological Foundations of Education. Ludhiana: Prakash Publishers.
Course Outcomes	**After studying these chapters:** • Students will understand the role of educational psychology the salient features and problems of growth and development during childhood to adolescence. • Students will understand the process of learning and factors influencing learning and to organize teaching for effective learning • Students will understand the dynamics of personality development in order to facilitate student trainees' and their students' personal growth • Students will understand the concept of personality, Intelligence and creativity and motivation for the better teaching and learning process. • Students will be able to develop the ability to apply the knowledge of Educational Psychology to rectify the classroom problems of various kinds.

SECOND YEAR –CORE-II

Template for Course Syllabus

Course Code & Title	**CORE COURSE II(17BEDC02) : CONTEMPORARY INDIA AND EDUCATION**		
Class	B. Ed	Year	II
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to: • understand the concept and aims of Education • develop the social realities of Indian society and its impact on education		

	• apply the educational contributions of the Indian cum western thinkers • understand the contemporary issues in education and its educational implications • understand the historical developments in policy framework related to education

UNIT	Content	No. of Hours
I	**Education and its various Levels:** Meaning and definitions of Education-Formal, Non-formal and Informal education - Objectives: pre-primary, primary, secondary and higher secondary education -Statuary boards of education - Aims of Education in Contemporary Indian society	20 Hours
II	**Education in Indian Society and Social Realities of Indian Society:** The Constitutional Framework: The Indian Constitution and Education -Status of Education in the Constitution – Discrimination based on gender, caste, religion and disability - Human Rights-Role of teachers in safeguarding and promoting human rights. - Major Trends: Liberalization, Globalization and Privatization-	20 Hours
III	**Trends and Problems of Education in Indian Society:** Population, Poverty, Illiteracy, Child labour, AIDS, Terrorism - transit schools - Unemployment and underemployment- Brain drain- Privatization of Education at all levels.	20 Hours
IV	**Philosophical Contribution of Indian and Western Thinkers in Education:** Indian and western school of Philosophy: Idealism, Naturalism, Pragmatism and Realism - Educational thoughts of Swami Vivekananda, Sri Aurobindo, Gandhiji, Tagore, Rousseau, John Dewey - Their concept of knowledge, aims of Education, method of instruction and evaluation.	20 Hours
V	**Policy Framework for Public Education in India :** Education in Post-Independent India - Recommendations of commissions and committees- National Policy on Education (1986, 1992) - Universalization of Elementary Education – Sarva Shiksha Abhiyan- RTE ACT-2009,RUSA- Major functions of UGC,NAAC,NUPEA,NCTE,NCERT and SCERT.	20 Hours
Mode of transaction	Lectures, discussions, assignments, films on educational thinkers.	
Practicum	• Study the impact of Right to Education Act on schools • Critical Analysis of Different Committees and Commissions on Education	
References	**Text Books:** • Bhatirt, B. (1-983).The philosophical and Sociological Foundation of Education, New Delhi, Doaba House.	

	• Dhankar. N. (2010). Education In Emerging Indian Society. New Delhi: APH Publishing Corporation. • Mehra D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana: Tondan Publications, Books Market. • Mehta, D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana:Tondan Publications, Books Market. • Narulla, S. &Naik, J. P. (1964). Student History of Education in India. McMillian& Co., of India Pvt. Ltd. National Policy and Education. (1986). MHRD. New Delhi: Govt. of India. **References:** • Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers. • Rao, D. B. (1996). G lobals Perception on Peace Education, Vol. I, II & III. New Delhi: Discovery Publishing House. • Rassekh, S., and Vaideanu, G. (1987). The contents of education. UNESCO, Paris: Richard Clay Ltd., Bungay, Suffolk, England. • Siddiqui, M. H. (2009). Philosophical and Sociological foundation of Education. New Delhi: APH Publishing Corporation, APM Publication Corporation. • Thakur, A. S., and Berwal, S. (2007). Education in Emerging Indian Society. New Delhi: National Publishing House.
Course Outcomes	**After studying these chapters:** • Students will understand the concept and aims of Education • Students will be able to develop the social realities of Indian society and its impact on education • Students will be able to apply the educational contributions of the Indian cum western thinkers • Students will understand the contemporary issues in education and its educational implications. • Students will understand the historical developments in policy framework related to education.

SECOND YEAR –CORE-III

Template for Course Syllabus

Course Code & Title	**CORE COURSE- III (17BEDC03) ASSESSMENT OF LEARNING**		
Class	B. Ed	Year	II
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to: • get basic knowledge of assessment for learning • write educational objectives • know different techniques of evaluation, tools of evaluation and their uses		

	• understand the basic principles of classroom evaluation • compute simple statistics to assess the learning

UNIT	Content	No. of Hours
I	**Introduction to Test, Measurement and Evaluation** Measurement and Evaluation in Education - Meaning of Testing, - Test as an instrument of evaluation - Characteristics of the evaluation - Reporting evaluation results -Steps of evaluation process - comprehensive and continuous - Formative and summative evaluation - Norm reference & criterion reference tests - Uses of evaluation.	20 Hours
II	**Writing Instructional Objectives:** Educational Objectives - Learning outcomes as behavioural changes - Relationship between educational objectives, learning experiences and evaluation - Writing educational objectives - different kinds like knowledge, understanding, application, skill, affect attributes, behavioural terms and level of performance - Measurable and non-measurable learning outcomes - Major techniques of evaluation.	20 Hours
III	**Tools of Evaluation:** Achievement tests ; standardized and teacher made tests - Diagnostic tests - Rating scale - Check list - Anecdotal records - Socio-metric technique - Interview, Questionnaire and inventory - - Characteristics of a good test: Validity ; different methods of finding validity - Reliability - different methods of finding reliability – Objectivity - Interdependence of validity, reliability and objectivity - Norms – Usability - Essay and Objective type tests - Improving essay type questions - Different types of objective tests.	20 Hours
IV	**Classroom Evaluation :** Measurement and Evaluation- Debates, written reports, experiments, speeches, video/audio tapes, demonstration, drawing, projects, classroom interaction, student	20 Hours

	participation/involvement - construction of test - administering the test- diagnostic test-criterion and norms referenced test - Achievement test-uses and remedial measures – Continuous and comprehensive evaluation.	
V	**Fundamentals of Educational Statistics:** Raw scores - Frequency distribution - Graphical representation of grouped data - Measures of central tendency - Measures of variability - Fundamental idea of Standard Score.	20 Hours
Mode of transaction	Lectures, discussions, and assignments	
Practicum	• Analysis of previous three years X Standard Public Examination question papers. • Construct Multiple Choice Questions in your subject and do item analysis	
References	**Text Books:** • Aggarwal. (1997). *Essentials of Examination System, Evaluation, Tests & Measurement*. Vikas Publishing House Pvt Ltd. • Alastair Irons. (2008). *Enhancing Learning through Formative Assessment & Feedback*. London: Routledge Taylor & Francis Group. • Bharat Singh. (2004). *Modern Educational Measurement & Evaluation System.* New Delhi: Anmol Publications. • Harry A. Geene, Albert N. Jorgensen & J.Raymond Gerberich. (2012). *Measurement & Evaluation in the Secondary School.* New Delhi: Surjeet Publications. • Khan M.Abbas. (2007). *Teacher's Handbook of Measurement & Evaluation*. New Delhi: Anmol Publications Pvt Ltd. • Mirunalini (2011). Educational Evaluation, New Delhi: Neel Kamal Pub. Pvt.Ltd. **References:** • Mujibul Hasan Siddiqui. (2013). *Educational Evaluation*. New Delhi: APH Publishing Corporation. • Panigrahi, S.C, & Patel, R.C. (2013). *Continuous and Comprehensive Evaluation*. New Delhi: A.P.H. Publishing Corporation. • Pritam Singh. (2009) *Dictionary of Curriculum & Evaluation*. New Delhi. Atlantic Publishers & Distributors (P) Ltd • Robert L. Linn & Norman E. Gronlund. (2003). *Measurement & Assessment in Teaching.* Eighth Edition. Pearson Education. • Srivastann, D.S, & Saritha Kumari. (2005). *Education: Assessment, Evaluation and Remedial.* New Delhi: Isha Books.	

	• Swarupa Rani, T, J.R. Priyadharsaini & D.Bhaskara Rao. (2004). *Educational Measurement & Evaluation*. New Delhi: Discovery Publishing House • Tom Kubiszyn & Gary Borich. (2003). *Educational Testing & Measurement-Classroom Applications & Practice.* Singapore: Seventh Edition. John Wiley & Sons.
Course Outcomes	**After studying these chapters:** • Students will get basic knowledge of assessment for learning • Students will write educational objectives • Students will know know different techniques of evaluation, tools of evaluation and their uses • Students will understand the basic principles of classroom evaluation. • Students will be able to compute simple statistics to assess the learning

SECOND YEAR –CORE-IV
Template for Course Syllabus

Course Code & Title	**(CORE COURSE-IV) 17BEDC04 - LANGUAGE ACROSS THE CURRICULUM**		
Class	B. Ed	Year	II
Cognitive Level	K-1: K2:, K3: K-4: K-5		

Course Objectives	To enable the learner to: • Understand nature, function and role of language across the curriculum • Understand importance and use of first, second language and multi languages system • Acquire knowledge about the communication, and its types • Develop LSRW skills and to understand barriers to listening, speaking, reading, writing • Understand the various activities for developing language skills through language laboratory.

UNIT	Content	No. of Hours
I	**Nature and function of Language:** Language- meaning and concepts - Functions of Language -– language learning - Theories of language learning – teaching language as skill rather than knowledge subjects - Role of Language across Curriculum - Barriers in using language and strategies in overcome them.	20 Hours
II	**Language diversity in classroom:** Learning mother tongue - First language – significance of first language - role of home importing mother tongue - second language – significance of teaching second language - Using first and second language in the classroom – tri language system – Multilingualism - relationship of language with culture.-Difference between second language and foreign language.	20 Hours
III	**Language and Communication:** Communication, Meaning and concept - Elements of communication - Process of communication - Types of communication, Verbal and non-verbal communication - Interpersonal, intra-personal and mass communication - Ways and means to developing communication skills at schools –	20 Hours

	general barriers to communication. Developing techno pedagogy skills.	
IV	**Developing LSRW skills:** Listening skills – sub skills of listening – listening for perception – listening for comprehension – importance of listening skills - Barriers to listening skills: Speaking skills – importance of speaking skills - barriers to speaking skills; Reading skills – importance of reading skills - barriers to reading skills; Writing skills – importance of writing skills–barriers to writing skills, characteristics of good writing.	20 Hours
V	**Language Laboratory and Language assessment:** Language laboratory- basic materials required for language laboratory – strategy and effective use. Computer Assisted Language Learning. Assessment Methods of teaching reading to beginners – Alphabet – Phonetic – word – phrase and sentence method; testing auditory comprehension.	20 Hours
Practicum	• Organizing debate / stage speak / drama • Organizing essay writing or oratory competition	
References	**Text Books:** • . Betting, S.N.M & Belting (2009). The Modern High School Curriculum, Cosmo Pub, New Delhi • Darian, S. (2003). Understanding the Language of Science. Austin: University of Texas Press. • Dash, B.N (2010). Curriculum Planning and Development, Dominant Pub, New Delhi. • Floyd,K.(2009). Interpersonal communication. New York. McGraw Hill Companies Inc. • Kelley,A.V (2013). The Curricular Theory and Practice, Sage Pub, London **References:** • Marlow Ediger & Digumurthi Bhaskara (2005). Philosophy and Curriculum, Discovery Pub, New Delhi. • Pandey, M (2007). Concept of Curriculum Planning, Rajat Pub, New Delhi.	

	• Pritam Singh (2009). Dictionary of Curriculum and Evaluation, Atlantic Pub, New Delhi. • Promina Sharma (2014). Principles of Curriculum, APH pub, New Delhi. • Srivastava, D.S & Saitakumari (2012). Curriculum and Instruction, Isha Book Pub, New Delhi. • Vashist, S.R (2008). The Theory of Curriculum, Anmol Publications, New Delhi.
Course Outcomes	**After studying these chapters:** • Students will understand nature, function and role of language across the curriculum • Students will understand importance and use of first, second language and multi languages system • Students will acquire knowledge about the communication, and its types • Students will develop LSRW skills and to understand barriers to listening, speaking, reading, writing. • Students will understand the various activities for developing language skills through language laboratory.

SECOND YEAR –PEDAGOGY

Template for course syllabus

Course Code & Title	**PEDAGOGY OF SCHOOL SUBJECT – PART –I(17BEDPT01)** **தமிழ்மொழி கற்பித்தல் - I**

Class	B. Ed	Year	II
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	• தமிழ் மொழியின் தோற்றம், நோக்கங்கள் பற்றி அறிதல் • பாடத்திட்டத்தின் முக்கியத்துவத்தை பற்றி அறிதல் • கலைத்திட்டத்தில் மொழியின் இடம் பற்றி அறிதல் • கற்பித்தல் வளமூலங்கள், பாடப்புத்தகத்தின் தன்மை மற்றும் நூலகம் பற்றி அறிதல் • வினாத்தாள் வடிவமைப்பை பற்றி தெரிந்து கொள்ளுதல்		

UNIT	Content	No. of Hours
I	: **தாய்மொழிக் கற்பித்தலின் நோக்கங்கள், பயன்கள்** மொழி – தோற்றம் - தமிழ் மொழியின் தன்மை மற்றும் கட்டமைப்பு – தமிழ் மொழி கற்பித்தலின் நோக்கம் - தமிழ் கற்பித்தலின் மதிப்பு - புளூமின் கற்பித்தல் கோட்பாடுகள் - நுண்நிலை கற்பித்தல் திறன்கள்: பல்வகை தூண்டல்களை பயன்படுத்தும் திறன் - கிளர் வினா திறன் - வலுவூட்டிகளை பயன்படுத்தும் திறன் - கரும்பலகையை பயன்படுத்தும் திறன் - இணைப்பு பயிற்சி.	20 Hours
II	**: தமிழ் பாடத்திட்டம் மற்றும் கற்பித்தல் முறைகள்** ஆண்டு திட்டம் - அலகுதிட்டம் - பாடத்திட்டம் : வரையறை – நோக்கம் - முக்கியத்துவம் - படிநிலைகள் - பாடத்திட்டம் தயாரித்தல் - கால அட்டவணை – நிறைகள் மற்றும் குறைகள் - கற்பித்தல் முறைகள்: விரிவுரை முறை – விதிவருமுறை – விதி விளக்கமுறை – விளையாட்டு முறை – வாழ்க்கை வரலாற்று முறை – வருணனை முறை – உரையாடல் முறை – விவாத முறை - கற்பனை முறை - சிந்தனை முறை - சொற்றொடராக்கப் பயிற்சி முறை.	20 Hours
III	**கல்வி ஏற்பாடு** சிறந்த பாடநூல்களைத் தயாரித்தல் - இயல்புகள் - மொழியாசிரியரின் தன்மைகள்: கல்வித்தகுதி – பயிற்சி – மொழிப்பற்று - இலக்கண இலக்கிய புலமை - எடுத்துக் கூறும் ஆற்றல் - திறமையாக எழுதும் திறன் - கலையார்வம் - மாணவர்களுக்கு நல்ல முன்மாதிரியாக இருத்தல்	20 Hours
IV	**தமிழ் மொழி கற்பித்தலின் நுட்பக் கூறுகள்** கற்பித்தல் துணைக்கருவிகள் - பயன்பாடு – ஒளிப்புகும் கருவிகள் - ஒளிப்புகா கருவிகள் - வானொலி - தொலைக்காட்சி பெட்டி – மொழி பயிற்றாய்வுக் கூடம் - கற்பிக்கும் பொறிகள் - கற்பித்தல் மூலங்கள் : பாடப்புத்தகம் - பாடப்புத்தகத்தின் தன்மைகள் - பாடப்புத்தகத்தை தேர்தெடுத்தல் - நூலகம்.	20 Hours
V	**தமிழ் மொழி கற்பித்தலின் விளைவுகளை மதிப்பிடுதல்** மதிப்பிடுதல்: வரையறை – மதிப்பிடுதலின் வகைகள் -	20 Hours

	வினாத்தாள் வடிவமைப்பு - ஆசிரியர்களால் உருவாக்கப்படும் தேர்வுகள் - தரப்படுத்தப்பட்ட தேர்வுகள் - நல்ல மதிப்பீட்டு கருவியின் பண்பு நலன்கள் - குறையறி சோதனைகள் - அடைவுச்சோதனைகள் - மையப்போக்கு அளவைகள்: கூட்டுச் சராசரி - இடைநிலை – முகடு - சிதறல் அளவைகள்: வீச்சு – திட்ட விலக்கம் - கால்மான விலக்கம் - ஒட்டுறவு	
Practicum	• தமிழ் கவிஞர் ஒருவரின் வாழ்க்கை வரலாறு எழுதுக. • தமிழ் பாடத்தலைப்பு ஒன்றிற்கு வினாத்தாள் வடிவமைக்க.	
References	**Text Books:** • வேணுகோபால் இ.பா (2012). **பொதுத் தமிழ் கற்பித்தல்** . சென்னை: சாரதா பதிப்பகம். • கணபதி. வி. ரூ சந்திரிகா ராஜமோகன். (1992). **நற்றமிழ் கற்பிக்கும் முறைகள்.** சென்னை: சாந்தா பப்ளிசர்ஸ். • கார்த்திகேசு சிவதம்பி, (1996). **தமிழ் கற்பித்தலில் உன்னதம்.** சென்னை: நியூசெஞ்சுரி புக் ஹவுஸ். • பாண்டியன், செ. (1983). **திட்டத்தைக் கற்றல் - ஓர் அறிமுகம்.** புதுக்கோட்டை: மீனாட்சி பதிப்பகம். • சிவப்பிரகாசம், க. (1996). **பிழையின்றி பேச எழுத.** சேலம்: இராணி பதிப்பகம். • திருமலை, ம. சு. (1998). **தமிழ் கற்பித்தல்.** சென்னை: மணிவாசகர் பதிப்பகம். • முருகரத்தினம், தி. (1986). **தமிழ் வாழும் அண்டை நாடுகளில் தமிழ்க் கல்வி.** தஞ்சை: தமிழ் பல்கலைக்கழகம்.. **References:** • ரெட்டியார், சு. ந. (1994*).* **தமிழ் பயிற்று முறைகள்.** திருநெல்வேலி: கழக வெளியீடு. • வைத்தியநாதன், பி. கே. ரூ உலகநாதன். (1985). **தமிழ் கற்பிக்கும் முறை.** சென்னை: சாந்தா ஆர்ட்பிரஸ். • கோவிந்தராசன், மு. (1997). **நற்றதமிழ் பயிற்றலின் நோக்கமும் முறையும்.** சென்னை: சரஸ்வதி பதிப்பகம்.	
Course Outcomes	**After studying these chapter:** • தமிழ் மொழியின் தோற்றம், நோக்கங்கள் பற்றி ஆசிரியர்களால அறிதல் • கற்பித்தல் முறைகள பாடத்திட்டத்தின் முக்கியத்துவத்தை பற்றி அறிதல் • சிறந்த பாடநூல்களைத் தயாரித்தல மற்றும் கலைத்திட்டத்தில் மொழியின் இடம் பற்றி அறிதல் • பாடப்புத்தகத்தின் தன்மை மற்றும் நூலகம் கற்பித்தல் வளமூலங்கள், பற்றி அறிதல்	

	• ஆசிரியர்களால வினாத்தாள் வடிவமைப்பை பற்றி தெரிந்து கொள்ளுதல்

SECOND YEAR PEDAGOGY - PART -II

Template for Course Syllabus

Course Code & Title	**PEDAGOGY OF SCHOOL SUBJECT (17BEDPEL01) ENGLISH LANGUAGE EDUCATION**		
Class	B. Ed	Year	II

Cognitive Level	K-1: K2:, K3: K-4: K-5
Course Objectives	To enable the learner to • Realize the status of English language as an international as well as second language in India. • Know and enrich the curricular concepts. • Provide opportunities to use and practice LSRW skills with different strategies and techniques. • Learn and develop the resources of English language teaching. • Comprehend the purpose of tests and examinations.

UNIT	Content	No. of Hours
I	**Aims, Objectives of teaching English :**The place of English in India - Contemporary needs in terms of globalization - The structure of English language: phonological, morphological and syntactic - Aims, goals, objectives – Formulation of performance objectives – cognitive – affective – psychomotor levels –The objectives of teaching each of the four major skills at different levels – listening, speaking, reading and writing.	20 Hours
II	**Curriculum Designing:** Development – Content Selection – Skill-based – Structure-based – Situation-based – Logical and Psychological – Continuity and Sequence – Curriculum Revision and Improvement – NCERT – DIET – SCERT – ELT, English.	20 Hours
III	**Methods, Techniques and Teaching language skills** : Microteaching – skills: explaining, introducing a new lexical item, probing question, stimulus variation, effective use of Black Board – link practice - Grammar - translation method – bilingual method – the Direct method –Structural approach - situational approach - Wilkins's Notional Syllabus - Communicative approach – Teaching of prose, poetry and grammar – Teaching of vocabulary - Unit plan – lesson plan – strategies for classroom transaction - Teaching LSRW – Developing LSRW - Types: Intensive and Extensive, Skimming and Scanning - reading aloud and silent reading – Writing – Types of Composition: Controlled, Guided, Free-writing and Writing summary from notes made - Correction Work.	20 Hours

IV	**Equipment and Resources**: Language Laboratory – Tape Recorder – Language Discs – Audio Cassettes – Video Tapes – Talking Books – T.V. – Computer – English Films – Library: Dictionary – Reference Books – Encyclopedia – Teaching Aids – Flash Cards – Objects – Pictures – Black board – Flannel Board – Charts – Models – Cut-outs – Scrolls – Match-stick Drawing – Substitution Table – Album – Sketches – Preparation of software for teaching Skills – Use of Internet - Audio-Visual Aids: Blackboard, Pictures, Cartoons - Different kinds of Letters, Flash Cards – Use of Electronic Media: Television, V.L.C., Computer, etc., and Applicability.	20 Hours
V	**Evaluation** : Subjective and Objective Tests – Testing: Listening Skills – Reading – Reading Comprehension – Oral: Pronunciation and Fluency Test – Testing: Writing Skill – Vocabulary – Blue-print – Construction of an Achievement Test – Characteristics of a Good Test – Interpretation of Test Results – Mean – Standard Deviation – Correlation- Need for Continuous Evaluation and Cumulative Record.	20 Hours
Method of transaction	Lecture, Discussion, Assignment, Role Play, Dramatization	
Practicum	• Practice in quick black board sketches for the purpose of introducing a new item (includes Grammar). • Collection of puzzle games.	
References	**Text Books:** • Barrett, H. (1968). **Practical Methods in Speech.** San Francisco: Rinehart Press. • Boadi, L. A., Grieve, D. N & Navankwo, B. (1968). **Grammatical Structure and its Teaching.** Nigeria, Lagas: African University Press & Ginn and Company Ltd., • Bright. J. A & MCGregor, G. P. (1978). **Teaching English as a Second Language.** London: Longman Group Ltd. • Broughton, G. (1978). **Teaching English as a Foreign Language.** London, Boston: Roultedge & Kegan Paul. • Chatterjee, Kalyan. K. (1976). **English Education In India.** New Delhi: The MacMillan Company of India Ltd. • Currie, B. W. (1973). **New Directions in Teaching English Language.** London: Longmon Group Limited. • David Pearson, P & Johnson, D. D. (1972). **Teaching Reading Comprehension.** NewYork: Holt, Rinehart and Winston. • Davidson, G. (2004). **New Methods of Teaching English.** Delhi: IVY Publishing House.	

	• Harris, R. (1996). **Signs Language and Communication.** London & New York: Routledge . **References:** • Oliver, R. T & Cortright, R. L. (1970). **Effective Speech.** San Francisco: Rinehart Press. • Robert Lado. (1964). **Language Teaching – A Scientific Approach.** Bombay: Tata Mc Graw – Hill Publishing Co Ltd. • Robinett, B. W. (1978). **Teaching English to Speakers of Other Languages-Substance and Technique.** New York: University of Minnesota Press & MC Grew- Hill Inter National Book Company. • Smith, Frank. (1971). **Understanding Reading.** New York: HOLT, Rinehart, and Winston. • Smith, Frank. (1975). **Comprehension and Learning.** New York: HOLT, Rinehart, and Winston.
Course Outcomes	**After studying these chapters:** • Students will realize the status of English language as an international as well as second language in India. • Students will know and enrich the curricular concepts. • Students will get opportunities to use and practice LSRW skills with different strategies and techniques. • Students will learn and develop the resources of English language teaching. • Students will be able to comprehend the purpose of tests and examinations.

SECOND YEAR – PEDAGOGY OF SCHOOL SUBJECT – PART -II

Template for Course Syllabus

Course Code & Title	**PEDAGOGY OF SCHOOL SUBJECT – PART –II (17BEDPST02) Special Tamil Language Education**		
Class	B. Ed	Year	II
Cognitive Level	K-1: K2:, K3: K-4: K-5		

Course Objectives	➢ தமிழ் மொழியின் கொள்கைகள் பற்றி அறிதல் ➢ தேசியக் கல்விக் கொள்கையில் ஆசிரியரின் பங்கினை பற்றி அறிதல் ➢ கற்பனை மற்றும் உணர்ச்சி பற்றி பற்றி அறிதல் ➢ இசைத்தமிழ் பற்றி தெரிந்து கொள்ளுதல் ➢ சங்க காலம் முதல் இக்காலம் வரை நாடகத்தமிழின் நிலையை பற்றி அறிதல்

UNIT	Content	No. of Hours
I	**மோழி** : மொழி – மொழியின் பண்புகள் – கிளை மொழியின் தோற்றக் கொள்கை – மொழியின் வளர்ச்சி - தமிழ்மொழியின் வரலாறு - தமிழ்மொழியின் கிளைமொழிக் கொள்கைகள் - பேச்சு மொழியும் எழுத்து மொழியும் - சிறப்பு மொழி – பண்பு மொழிக் கொள்கை – தமிழ் மொழியின் தனித்தன்மைகள்.	20 Hours
II	**கலைத்திட்டமும் - தாய்மொழியும்** தேசிய இலக்குகளுக்கும் கல்வி நோக்கங்களுக்குமுள்ள தொடர்பு – கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் - தேசிய கல்விக் கொள்கையில் கலைக்கல்வி - கலைத்திட்ட கோட்பாடு - ஆரம்ப, இடை, உயர்நிலைகளின் தேசியக் கல்வியின் குறிக்கோள்களும் பள்ளிக் கலைத் திட்டத்திற்குமுள்ள தொடர்பு - கலைக்கல்வியின் இன்றியமையாமை – தேசியக் கல்விக் கொள்கையில் ஆசிரியரின் பங்கு	20 Hours
III	**இயல் தமிழ்** : இலக்கிய வகை - கவிதை – கற்பனை: விளக்கம் - உணர்ச்சி – வடிவம். பாடுபொருள்- உள்ளுறை: உள்ளுறை உவமம் - உள்ளுறை உவமை - இறைச்சி: உள்ளுறையும் இறைச்சியும் - இறைச்சியால் பெற்ற பொருள் - புதுக் கவிதை	20 Hours
IV	**இசைத்தமிழ்** இசையும் தமிழும் - மொழிக் கல்வியில் இசை பெறுமிடம் - தொல்காப்பியத்தில் காணலாகும் இசைத்தமிழ்க் கூறுகள் - பக்திப் பாடல்கள் இசை – நாட்டுப்புறப் பாடல்களில் இசை – தற்காலக் கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு	20 Hours
V	**நாடகத் தமிழ்:** நாடகத்தின் தோற்றமும் வளர்ச்சியும் - சங்க காலம் முதல் இக்காலம் வரை - சங்க இலக்கியம் ஒரு கூத்து நாடகம் - சிலப்பதிகாரத்தில் காணப்படும் நாடகச் செய்திகள் - அமைப்பு –வகைப்பாடு - இக்கால நாடகங்கள் - எழுத்து நாடகம் - வாணொலி நாடகம் - வட்டார மொழி நாடகம் - செய்யுளை நாடகமாக்கிக் கற்பித்தல் - நாடகத் தமிழ் உத்திகள்	20 Hours
Practicum	• **கவிதை எழுதுதல்.** • **நாட்டுப்புறப்பாடல் ஒன்றினை எழுதுதல் .**	
References	**Text Books:** • . வேணுகோபால் இ.பா (2012). **சிறப்பு தமிழ் கற்பித்தல்** . சென்னை: சாரதா பதிப்பகம். • சுப்பிரமணியப்பிள்ளை கா. (2011). **இலக்கிய வரலாறு**. சென்னை: சாரதா பதிப்பகம். • வெங்கடசாமி நாட்டார் ந.மு, (2011).சிலப்பதிகாரம். சென்னை: நியூசெஞ்சுரி	

	புக் ஹவுஸ். • சிவப்பிரகாசம், க. (1996). **பிழையின்றி பேச எழுத**. சேலம்: இராணி பதிப்பகம். • திருமலை, ம. சு. (1998). **தமிழ் கற்பித்தல்.** சென்னை: மணிவாசகர் பதிப்பகம். • முருகரத்தினம், தி. (1986). **தமிழ் வாழும் அண்டை நாடுகளில் தமிழ்க் கல்வி.** தஞ்சை: தமிழ் பல்கலைக்கழகம். **References:** • ரெட்டியார், சு. ந. (1994*).* **தமிழ் பயிற்று முறைகள்.** திருநெல்வேலி: கழக வெளியீடு. • வைத்தியநாதன், பி. கே. ரூ உலகநாதன். (1985). **தமிழ் கற்பிக்கும் முறை**. சென்னை: சாந்தா ஆர்ட்பிரஸ். • கோவிந்தராசன், மு. (1997). **நற்றதமிழ் பயிற்றலின் நோக்கமும் முறையும்.** சென்னை: சரஸ்வதி பதிப்பகம். • பங்கஜம் ஜி. (2007). **கல்வியும் சமுதாயமும்.** சென்னை: சாரதா பதிப்பகம்.
Course Outcomes	**After studying these chapters** ➢ ஆசிரியர்களால தமிழ் மொழியின் கொள்கைகள் பற்றி அறிதல் ➢ கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் மற்றும் தேசியக் கல்விக் கொள்கையில் ஆசிரியரின் பங்கினை பற்றி அறிதல் ➢ கற்பனை மற்றும் உணர்ச்சி பற்றி ஆசிரியர்களால அறிதல் ➢ நாட்டுப்புறப் பாடல்களில் இசை மற்றும் இசைத்தமிழ் பற்றி ஆசிரியர்களால தெரிந்து கொள்ளுதல் ➢ ஆசிரியர்களால சங்க காலம் முதல் இக்காலம் வரை நாடகத் தமிழ் உத்திகள் நிலையை பற்றி அறிதல்

SECOND YEAR - PEDAGOGY OF SCHOOL SUBJECT – PART -II

Template for Course Syllabus

Course Code & Title	PEDAGOGY OF SCHOOL SUBJECT(17BEDPSE02) – PART -II SPECIAL ENGLISH LANGUAGE EDUCATION		
Class	**B. Ed**	**Year**	**II**

Cognitive Level	K-1: K2:, K3: K-4: K-5
Course Objectives	To enable the learner to • Understand the structure of English Language teaching. • Acquire a working knowledge of the facts of the language and its psychology. • Improve spoken English, Reading ability and Writing ability for Teaching English. • Develop the ability to write in an appropriate word formation and sentence structure. • Objectives of language testing and to develop knowledge of different types of tests.

UNIT	Content	No. of Hours
I	**Structure of English Language:** Phonology, morphology and syntax – Phonetics and Phonology – Production of Speech Sounds – Description of Speech Sounds – Symbols and transcription - Syllable – Word Stress – Sentence Stress – Aspects of Connected Speech – Assimilation – Elision – Intonation – Functions of Intonation – Received Pronunciation.	20 Hours
II	**Psychology of English Language**: English Language – Recent Approaches and Methods in Language Teaching – Functional and Notional Approach – Communicative Language Teaching – Teacher Centered Instructional Approaches– Lecture – Recitation – Socratic– Student Centered Instructional Approaches: Discussion, – Panel – Debate – Role Play – Co-operative Learning –Microteaching: Skill Practice- Five Skills: Dramatization, Questioning, Illustration, Reinforcement & Explanation. Integration Skills- Link practice – Unit Plan – Lesson Plan.	20 Hours
III	**Reading & Writing Skills**: The process of reading – Reading for required information: Scanning - Skimming - Identifying topic sentence and supporting details - SQ3R Approach to reading - Transfer of information: note-making, table and graphic representation of material read – Teaching strategy –	20 Hours

	Note Taking and Note Making - Paragraph Writing: expanding topic sentence – Essay Writing: making an outline from mind mapping – Letter Writing – Report Writing, Sentence Cohesion.	
IV	**Word and Sentence Formation in Language Teaching:** Affixation, conversion, compounding – Patterns of spelling and spelling rules – phrasal verbs and prepositional phrase - Noun Phrase, Verb Phrase, Head Word, Modifiers – Verb: tenses, auxiliaries Types of sentences- Simple, Complex and Compound - prepositions and articles- question, negative forms and question tags.	20 Hours
V	**Evaluation of Language Teaching:** Objectives of Language Testing – Conduct of Achievement Test – Scoring – Tabulation – Interpretation of Score – Mean, Standard Deviation and Correlation– Knowledge of Different Types of Tests – Qualities of a Good Test, Continuous and Cumulative Record – Using different types of Dictionaries.	20 Hours
Practicum	• Prepare an album of Phonetic scripts, and articulation of vowels and consonants. • Preparation of aids to make the students to understand the Prose / Poetry concepts.	
References	**Text Books:** • Andrew Wright, David Batteridge and Michael Buckby (2004). Games for Language Learning, Syndicate of the University of Cambridge, U.K. • Chris Harner & Vicki erf (2007). Creative Teaching English, Taylor & Francis, USA & Canada. • Damodas, G, Shallaja, P & Rajeshwar (2008). IT revaluation, Globalization and the Teaching of • English, Atlantic Publication, New Delhi. • James L Shanhar & Eldon E.Ekwall (1998). Locating and Correcting Reading Difficulties, Library of Congress cataloguing in Publication Data, USA. • Punitha Govil (2007). Teaching of English, H.P. Bhargava Book House, Agra. • **References:**	

	• Punitha Govil (2007). Teaching of English, H.P. Bhargava Book House, Agra. • Ramabhadra Charyulu & Sarojini B.B (2010). Methods of Teaching English, Neelkamal pub, Hydrabad. • Salim, B (2007). A Companion to Teaching of English, Atlantic Publications, New Delhi. • Sinha,B.B (2005). Mastering Effective English, APH Pub, New Delhi. •
Course Outcomes	**After studying these chapters**: • Students will understand the structure of English Language teaching. • Students will acquire a working knowledge of the facts of the language and its psychology. • Students will be able to improve spoken English, Reading ability and Writing ability for Teaching English. • Students can develop the ability to write in an appropriate word formation and sentence structure. • Students will get the objectives of language testing and to develop knowledge of different types of tests.

SECOND YEAR – PEDAGOGY OF SCHOOL SUBJECT - PART - II

Template for Course Syllabus

Course Code & Title	**PEDAGOGY OF SCHOOL SUBJECT - PART – II (17BEDPME01) MATHEMATICS EDUCATION**		
Class	**B. Ed**	**Year**	**II**
Cognitive Level			

	K-1: K2:, K3: K-4: K-5
Course Objectives	To enable the learner to • acquire knowledge of the nature of Mathematics and the aims & the objectives of teaching Mathematics. • apply the principles of evaluation and related concepts. • identify effective methods and techniques of teaching Mathematics. • develop effective instructional skills. • develop ability to prepare a blue-print for unit test and apply the principles of educational statistics to interpret test results.

UNIT	Content	No. of Hours
I	**Aims and Objectives:** Need and significance of teaching mathematics – Aims: Practical, Social, Disciplinary and Cultural - Correlation with Physics, Chemistry, Biology and Geography – Objectives of teaching mathematics – Bloom's Taxonomy of Educational objectives.	20 Hours
II	**Micro Teaching, Instructional Planning and Strategies:** Micro teaching -An understanding and practice of any 5 skills in microteaching – Link practice - Year plan – Unit plan – Lesson plan. Lecture – Lecture cum demonstration – – Laboratory – ABL, ALM – Problem solving method – Limitation of each method — Team teaching – Mathematics teacher: characteristics and roles.	20 Hours
III	**Learning strategies:** Group learning inside the class room – CAI —– Field trips – Surveys – Projects – Individual learning outside the class room – Assignments – Instructional materials – Need and importance - Web Based Learning.	20 Hours
IV	**Evaluation:** Achievement test in mathematics – Subjective and objective tests – Blueprint – Teacher made and standardized tests - Oral – Written and performance tests – Diagnostic and prognostic tests – Characteristic of a good test – Measures of central tendency – SD – Rank correlation .	20 Hours
V	**Equipments, Resources and AVE**: Text-books – Black board – Instruments and apparatus – Reference-books – Hand-books – Work-books – Library – Mathematics club – Radio – TV — Computer. Non-projected aids – Charts, Graphs, Radio – Projected aids – Episcope, Slides,	20 Hours

	Filmstrips, OHP, Transparencies, Need for improvised aids.	
Mode of transaction	Lecture, Demonstration, Assignment and Project	
Practicum	• Preparation of teaching aids. • Organization of outdoor activity in mathematics for the pupils.	
References	**Text Books:** • Aggarwal, S. M., (1994). Teaching Modern of Mathematics. Delhi: Dhanpat Rai& Sons. • Backhouse, J. K. (1967). Statistics. London: Longman. • Clausen-may, Tandi. (2005). Teaching Maths to Pupils with different Learning Styles. New Delhi: Sage Publications. • Gronlund, N. E. and Linn, R. L. (1990). Measurement and Evaluation in Teaching. New York: The Macmillan Company. • Gupta, H. N. and Shankaran, V. (Ed.), (1984). Content-Cum-Methodology of Teaching Mathematics. New Delhi: NCERT. **References:** • Hogben, Lancelot. (1960). Mathematics for The Million. New York: W.W. Norton & Company Inc., • Johan R. E. et. Al, (1961). Modern Algebra; First Course. USA: Addison-Wesley Publishing Company Inc. • Richard, Goodman. (1967). Teach Yourself Statistics. London: The English Language Book Society. • Sarna, C. S. Gupta R. G. &Garg, P. K. (1995). Mathematics for secondary Schools. New Delhi: Arya Book Depot. • Sheffield, LaidaJengen. (2005). Studying the Challenge in Mathematics. London: Sage Publication. •	
Course Outcomes	**After studying these chapters:** • Students will acquire knowledge of the nature of Mathematics and the aims & the objectives of teaching Mathematics. • Students will be able to apply the principles of evaluation and related concepts. • Students will be able to identify effective methods and techniques of teaching Mathematics. • Students can develop effective instructional skills.	

	• Students will be able to prepare a blue-print for unit test and apply the principles of educational statistics to interpret test results.

SECOND YEAR – PEDAGOGY OF SCHOOL SUBJECT - PART - II

Template for Course Syllabus

Course Code & Title	**PEDAGOGY OF SCHOOL SUBJECT - PART – II(17BEDPPE01) PHYSICAL SCIENCE EDUCATION**

Class	B. Ed	Year	II
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to • Comprehend the objectives of teaching physical science in Secondary and Higher Secondary classes. • Develop the skills in using appropriate modern strategies, methods and techniques of teaching physical science, stimulate and inculcate the spirit of scientific inquiry. • Develop the skills to utilize the appropriate media in physical science. • Help the students in organizing instructions to meet the special requirements at secondary and higher secondary level. • Develop the skill of organizing laboratory and outdoor field-work for learning physical science.		

UNIT	Content	No. of Hours
I	**Aims and Objectives:** Aims and Objectives of Teaching Physical Science – Bloom's Taxonomy of Educational objectives: Cognitive, Affective and Psychomotor – Specifying Objectives– Correlation with Other Subjects - Values of Teaching Physical Science.	20 Hours
II	**Micro Teaching, Instructional Planning and Strategies:** Micro teaching -An understanding and practice of any 5 skills in microteaching – Link practice - Year plan – Unit plan – Lesson plan - Lecture, Demonstration and Historical Biographical methods - Scientific Approach, Scientific-Temper, Attitude and Interest.	20 Hours
III	**Learning Strategies:** Learning Strategies in Physical Science – Group Learning, Seminar, Group Experiments, viz., Projects, Field Trips, Science Fairs, Exhibition - Personalized Learning Method (PLM), Dalton Plan, Discovery, Computer Assisted Instruction (CAI), – Assignment, Science Club and Excursion.	20 Hours
IV	**Evaluation:** Achievement test in physical science – Subjective and objective tests – Blueprint – Teacher made	20 Hours

	and standardized tests - Oral and Written test – Diagnostic and prognostic tests – Characteristic of a good test – Interpretations test results – Measures of central tendency – SD – Rank correlation – Cumulative record - Diagnosis and remedial teaching.	
V	**Equipment, Resources and AVE:** Text-book – Characteristics of a Good Text-book - Laboratory – Planning, Equipping, organizing and Managing Lab Work - Accident Prevention – Safety Measures - Science Library – Science Magazines and Science Club. Non-projected Aids: Charts, Graphs, Models, Specimens - Projected Aids: Slides, Filmstrips, OHPs and Transparencies. Improvised Aids – Need for Improvised Aids.	20 Hours
Mode of transaction	Lecture, Demonstration, Assignment and Project	
Practicum	• Writing a Lesson Plan. • Preparation of Blueprint.	
References	**Text Books:** • Arulselvi. E. (2007). **Teaching of Science.** Chennai: Saradha Publications. • Gupta, S. K. (1983). **Technology of Science Education.** New Delhi: Vikas Publishing House Pvt. Ltd. • Gupta, S. K. (1985). **Teaching Physical Sciences in Secondary School.** New Delhi: Sterling Publishers Pvt. Ltd. • Mangal, S. K. (1995). **Teaching of Physical and Life Sciences.** Delhi: Arya Book Depot. • Mangal, S. K., &Mangal, S. (2005). **Essentials of Educational Technology and Management.** Meerut: Loyal Book Depot. **References:** • Nayak, (2003). **Teaching of Physics.** New Delhi: APH Publications. • Sharma, P. C. (2006). **Modern Science Teaching.** New Delhi: Dhanpat Rai publications. • Sharma, R. C. (1990). **Modern Science Teaching.** New Delhi:	

	Dhanpat Rai& Sons. • Sharma, R. C. (2007). **Teaching of Science.** New Delhi: Dhanpat Rai publications. • Thurber, W. A. & Collette, A. T. (1964). **Teaching Science in today's Secondary Schools.** New Delhi: Prentice Hall of India Pvt. Ltd.
Course Outcomes	**After studying these chapters:** • Students will comprehend the objectives of teaching physical science in Secondary and Higher Secondary classes. • Students will be able to develop the skills in using appropriate modern strategies, methods and techniques of teaching physical science, stimulate and inculcate the spirit of scientific inquiry. • Students will be able to develop the skills to utilize the appropriate media in physical science. • Students will get the knowledge of organizing instructions to meet the special requirements at secondary and higher secondary level. • Students will be able to develop the skill of organizing laboratory and outdoor field-work for learning physical science.

SECOND YEAR – PEDAGOGY OF SCHOOL SUBJECT - PART - II

Template for Course Syllabus

Course Code & Title	**PEDAGOGY OF SCHOOL SUBJECT - PART – II** **17BEDPBE01. BIOLOGICAL SCIENCE EDUCATION**

Class	B. Ed	Year	II
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to: • acquire the knowledge of the terms used for teaching biology and its curricular importance, • understand the concepts of lesson plan and unit planning process and principles, • apply the microteaching skills and various approaches of teaching methods by practices, • develop the laboratory skills, its design, safety and maintenance processes, • Understand the process of evaluation and different test construction methods.		

UNIT	Content	No. of Hours
I	**GOAL'S AND OBJECTIVES OF BIOLOGY SCIENCE:** Introduction, its aims, acquisition of knowledge and understanding – scientific skills, abilities and process - its classification-Individual and societal Perspectives-Science and changing nature of facts-Biology: importance – biology in science curriculum-Types of values – relationship of biology with daily life – its relationship with life science and non-science subjects – educational and instructional objectives – Bloom's Taxonomy and its domains – general aims of teaching biology – and at various levels.	20 Hours
II	**LESSON AND UNIT PLANNING:** Introduction- conceptualizing a lesson plan – need – characteristics and elements of good lesson plan – writing and planning instructional objectives – types of lesson plan – components and evaluation of lesson planning – Model lesson plans for Botany and Zoology – steps in developing good unit – teaching and teaching aids – evaluation, recapitulation and assignments – proforma for a unit plan.	20 Hours
III	**MICROTEACHING AND METHODS OF TEACHING BIOLOGY:** Introduction, definition – microteaching cycle – Teaching skills and their specification types – Introduction,	20 Hours

	explaining, stimulus variation, questioning, demonstration, reinforcement, achieving closure, classroom management, using blackboard – Link lesion: definition and need. Criteria for selection of method – level, time availability and size of class – availability of learning materials and subject matters – Approaches: Inductive and deductive – Analytic, synthetic and Heuristic method – Dalton's plan - Instruction: Programmed, personalized and Computer assisted instruction – Special methods: Lecture, demonstration, laboratory, project, scientific, seminar, symposium, workshop, panel discussion, team teaching, assignment and discussion methods.	
IV	**BIOLOGY TEACHER AND LABORATORY:** Academic qualification and professional training – Pre and In-service training – classroom climate: Its importance and promoting positivity – Flanders Interaction analysis. Laboratory: Introduction, organizing practical classes and importance – laboratory planning, designing and structural aspects and storage – first aid and safety equipment's - Museum: Importance and preparation materials – fieldtrips – maintenance: Aquarium, Vivarium and Terrarium.	20 Hours
V	**EVALUATION AND STATISTICS** Test and types: Introduction, principles of test construction, blue print, model question papers and question bank collection – Tests: diagnostic, prognostic, achievement, criterion referenced , norm referenced – steps in test construction - Test items: Essay, short answers, matching, multiple choice, scoring and follow up. Measurements of tests: Mean median, mode, standard deviation, range quartile deviation and correlation – Data representation: Bar, pie, histogram, frequency polygon, cumulative frequency curve, percentile ranks, normal probability curve and its properties, kurtosis and skewness .	20 Hours
Practicum	**Internal Practical:** • Construction of model lesson. • Make individual Flanders Interaction analysis after Microteaching	
References	**Text Books:** • Aggarwal, J.C (2002). "*Essentials of educational technology, Teaching*	

	learning innovations in education", Vikas publications, New Delhi. • Chhikara, M.S and Sharma S (2002). "*Teaching of Biology (Life Sciences)*", Tandon publications, Ludhiana. • Hellmut, R Lang; Arthur Mc Beath and Jo Herbert (1995). "*Teaching strategies and methods for student-centred instruction*", Harcourt Brace and Co, USA. • Hemalatha, Kalaimathi and Asir J.R (2012). "*Teaching of Biology*", Neelkamal Publications, Hyderabad. • Mangal, S.K (2005). "*Foundations of Educational Technology*", Tandon Publications, Ludhiana. **References:** • Radha, Mohan (2002). "*Innovative science teaching for Physical Sciences*", Prentice Hall, New Delhi. • Rajyalakmi (2003). "*Methods of teaching biological science*", Neelkamal Publications, Hyderabad. • Sharma, L.M (2003). "Teaching of science and Life sciences", Dhanapat Rai publications, New Delhi. • Sharma, R.C and Shukla C.S (2002). "Modern science teaching", Dhanapat Rai publications, New Delhi. • Siddiqi and Siddiqi (2002). "Teaching of science today and tomorrow", Doaba House, New Delhi.
Course Outcomes	**After studying these chapters:** • Students will acquire the knowledge of the terms used for teaching biology and its curricular importance, • Students will be able to understand the concepts of lesson plan and unit planning process and principles, • Students will be able to apply the microteaching skills and various approaches of teaching methods by practices, • Students will be able to develop the laboratory skills, its design, safety and maintenance processes. • Students will understand the process of evaluation and different test construction methods.

SECOND YEAR – PEDAGOGY OF SCHOOL SUBJECT - PART - II

Template for Course Syllabus

Course Code & Title	**PEDAGOGY OF SCHOOL SUBJECT - PART – II(17BEDPCS01) COMPUTER SCIENCE EDUCATION**

Class	B. Ed	Year	II
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to • Acquire the skill of using the computers and its fundamentals. • Acquire the skill of using utility of word processing. • Do statistical calculations using spread sheet utility. • Develop the knowledge of PowerPoint presentation ability through computer. • Familiar with the latest trends of ICT in Education.		

UNIT	Content	No. of Hours
I	**Computer fundamentals:** Characteristics of Computes – Classification of computers - Input and output devices – Operating Systems: Different Operating systems: Windows, Linux, Mac: General idea about these OSs – Introduction to Windows: Desktop, My Computer, folders and files, Explorer, other utilities: Clock and Calendar; other facilities; saving, accessing, searching and deleting files.	20 Hours
II	**Word Processing:** Introduction – Entering Text – Selecting and inserting text – Making a Paragraph, Getting help – Moving and Copying – Searching and Replacing – formatting Character and paragraph – Tables and of Contents and Index – Sorting, formatting sections and Documents.	20 Hours
III	**Spread Sheet:** The Excel environment – Entering and Changing information and formula – functions – Copying, Moving and Deleting information – Names and arrays – Saving Work Sheet – Working with rows and columns –	20 Hours

	displaying calculation, Charts and graphs	
IV	**Presentation:** Creating a presentation – Saving – Changing View – Printing – Closing a Presentation – Creating Presentation with Presentation – Simple editing – Simple Animation – Adding Pictures and drawings – Embedding voice – Preparation of Presentation for teaching.	20 Hours
V	**Utility of ICT for Computer Teaching:** Computer Assisted Instruction -Computer Based Testing – Technology in teaching and learning, e-learning – blended learning –Integrating ICTs in Teacher Education; Online and offline resources, e-Mail: Creation of a mail Account – Sending and Reading mails with attachments – Chatting – Search engines.	20 Hours
Practicum	• Preparation of Graphical representations using spread sheet • Preparation of PPTs (at least 5 in each Optional) for classroom use	
References	**Text Books:** • Ajoy Kumar Ray & Tinku Acharya (2011). Information Technology, PHI Learning Pvt Ltd, New Delhi. • Jasim Ahmed, Md Shahid Ahamad, Aerum Khan (2012). Computer Applications in Education, Neelkamal Pub, Hydrabad • John Jacob (2005)l. Educational System in the Computer Age, Common Wealth Pub, New Delhi. • Mishra, R.C (2005). Teaching of Information Technology, APH Pub, New Delhi • Nibedita Desh (2005). Secondary School organization Guidance and Educational Technology, Dominant Pub, New Delhi.	

	References: • Patnaik, M.S (1999). Interactive Distance Learning over internet, Rajat Pub, New Delhi. • Rajasekar, S. (2011). Methods of Teaching Computer Science, Neelkamal pub, Hydrabad • Ramesh Chandra (2005). Web Based Education, Kalpaz Pub, New Delhi. • Ramesh Chandra (2010). Impact of Media and Technology in Education, Kalpaz Pub, New Delhi.
Course Outcomes	**After studying these chapters:** • Students will acquire the skill of using the computers and its fundamentals. • Students will acquire the skill of using utility of word processing. • Students will be able to do statistical calculations using spread sheet utility. • Students will be able to develop the knowledge of PowerPoint presentation ability through computer. • Students will be familiar to the latest trends of ICT in Education.

SECOND YEAR – PEDAGOGY OF SCHOOL SUBJECT - PART - II

Template for Course Syllabus

Course Code & Title	

	PEDAGOGY OF SCHOOL SUBJECT - PART – II(17BEDPHE01) HISTORY EDUCATION		
Class	**B. Ed**	**Year**	**II**
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to: • Formulate aims and objectives of teaching the subject. • Comprehend procedures for developing history curriculum. • Apply the different instructional strategies for the efficient teaching of history. • Develop skills in preparing instructional materials and using them appropriately. • Acquire the skills required for test construction and interpretation of test results.		

UNIT	Content	No. of Hours
I	**Introduction to History Education:** Aims and objectives of teaching History; cognitive and psychomotor - domains specifying objectives – History as a record of past - Dimensions of history – Kinds of History – Correlation of History with other subjects – Values of teaching History - Micro teaching -An understanding and practice of any 5 skills in microteaching – Link practice - Year plan – Unit plan – Lesson plan.	20 Hours
II	**Curriculum Designing**: Principles : linear, spiral and concentric – Types of curricula: logical and Psychological organization – Needs for selection of materials for the syllabus – Theories influencing selection of materials – Doctrines of natural taste and interest – Cultural Epoch Theory – Proceeding from the near to remote etc.	20 Hours
III	**Teaching and Learning Strategies:** Traditional Methods:	20 Hours

	Oral, Recitation, Review, Drill, Storytelling, Inductive and Deductive – Modern Methods: Historical, Role play, Dramatization, Project method, Problem solving approach, Discussions and socialistic techniques, small group based buzz sessions – Workshop – Symposia – Teaching time concept and management-time line graphs – History teacher: Characteristic & Roles - Assignment – Preparation of models and specimens – Visits to related fields: Temples, Museums, Art galleries, Exhibitions – Collection of specimens, stamps, coins etc. – Self-learning materials – Computer assisted instruction – Multimedia approach.	
IV	**Resources for Teaching and Learning History:** Collateral reading books: History textbooks, qualities, preparation – History club and its activities – History teaching guide, charts, globes, models, maps, etc. – Guest lectures by eminent historians – School history museum - Recent Trends in History Education –History from Bottom-up – Audio-visual aids: Radio, Record Player and Cassette recorder, Slide projector, Filmstrip projector, The O.H.P. and Sound film projector – The T.V., V.C.R. and V.C.P. – Computer and History Education – Need for improvised aids.	20 Hours
V	**Evaluation in History Education:** Test – Measurement and evaluation of teaching and learning history – Objectives to be evaluated – Achievement test – Essay type test – Objective type test – Merits and Demerits – Characteristics of good achievement test – Blueprint – Interpretation of test scores – Standard deviation – Need for	20 Hours

	continuous evaluation – Maintenance of cumulative records.	
Method of transaction	Lecture, Demonstration, Discussion, Assignment, Project, Field trip and cash study.	
Practicum	• Preparation of instructional materials for any one unit on one of the following areas – world history, Indian history and local history • Building up a picture album and scrap book	
References	**Text Books:** • Aggarwal, J.C. (1992). Teaching of History-A Practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd. • Biranchi, N.D. (2003). Teaching of History. Hyderabad: Neal Kamal Publications Pvt. Ltd. • Das, S.K. (1996). The Educational System of the Ancient Hindus. New Delhi: Gyan Books Pvt. Ltd. • Dennis Gunning, (1978). The Teaching of History. London: Croom Helm. • Geoff.T. (2008). Teaching and Learning History. New Delhi: Sage Publications. • John Chatter and Lawrence Taylor, (1977). History and the History Teacher. London: George Allen . **References:** • Kochhar, S.K. (1989). Teaching of History. New Delhi: Sterling Publishers Pvt. Ltd. • Moturi Srinivasa and I.Prasada Rao, (2004). Methods of Teaching History. New Delhi: Discovery Publishing House. • Rao, V.K (2005). History of Education. New Delhi: A.P.H. Publishing Corporation. • Rekha, P. (2005). Movements in Medieval India. New Delhi: Gyan Books Pvt. Ltd. • Singh, Y.K (2008). New Delhi: A.P.H.Publishing Corporation. • Thirugnanasampandam, R. (2005). Varalaru Karpithal Muraikal. Chennai: Shantha Publishers. • Watts, D.G (1972). The Learning of History. London: Routledge & Kanganpaul. • Yogendra K.Sharma, (2001). History and Problems of Education VOL.2. New Delhi: Kanishka Publishers.	
Course	**After studying these chapters:**	

Outcomes	• Students will be able to formulate aims and objectives of teaching the subject. • Students will be able to comprehend the procedures for developing history curriculum. • Students will be able to apply the different instructional strategies for the efficient teaching of history. • Students will be able to develop skills in preparing instructional materials and using them appropriately. • Students will acquire the skills required for test construction and interpretation of test results.

SECOND YEAR – PEDAGOGY OF SCHOOL SUBJECT - PART - II

Template for Course Syllabus

Course Code & Title	**PEDAGOGY OF SCHOOL SUBJECT (PART – II)- (17BEDPGE01) GEOGRAPHY EDUCATION**		
Class	B. Ed	Year	II
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to: • Understand the nature, aims and objectives of geography education at different levels • Design and develop geography curriculum at secondary level • Initiate various methods to teach geography • Develop necessary skills in the use and preparation of relevant teaching aids. • Construct an achievement test in geography to assess the students' learning outcomes		

UNIT	Content	No. of Hours
I	**Introduction to Geography Education**: Aims and objective teaching through micro teaching practice and teaching link practice – Year plan, unit plan and daily plan – Preparation of lesson plan - geography teacher: Characteristics and roles.	20 Hours
II	**Curriculum Designing:** Selection – organization and up gradation of subjects content – principles to be followed – the linear or spiral and the concentric types of curriculum - Logical and psychological organization - Need for choice of materials in the syllabus – curriculum revision – curriculum improvement – enriched curriculum – assessment of different school curricula – Homogeneous grouping - supervised study- Recent innovations and development in the field of geography	20 Hours

III	**Instructional Strategies:** Traditional methods: lecture method, enquiry method, source method – Modern methods: inductive and deductive approaches, problem solving method, case study, project method, - regional method and comparative method – Discussion and socialized methods: seminar, symposia, panel, debate, workshop – Team teaching – Group learning and individual learning.	20 Hours
IV	**Resources for Geography Teaching and Learning:** Supplemental reading – subject books, current events, newspapers, magazines etc. – Material for collateral reading – The geography room and its equipment – Necessity for a separate geography room – Minimum essentials in equipment and their classification – The geography museum – Materials of geography teaching : black board, charts, maps, globe, diagrams graphs, models, specimens, pictures, figures etc. - Audio Visual Aids: Radio, record player and cassette recorder – slide projector, film strip projector, the OHP and the sound film projector - television, video cassette recorder - Video cassette player – Computers in geography education, CAI – Need for improvised aids – Software for CAI and Video.	20 Hours
V	**Evaluation in Geography**: Tests, measurement and evaluation in teaching and learning geography – Characteristics of good achievement test – Construction and merits and demerits of objective type tests short answer type tests and essay type tests – Procedure for construction of Blue print of a test – Construction of teacher made tests	20 Hours

	and standardized tests – Statistical treatment of scores – Graphical representation such as histogram, frequency polygon, frequency curve – Measurement of central tendencies: mean, median, mode –Variation: range standard deviation and correlation - maintenance of cumulative records and need for continuous evaluation.	
Mode of transaction	Lecture, Demonstration, Discussion, Assignment, Project, field trip and cash study.	
Practicum	• Excursion to the places of geographical importance and writing a report • Reading and interpreting maps	
References	**Text Books:** • Archer, R, L. and Lewis, W.J. (1924). The Teaching of Geography. London: A & C Black ltd. • Barnard, H.C. (1949). Principles and Practice of Geography Teaching. London: University Tutorial Ltd. • Blae J and et all (Edited) (1973). Perspectives in Geographical Teaching. Edinburgh: Oliver & Bord. • Bloom. B.S. (Ed) (1956). Taxonomy of Educational Objectives, Hand Book-1, the Cognitive Domain. Newyork: David Mckey Company Inc. • Branom, M.E. (1921). The Teaching of Geography. London: Ginn and Company. • Chorley, R.J. and P.Hagett (ed) (1970). Frontiers in Geography Teaching. London: Methuen Co-Ltd . **References:** • Holt z, FT, (1925). Principles and Methods of Teaching Geography. New York: The Macmillan Company. • Krathwohl. D.R. (1974). Taxonomy of Educational Objectives Hand Book II, Affective Domain. New York: David McKey Company Inc. • Long, M (1967). Hand Book for Geography Teachers. London: Methuen & Co Ltd. • Long, M and B.S. Roberson, (1966). Teaching Geography. London: Ilimemann Educational Books Ltd.	

	• Marchant, E.C. (Ed) (1971). The Teaching of Geography at School Level. London: George G Harrap & Co. Ltd. • Steinberg, Stephen, J & Sheila L Steinberg, (2009). Geographic Information Systems for the Social Sciences. London: Sage Publications. • Thralls, Z. A. The Teaching of Geography. New Delhi: Eurasia Publishing House, Pvt, Ltd. •
Course Outcomes	**After studying these chapters:** • Students will understand the nature, aims and objectives of geography education at different levels • Students will be able to design and develop geography curriculum at secondary level • Students will get the knowledge of various methods to teach geography. • Students will be able to develop skills in the use and preparation of relevant teaching aids. • Students can construct an achievement test in geography to assess the students' learning outcomes.

SECOND YEAR – PEDAGOGY OF SCHOOL SUBJECT - PART - II

Template for Course Syllabus

Course Code & Title	PEDAGOGY OF SCHOOL SUBJECT (PART – II) (17BEDPEE01) ECONOMICS EDUCATION		
Class	**B. Ed**	**Year**	**II**
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to: • know the aims and objectives of teaching Economics in the higher secondary curriculum • comprehend procedures for developing Economics curriculum • select and use the appropriate methods to teach Economics • develop necessary skills in the use and preparation of relevant teaching resources • acquire the skills required for test construction and interpretation of test results		

UNIT	Content	No. of Hours
I	**Introduction to Economics Education**: Aims and objectives of teaching Economics – Bloom's Taxonomy of educational objectives – Cognitive, affective and psychomotor domains- Values of teaching economics: practical, cultural, ethical and disciplinary - Correlation of Economics with other subjects and with life - Micro teaching -An understanding and practice of skills in microteaching – Link practice - Year plan – Unit plan – Lesson plan	20 Hours
II	**Curriculum Designing**: Selection, organization and up gradation of subject content - principles to be followed: linear, spiral and concentric – Logical and psychological need for choice of content in the syllabus – Curriculum revision – Curriculum improvement – Enriched curriculum	20 Hours

	- Scope of modern Economics – Economic reforms.	
III	**Instructional Strategies** : Traditional methods: Lecture, enquiry method, case study, role play and dramatization – problem approach: Inductive and deductive approaches - panel discussion, buzz session, seminars, workshops and symposia – Team teaching – Homogeneous grouping – Supervising study - Economics teacher: characteristics and role – Learning strategies: Interpretation of graphs – preparation of models – collection of data figures – Field trip to banks, share markets, exhibition – Analysis of general and railway budget - reading newspapers, journals etc. – Self-Learning Materials, CAI – Electronic media: video, software and hardware.	20 Hours
IV	**Resources for Teaching and Learning Economics**: Supplemental reading – subject books, newspapers, magazines etc. – Material for collateral reading – subject clubs and related activities – Economics teachers guides – Material for economics teaching : charts, models, figures, graphs, budgets etc. – community resources of utilization – Audio-visual aids: Radio, record player and cassette recorder – Slide projector, film strip projector, the OHP and the sound film projector – T.V., V.C.R., V.C.P., computer in Economics education, CAI- Need for Improvised aids-software for CAI & Video	20 Hours
V	**Evaluation in Economics**: Characteristics of a good achievement test - Essay type and objective type tests: merits and demerits – blueprint - construction of teacher made test and standardized tests - Statistical treatment of	20 Hours

	scores – Measures of central tendencies variation – Mean, Median, Mode, SD and Correlation – Graphical representation - Interpretation of scores - Maintenance of cumulative records and need for continuous evaluation	
Mode of transaction	Lecture, Discussion, Assignment, Project, and survey.	
Practicum	• Conducting a socio-economic survey in a village and writing a report. • Writing a report on the following economic aspects: a) Cashless Economy b) Demonetization	
References	**Text Books:** • Aggarwal, J.C. (2005). Teaching of Economics. Agra. Vinod Pustak Manir. • John Sheehan, (1973). The Economics of Education. London: George Allen. • Karthick, G.S. (2004). Teaching of Economics. New Delhi. Discovery Publication House. • Kumar, J.J. (2001). Encyclopedia of Teaching of Economics. (vol. 1-3). New Delhi: Anmol Publications. **References:** • Mark Blaug, (1970). An Introduction to the Economics & Education. London: Penguin Books. • Robinson, T.K. and Wilson R.D. (1977). Extending Economics within the Curriculum. London: Rutledge and Kegan Paul. • Sharma, K. & Tuteja, T. (1995). Teaching of Economics. New Delhi: Common Wealth Publications. • Sharma, S. (2004). Modern Technologies of Teaching Economics. New Delhi. Annul Publishing House. • Smith etal, (1961). The Educator's Encyclopedia. New York: Prentice Hall. • Wesley, E.B. (1950). Teaching Social Studies in High Schools. Boston: Health and Company. • Yadav, A. (2002). Teaching of Economics. New Delhi: Anmol Publications.	
Course Outcomes	**After studying these chapters:** • Students will know the aims and objectives of teaching	

	Economics in the higher secondary curriculum. • Students will be able to comprehend the procedures for developing Economics curriculum. • Students will be able to select and use the appropriate methods to teach Economics. • Students will be able to develop necessary skills in the use and preparation of relevant teaching resources • Students will acquire the skills required for test construction and interpretation of test results.

Template for Course Syllabus

Course Code & Title	PEDAGOGY OF SCHOOL SUBJECT (PART – II) (17BEDPCE01) COMMERCE EDUCATION		
Class	**B. Ed**	**Year**	**II**
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to: • Understand and appreciate the objectives of teaching commerce and accountancy in higher secondary schools. • comprehend procedures for developing Commerce curriculum • Acquire the necessary skills of using proper and suitable methods of teaching Commerce and Accountancy in higher secondary schools. • Acquire and develop the abilities to prepare and use appropriate instructional aides and materials for teaching Commerce and Accountancy. • acquire the skills required for test construction and interpretation of test results		

UNIT	Content	No. of Hours
I	**Introduction to Commerce Education:** Aims, objectives of teaching Commerce - values of studying Commerce and Accountancy: Need and importance of teaching Commerce and Accountancy at higher secondary level; Formulation of performance objectives – Bloom's taxonomy of educational objectives: Cognitive, Affective and Psychomotor domains – Correlation of Commerce and Accountancy with other subjects and with life - Micro teaching -An understanding and practice of the skills in microteaching – Link practice - Year plan – Unit plan – Lesson plan.	20 Hours

II	**Curriculum Designing**: Selection – Organization and up-gradation of subject content, principles to be followed: linear, spiral and concentric - logical and psychological types, theories influencing selection of content: curriculum revision, curriculum improvement, enriched curriculum.	20 Hours
III	**Instructional Strategies:** Teaching methods: Lecture, enquiry meth, Demonstration, inductive and deductive approaches - Discussion – panel discussion, buzz sessions, seminar, symposia and workshops – Team teaching – Homogeneous grouping – supervised study - Commerce teacher: Characteristics and roles – Leaning strategies: Discussion and project – interpretation of graphs, advertisements, press release of public relation material, balance sheet, etc. - preparation of models – collection of data and figures – Field visit to exhibitions, trade fairs, banks, share-markets - analysis of budgets and balance sheets of various organizations, case studies, individual learning methods: CAI Modules, videos	20 Hours
IV	**Resources for Teaching and Learning Commerce:** Supple bills, balance sheet, budgets, etc.; community resources – Audio-visual aids: Radio, Record Player, cassette recorder, slide projector, film strip projector, OHP and sound film projector, TV, VCR, VCP – projected and non-projected aids - improvised aids.	20 Hours
V	**Evaluation in Commerce:** Construction and evaluation of achievement test in commerce and accountancy – characteristics of a good achievement test; essay type and objective type tests; merits and demerits: Blue print and	20 Hours

	construction of achievement test: statistical treatment of scores, measures of central tendencies and variation: Mean, Median, Mode, SD and correlation - graphical representations - remedial measures - maintenance of progress reports.	
Mode of transaction	Lecture, Discussion, Assignment, Project, field visit and survey	
Practicum	• Visiting a bank and reporting on the bank transactions • Prepare income and expenditure statement for the given data.	
References	**Text Books:** • Agarwal, J.C. (2005). Teaching of commerce. A Practical Approach. (2nd ed).U P Vikas publishing house. • Binning, A.C. (1967).Teaching of Social Studies in Secondary Schools, McGraw Hill and Co., New York. • Kumar, Mahesh. (2004). *Modern teaching of commerce*. New Delhi: Anmol Publications. **References:** • Raj, Rani Bansal. (1999). *New trends in teaching of commerce*: *Models of teaching and concepts of learning*. New Delhi: Anmol Publications. • Rao, Digumarti Bhaskara. (2006). *Methods of teaching commerce*. New Delhi: Discovery Publishing House	
Course Outcomes	**After studying these chapters:** • Students will be able to understand and appreciate the objectives of	

	teaching commerce and accountancy in higher secondary schools. • Students will comprehend the procedures for developing Commerce curriculum. • Students will acquire the necessary skills of using proper and suitable methods of teaching Commerce and Accountancy in higher secondary schools. • Students will acquire and develop the abilities to prepare and use appropriate instructional aides and materials for teaching Commerce and Accountancy. • Students will acquire the skills required for test construction and interpretation of test results.

SECOND YEAR – PEDAGOGY OF SCHOOL SUBJECT - PART - II

Template for Course Syllabus

Course Code & Title	PEDAGOGY OF SCHOOL SUBJECT - PART – II (17BEDPHE01) HOME SCIENCE EDUCATION		
Class	**B. Ed**	**Year**	**II**
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to • Understand and appreciate the importance of study of Home science at the secondary and higher secondary levels. • Promote the skills of preparing objective based question papers for different topics in Home science. • Develop in organizing and administering Home science laboratory in school. • Familiarize with the different techniques if teaching and evaluation in Home science. • Promote the skills in teaching Home science effectively as an academic and vocational course.		

UNIT	Content	No. of Hours
I	**Aims and Objectives:** Aims and Objectives of teaching Home Science - Values of Home Science Education – Bloom's taxonomy of educational objectives: Cognitive, Affective and Psychomotor domains – Correlation of Home science with other subjects and with life.	20 Hours
II	**Instructional Strategies:** Lecture, demonstration, Heuristic, team teaching - individualized instruction, individual projects - discussion, seminar, symposium, role play – Practice of micro-teaching for any five skills: explaining, demonstration reacting stimulus variation, use of chalk board and probing questioning relevant for reaching – Link practice in Home science – Home science teacher: characteristics and role.	20 Hours
III	**Learning Strategies:** Assignment – Problem solving –	20 Hours

	Usage of programme instructional material – CAI – Multimedia – Instructional packages – Midday meal programme – Nutrition – Extension and adult education programme.	
IV	**Evaluation:** Essay and objective type tests: advantage and limitation – Blueprint – Construction of achievement test – characteristic of good test – Interpretation of test results: mean, median, Mode, SD and correlation - Diagnosis and Remedial Teaching.	20 Hours
V	**Equipment's and Resources:** Home science exhibition – Home science club – Home science lab: Equipping, organizing, maintenance and Records & registers to be kept – Home science textbooks and reference books.	20 Hours
Mode of transaction	Lecture, Demonstration, Discussion, Assignment and Project	
Practicum	• Writing specific instructional objectives for teaching a unit Home science. • Participating in Home science club activity and reporting.	
References	**Text Books:** • Arvinda Chandra, Anupama Shah and Uma Joshi (1989). **Fundamentals of Teaching Home Science**. New Delhi: Sterling Published Private Ltd. • Seema Yadav, (1994). **Teaching of Home Science**. New Delhi: Anmol Publishers Pvt. Ltd. • Rajammal P. Devadas. **Methods of Teaching Home Science**. Coimbatore: Pioneer Press. • Achar, S.J., (1959). **Child Care in India and Neighbouring Countries**. Madras: MacMillan and Co. Ltd. • Beryl, Rruth, (1967). **Teaching Home Economics**. London: Heineram Educational Books Ltd. **References:** • Cales, M.F., (1949). **About Your Home**. London: Blackie and Sons Ltd. • Dantyagi Susheela, (1968). **Fundamental of Textiles and Their Care**. Madras: Orient Longmans. • Rajammal P. Devadas, (1968). **Teaching of Home Science in Secondary Schools**. New Delhi: NCERT. • Idold, J.N., (1962). **House Craft Science**. London: Bell and Sons Limited.	

Course Outcomes	**After studying these chapters:** • Students will be able to understand and appreciate the importance of study of Home science at the secondary and higher secondary levels. • Students will get the promote skills of preparing objective based question papers for different topics in Home science. • Students will develop the skills in organizing and administering Home science laboratory in school. • Students will familiar with the different techniques in teaching and evaluation in Home science. • Students will get enhanced skills in teaching Home science effectively as an academic and vocational course.

THIRD YEAR -CORE-V

Template for Course Syllabus

Course Code & Title	CORE COURSE V -17BEDC05: LEARNING AND TEACHING.		
Class	**B. Ed**	**Year**	**III**
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to: • To develop an understanding of the learning and process • To acquire depth of knowledge on teaching • To understand the relationship between teaching and learning • To explore the various teaching strategies • To understand the teaching methods and evaluation		

UNIT	Content	No. of Hours
I	**Learning:** Learning - Concept of learning - types of learning - factors influencing learning - Learning process: Attention, sensation, perception and concept formation - Memory and forgetting. Theories of learning: Thorndike, Pavlov, Skinner, Bruner, Koehler, Piaget's developmental theory of learning – Social learning (Bandura).	20 Hours
II	**Concepts of Teaching :** Concept of teaching - Meaning, Definitions of teaching- Characteristics of teaching- Nature and Components of teaching - Types of teaching - Variables of teaching and their functions - Phases of teaching: Pre-active Phase, Intermediate Phase, Post-active Phrase - Factors affecting teaching – Models of teaching: Functions, Components and models of teaching learning process.	20 Hours
III	**Understanding Teaching and learning:** Teaching and Learning: Meaning, Principles and Significance of Learning -Factors affecting learning - Relationship between Teaching and Learning - Transfer of Learning - Characteristics and needs of the learners – Individual differences in learners: Physical, Cognitive, Affective, Psychomotor and Socio-cultural - Correlating teaching	20 Hours

	styles and learning styles – Challenging the Learners and Evolving Teachers.	
IV	**Teaching Tactics and Strategies** Learning structures: Signal learning, Chain learning, Multiple discrimination learning, Concept learning and Principle learning – Teaching Strategies : Lecture, Lesson Demonstration, Group Discussion, Tutorials, Role Playing, Brain Storming, Programmed learning, Sensitivity Training, Independent Study, Leaderless grouping.	20 Hours
V	**Teaching methods and Evaluation** Types, Classifications of teaching methods – Assignment method of teaching – Project method – Discussion method – Inductive - Deductive method – Evaluation Systems - Purpose of Evaluation – Types of Evaluation – Process of Evaluation – Tools and Techniques of Evaluation – Utility of Evaluation.	20 Hours
Mode of transaction	Lecture, Discussion, Case Study, Problem solving	
Practicum	• Conduct a group discussion on strategies of memorization and prepare a report • Writing instructional objectives in behavioral terms.	
References	**Text Books:** • Beggie, H.L. and Hunt M. P: Psychological Foundations of Education • Benjamin S.Bloom et al. (1964) Taxonomy of educational objectives, Longman Group • Bruce Joyce (1985) Models of teaching (2nd Ed.) Prentice Hall • Chauhan, S.S. (1978) Advanced Educational Psychology, Vikas Publication House Pvt. Ltd., New Delhi. • Dash, B. N., (2005).Development of learner and teaching learning process. New Delhi: Dominant Publishers and Distributors. • Ebel, R.L. and Freshie, D.A. (2009). Essentials of Educational Measurement, New Delhi: PHI Learning Pvt. Ltd., • Erickson, Eric, H. (1972). *Play and Development*. New York: W. W. Norton • Hilgard, E.R. and Bower, G.H. *Theories of Learning*. Prentice Hall	

	India, New Delhi **References:** • Hurlock, E.B. (1999). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd, New Delhi • Karthikeyan, C (2004) A Text Book of Instructional Technology, RBSA • Mangal, S.K. (1984) Psychological foundations of Education, Ludhiana: Prakash Publishers. • Piaget, J. (1926). *Psychology of Intelligence.* New York: Basic Books • Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB. • Skinner, E.C. (1984 Educational Psychology-4th Edition, New Delhi: Prentice Hall of India Pvt. Ltd., • Sprinthall, Norman A. and Richard C. Sprint hall (1990). *Educational Psychology - A Developmental Approach*, Fifth Edition. New York: McGraw-Hill International Edition, Psychology Services. • Thorndike, R.M. (2010). Measurement and Evaluation in Psychology and Education. New Delhi: PHI Learning Pvt. Ltd. • Yakaiah, P. & Bhatia, K.K. (2005). Introduction to Educational Psychology
Course Outcomes	**After studying these chapters:** • Students will be able to develop an understanding of the learning and process. • Students will acquire the depth of knowledge on teaching. • Students will be able to understand the relationship between teaching and learning. • Students will explore the various teaching strategies. • Students will be able to understand the teaching methods and evaluation.

THIRD YEAR –CORE-VI

Template for Course Syllabus

Course Code & Title	CORE COURSE VI : UNDERSTANDING DISCIPLINE AND SUBJECTS		
Class	**B. Ed**	**Year**	**III**
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to: • Understand the basis of knowledge and branches of emerging knowledge. • understand the emergence of various disciplines • develop among the bachelor trainees an understanding of science as a discipline. • understand nature of Mathematics as a discipline- • develop among the teacher trainees an understanding of language and social science as a discipline.		

UNIT	Content	No. of Hours
I	**Discipline of Education and School Curriculum:** Education as Inter-disciplinary Field of Study - Nature and Characteristics of a Discipline - Emergence of Various Disciplines from Education - Convergence of Various Disciplines into Education - Interrelation and Interdependence among Various School Subject.	20 Hours
II	**Language Curriculum and Discipline :** Centrality of language in education - Role of language in children's intellectual development and learning - Language in the school curriculum; aims issues and debates - Policy issues and language at school - Language as a Medium of Communication - Phases of Language Development.	20 Hours
III	**Mathematics Curriculum and Discipline:** Nature and History of Mathematics - Place of Mathematics in School Curriculum Mathematics in Day-to-day life - Relationship of Mathematics with Other Subjects.	20 Hours
IV	**Science Curriculum and Discipline :** Nature and history of science - Scientific method; a critical view - Knowledge, understanding of science - The socio-	20 Hours

	cultural perspective and the ethical consideration - Science as a discipline, place of scientific knowledge in the schema of school curriculum - Study of emergence of school science in relation to the social political and intellectual and historical context – Curriculum, syllabus and textbooks ; the paradigm shift in the discipline.	
V	**Social Science Curriculum and Discipline :** Nature and Philosophy of Social Science - Social Science as an Area of Study - Need of Studying Social Science through Interdisciplinary Perspectives - Place and Relevance of Social Science in School Curriculum	20 Hours
Mode of transaction	Lecture, Discussion, Case Study, Problem solving.	
Practicum	• Search in the net and write a critical report on the development of disciplines across the world leading universities. • Analyze any one school subject from disciplinary knowledge point of view.	
References	**Text Books:** • Silver, Harold, (1983) 'Education as history' British library , Methuen London LA 631.7 S4E2 Position papers published by NCERT (2006) in respective subjects • Sidhu, K. B. (1974). The Teaching of Mathematics. New Delhi: Sterling Pub. (p). Ltd. • Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp. Binning A.C. & Binning A.H. : Teaching Social Studies in Secondary Schools, New Yorks, McGraw Hill & Co. • R. Fagin, J. Y. Halpern, Y. Moses, and M. Y. Vardi. Reasoning about Knowledge, The MIT Press, 1995. ISBN 0-262-56200-6 . **References:** • Augsburg, Tanya. (2005), Becoming Interdisciplinary: An	

	Introduction to Interdisciplinary Studies. • Dullemeijer, P. (1980). "Dividing biology into disciplines: Chaos or multiformity?" Journal Acta Biotheoretica, 29(2), 87-93. • Golinski, Jan (1998/2005). Making Natural Knowledge: Constructivis, and the History of Science. New York: Cambridge University Press. • Klein, J. T. (1990). Interdisciplinary: History, Theory, and Practice. Detroit: Wayne State University Press. • Lindholm Romantschuk, Y. (1998). Scholarly Book Reviewing in the Social Sciences and Humanities: The Flow of Ideas within and among Disciplines. Westport, Connecticut: Greenwood Press.
Course Outcomes	**After studying these chapters:** • Students will be able to understand the basis of knowledge and branches of emerging knowledge. • Students will be able to understand the emergence of various disciplines. • Students will get the knowledge of science as a discipline. • Students can understand nature of Mathematics as a discipline. • Will students will get the enhanced knowledge of the language and social science as a discipline.

THIRD YEAR CORE-VII

Template for Course Syllabus

Course Code & Title	CORE COURSE VII. 17BEDC07 - KNOWLEDGE AND CURRICULUM		
Class	**B. Ed**	**Year**	**III**
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to: • enable the students to learn about epistemological bases of knowledge • enable the students to understand the conceptual basics of curriculum • enable the students to understand the bases and determinants of curriculum development. • Develop skills in designing a curriculum • Evaluate the standards of curriculum at different levels.		

UNIT	Content	No. of Hours
I	**Epistemological bases of Knowledge :** Concept of Knowledge - Structures and Forms of knowledge - Ways of acquiring knowledge - Changing paradigm in education; cognitivist, behaviorism, constructivism, connectivism - Activity -based curriculum	20 Hours
II	**Conceptual aspects of Curriculum :** Meaning and concept of curriculum - Meaning of Curriculum framework, syllabus, textbook - Types of curriculum: Core, Hidden, Null and Latent curriculum - Differentiated curriculum.	20 Hours
III	**Basics of Curriculum Development:** Need and	20 Hours

	Importance of Curriculum development - Principles of curriculum development - Foundations of curriculum : Indian Context: Philosophical foundations, Sociological foundations , Psychological foundations and Historical foundations - Determinants of curriculum development - Theories of curriculum development - Stage Specific Curriculum-Pre-primary, primary, Secondary, Higher Secondary - Curriculum reforms in India ; National Curriculum Framework.	
IV	**Curriculum Designing Process:** Curriculum development - Process of curriculum development - Curriculum planning - Curriculum designing - Curriculum implementation - Models of teaching : Inquiry training model, Concept attainment model and Advance organizer Model.	20 Hours
V	**Issues in Curriculum Evaluation :** Formative and Summative Evaluation - Criteria for evaluating the curriculum - Curriculum evaluation models - Curriculum development and its Issues.	20 Hours
Mode of transaction	Lecture, Discussion, Assignment and project.	
Practicum	• Search in the Net about ALM method, and prepare an interview tool and interview 10 teachers who are using ALM method. • Write a comparative report based on the curriculum development in India and any other countries by referring internet.	
References	**Text Books:** • . Aggarwal, Deepak (2007): Curriculum development: Concepts,	

	Methods and Techniques. New Delhi. Book Enclave. • Allen C.Ornsteing and Franchie P. Hunkins Curriculum Foundation, Principles and lesson, London - Prentice Hall International (U.K) limited 1966. • Olive, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co. • Reddy, B (2007): Principles of Curriculum Planning and Development. • Aggarwal, J.C (1990). Curriculum Reform in India - World overviews, Doaba world Education Series-3 Delhi: Dababa House, Book Seller and Publisher. • NCERT (2005) National Curriculum Framework 2005, NECRT, Sri AurobindoMarg.NewDelhi • NCERT (2000). National Curriculum Framework for school Education, NCERT. New Delhi. • Shivaprakasham.M.N. (2007). Curriculum Development in Elementary Education. New Delhi: Rajat Publication. **References:** • Shivaprakasham.M.N. (2007). Curriculum Development in Elementary Education. New Delhi: Rajat Publication. • Ediger Marlow and Bhaskara Rao Digumarti. (2007). Curriculum of School Subject. New Delhi: Discovery Publishing House • Mirudullapandey. (2007). Principles of Curriculum Development. New Delhi: RajatPublication • Sharma.R.A. (2007) Managing Curriculum: Curriculum Transaction and Evaluation. Meerut: R.Lall Depot. • Marlow Ediger and DigumartiBhaskararao. (2007). Curriculum Organization. New Delhi: Discovery Publishing House • Mirudullapandey. (2007). Changing the Curriculum. New Delhi: Rajat Publication.
Course Outcomes	**After studying these chapters:**

	• Students will learn about epistemological bases of knowledge. • Students can understand the conceptual basics of curriculum. • Students will understand the bases and determinants of curriculum development. • Students will get the skills in designing a curriculum. • Students will be able to evaluate the standards of curriculum at different levels.

THIRD YEAR –CORE-VIII

Template for Course Syllabus

Course Code & Title	**CORE COURSE :VIII. 17BEDC08 :GENDER, SCHOOL AND SOCIETY**		
Class	**B. Ed**	**Year**	**III**
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to: • Understand the concept of Gender • make student understand about the gender issues faced in school • make students aware about the role of education in relation to gender issues • make them aware about constitutional provisions of human rights and women rights • aware on challenges in gender issues in schools		

UNIT	**Content**	**No. of Hours**
I	**Gender and development:** Introduction - Definition of Gender - Difference between Gender and Sex - The Concept of Gender, sexuality and Development - Gender Dynamics and Development - Basic Gender Concepts and Terminology - Social Construction of Gender - Gender Roles - Types of Gender Roles - Gender Roles and Relationships Matrix - Gender-based Division and Valuation of Work - Exploring attitudes towards gender.	20 Hours
II	**Gender Issues in School:** Gender bias in school enrolments, dropouts, house hold responsibilities, social attitudes, towards Girl's education, value accorded to women's education - Issues related to Gender in School: Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond - Adult education and non-formal education for women's development - Importance of vocational training and income generation for women - Representations of gendered role, relationships and ideas in textbooks and curricula.	20 Hours
III	**Social aspects of Gender:** History and current scenario of Indian women - concept of Patriarchy and Matriarchy and issues related to Indian women - Gender roles in	20 Hours

	society through variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and state - Stereotypes in society -Issue related to women girl child: female infanticide and feticide, sex ratio, sexual harassment of women at work place, honour killing, dowry, child marriage, property rights, divorce, widowhood, Identification of sexual abuse/violence and its verbalization, combating the societal outlook of objectification of the female body.	
IV	**Legal and Quality aspects of Gender**: Introduction to laws related to women - Property inheritance, Trafficking) - Women's reservation bill - history and current status - The Indian constitution and provisions according to women - Human rights and women's right. Quality aspects of Gender**:** Gender disparity and gender parity - Quality education for girls – Life skill course to deal with gender issues – Critical analysis on co-education - Strategies to develop parity, gender equality and empowerment - Support services for girl's education -	20 Hours
V	**Challenges in Gender issues** : How schools nurture or challenge creation of young people as masculine and feminine selves - Role of schools, peers, teachers, curriculum and textbooks in challenging gender - inequalities or reinforcing gender parity.	20 Hours
Mode of transaction	Lecture, Discussion, Assignment and project.	
Practicum	• Write a critical report on challenges faced by different women groups in present society based on valid published reports. • Organizing drama and debate to develop awareness for gender issues.	
References	**Text Books:** • Aggrawal.N (2002) Women and Law in India. New Delhi: New Century Publications. Agnes.F.,Chandra.S&Basu,M. (2004), Women and Law in India, NewDelhi: Oxford University Press • Curran Daniel. J. and, Renzetti Claire .M. (1993) : Contemporary Societies ; Problems and Prospects, Prentice Hall, New jersey.., N-1, 2009) • Kammeyer.C.W., George Ritzer and Yetman.R.(1987): Sociology(E5), Allyn and Bacon,London. .	

	References: • Larsen Randy .J. and Buss David.M. (2011). Personality Psychology, New Delhi: Tata Mcgraw hill Companies. • Sullivan Thomas.J. (2001): Sociology (E5), Allyn and Bacon.
Course Outcomes	**After studying these chapters:** • Students will understand the concept of Gender. • Students will be able to understand about the gender issues faced in school. • Students will get awareness about the role of education in relation to gender issues. • Students will get awareness about constitutional provisions of human rights and women rights. • Students will get awareness on challenges in gender issues in schools.

THIRD YEAR –CORE-IX

Template for Course Syllabus

Course Code & Title	CORE COURSE IX. 17BEDC09 : CREATING AN INCLUSIVE SCHOOL		
Class	**B. Ed**	**Year**	**III**
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to: • Know the concepts of Inclusive Education • Understand the policies for policies of Inclusive Education • Understand the different types of learners in Inclusive School • Know the Grants for assistive Technology for learners in Inclusive Education • Enhance Competency in dealing children with diverse needs.		

UNIT	Content	No. of Hours
I	**Introduction:** Meaning and Definitions of Inclusive Education – Scope of Inclusive Education – Approaches to Inclusive Education – National Initiatives for Inclusive Education – Advantages and Limitations of Inclusive Education - Need of Inclusive Education – Challenges to achieving Inclusive Education – Suggestion to achieving an effective Inclusive Education – Role of Technology and Inclusive Education – role of Teachers and organization in Implementing Inclusive Education in Indian Context Integrated Education: Concepts - Quality of Integrated Education in Inclusive Schools – Development in giving Integrated Education.	20 Hours
II	**Policies for Inclusive Education:** Perspectives of Inclusive Education- National Policy on Education (NPE, 1986) – Special Educational Needs and Disabilities Act, 2001 – Disability Discrimination Act (1995) – Persons with Disability Act (PDA, 1995) – Rights of Persons with Disability, UNESCO(2006) – National Level Practices on Education of Children with Disabilities (DPEP) - Sarva	20 Hours

	Shiksha Abhiyan (SSA) Framework for the Disabled.	
III	**Different Learners in Inclusive Education:** Types of Learning Disabilities – Physically Challenged, Visually Challenged, Hearing Impaired, Mentally Retarded, Autism – Role of Teachers, Administrators and Organization for teaching and instructing learners with different Disabilities.	20 Hours
IV	**Need of Learners in Inclusive School:** Enrolment policy – Attendance and participation – Code of Discipline – measure to prevent bullying and harassment with special educational needs - Establishment of Special School and Classes – Schemes for schools in areas of educational disadvantage – Visiting Teacher Service – Grants for assistive Technology- Special Transport – Scheme of Reasonable accommodation.	20 Hours
V	**Teacher Preparation for Inclusive Education:** Educational Programmes offered in schools – roles, Responsibilities, skills, competencies and professional ethics of teachers and teacher educators for inclusive settings. Evaluation and follow for improvisation of teacher preparation programmes.	20 Hours
Mode of transaction	Lecture, Discussion, Assignment and project.	
Practicum	• Make a survey and write a report based on disability learner's status in your nearby schools • Case study of one/two people with special needs in secondary	
References	**Text Books:** • Adam Abdelnoor., (1999). Preventing Exclusion. Oxford: Heinemann Educational Publishers. • Aggarwal, J.C., (1996). Principles, Methods and Techniques of Teaching. New Delhi: Vikas Publishing House Pvt Ltd. • Anderson. Elizabeth, M., (1973). The disabled school child: A study of integration in primary school. London: Methuen & Co Ltd. • Arul , M et al. (2009). Inclusive Education Across cultures crossing boundaries, sharing ideas. New Delhi: SAGE publications India Pvt Ltd. • Berdine, W.H &Blackhurst, A.E. (1985). An Introduction to Special Education. Harper Collins Publishers: USA • BhupendraTripathi., (2007). Special Education. Delhi: Bharati	

	Book Organization. • Booth, T. et al, (2000). Index for Inclusion: Developing learning and participation in schools. (Bristol, Center for Studies on Inclusive Education). **References:** • Farrell, P., &Ainscow, M. (2002) Making Special Education Inclusive: From Research to Practice. London: David Fulton Publishers. 107 Second Year • Rao, V.K., (2004). Special Education. New Delhi: APH Publishing Corporation. • Sharma, R.A. (2006). Fundamentals of Special Education: Integrated Teaching for Mainstreaming. Meerut: Surya Publication. • Venkatesan, S. (2003). Children with developmental disabilities: A training guide for parents, teachers and care givers. New Delhi: Sage Publications.
Course Outcomes	**After studying these chapters :** • Students will know about the concepts of Inclusive Education. • Students can understand the policies for policies of Inclusive Education. • Students can understand the different types of learners in Inclusive School. • Students will know about the Grants for assistive Technology for learners in Inclusive Education. • Students will get enhanced Competency in dealing children with diverse needs.

THIRD YEAR -_OPTIONAL (ELECTIVE –I)

Template for Course Syllabus

Course Code & Title	OPTIONAL COURSE 01 17BEDOP01- CAREER GUIDANCE		
Class	**B. Ed**	**Year**	**III**
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to • Trace the different stages of career mobility of an individual. • Classify the various kinds of counselling agencies and societal functions. • Group the potentiality of mass media in career development.. • Develop favorable attitude towards the profession for which one is found fit psychometrically. • Inculcate the interest in path independently with various period of target.		

UNIT	Content	No. of Hours
I	**Career Education and Source of Career Information:** Introduction – Concept – Education and Work – Right to Education – Right to Work – Government Services – Private Services – Self Employment. Aim of Career Information – Career Information for School level.	20 Hours
II	**Career Literature and Career Fields:** Newspaper and Magazine Articles – Career Talks and Conferences – Workshops — Job Fairs – Methods of Collecting Information -Introduction about career fields – Advertising and Marketing– Computer Hardware – Software Education – Fire Fighting – Waste Management – Media (Newspaper, Magazine, and The Internet)	20 Hours
III	**Strengthening the Individual and Career Counselling:** Development of Knowledge, Attitude and skills – Training Self – Development of Interests and Personality – Public Relations. Career Relationship – Choosing and Starting a Career – Job Interviews – Recruitment Procedure in Public	20 Hours

	and Private.	
IV	**Applying, Appointment and Career Development:** Resumes – Covering Letters – Developing Communicational Skills – Performance in Interview - Procedure for Appointment – Fringe Benefits - Probation, Promotions – Career Development	20 Hours
V	**Techniques and Tools for Assessment:** Standardized Tools: Intelligence Tests, Aptitude Tests, Personality Inventories – Techniques: Observation, Interview, Anecdotal Record, Autobiography, Case Study - Future Perspectives in Career Guidance across the Globe.	20 Hours
Mode of transaction	Lecture, Discussion, Case Study, Self-Study and Project	
Practicum	• Prepare an interview schedule • Prepare different types of letters	
References	**Text Books:** • Chadwick, Ruth. (1998). **Encyclopedia of Applied Ethics.** USA: Academic Press. • Chambors, James (Ed.) (2006). **International Encyclopedia of Careers and Vocational Guidance.** New Delhi: Career Publications, Viva Books Pvt. Ltd. • Chaube, S. B. (2005). **A Textbook of Educational and Vocational Guidance.** New Delhi: Dominant Publishers and Distributors. • Ghose, Jayanti (2003). **Encyclopedia of Careers.** New Delhi: Harper Collins Publishers. • Husen, Torsten (Edi.) (1985). **The International Encyclopedia of Education.** New York: Pergamon Press. **References:** • Maqbool, Ahmad (2008). **Comprehensive Dictionary of Education.** New Delhi: Atlantic Publishers and Distributors Pvt. Ltd. • Morkes, Andrew (Managing Editor) (2004). **International Encyclopedia of Careers and Vocational Guidance.** New Delhi: Career Publications, Viva Books Pvt. Ltd. • Nair, Jeevan (Ed.) (2008). **Encyclopedia of Social Sciences.** New Delhi: Pentagan Press, HausKhas. • Sills, David L. (Ed.) (1968). **International Encyclopedia of Social Sciences.** USA: Macmillan Company. • Singh, Y. K. &RuchikaNath (2005). **Guidance and Career**	

	Counselling. New Delhi: APH Publishing Corporation.
Course Outcomes	**After studying these chapters:** • Students will be able to trace the different stages of career mobility of an individual. • Students will be able to classify the various kinds of counselling agencies and societal functions. • Students will be able to group the potentiality of mass media in career development.. • Students can develop favorable attitude towards the profession for which one is found fit psychometrically. • Students will inculcate the interest in path independently with various period of target.

THIRD YEAR -OPTIONAL (ELECTIVE –II)

Template for Course Syllabus

Course Code & Title	**OPTIONAL COURSE 02: 17BEDOP02 – COMPUTERS IN EDUCATION**		
Class	**B. Ed**	**Year**	**III**
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	To enable the learner to • acquire the skill of using the computers • acquire the skill of Operation system and MS office • browse Internet and search necessary information for Teaching and Learning • open an E-mail account and adapt Computer security measures • familiar with the latest trends of ICT in Education		

UNIT	**Content**	**No. of Hours**
I	**Computer fundamentals** : Introduction - Characteristics of Computes - Classification of computers - Input and output devices - Operating Systems: Windows, Linux, Mac - Introduction to Windows: Desktop, My Computer, folders and files, Explorer, other utilities - Clock and Calendar - Note pad - Basic functions of computer – different types of file formats.	20 Hours
II	**Microsoft Office:** Word Processing - Introduction - Text document - basic operations - Making a Paragraph - Searching and replacing - formatting Character and paragraph – Tables - The Excel environment - Entering and Changing information and formula - functions - Names and arrays - Working with rows and columns - displaying calculation, Charts and graphical	20 Hours

	representations. Power Point Presentation - Creating presentation- Changing View - Simple editing - Changing designs – Creating new text box - Simple Animation - Adding Pictures, drawings and graphs - Embedding voice - Preparation of Presentation for teaching	
III	**Computer for Teaching and Learning:** Concept of Educational technology – Technology in Education - Technology of Education - Computer Assisted Instruction - CBL Packages - Technology in teaching/learning – Multimedia – e-Content – e-Books - Software for Computation	20 Hours
IV	**Online Utilities and Security:** Internet - Internet Explorer – other web browsers - Search of Information using Key Words – E-Mail - Search engines. Online security tips – Online crooks – Login Precautions – Use of password – Avoiding external devices – Antivirus software – Scanning – Cautious about mails and free downloads – e-commerce cautions	20 Hours
V	**ICTs Pedagogy in Teacher Education:** Definition of the term – Open and Distance learning – Teleconferencing in Education - e-learning – blended learning – Virtual learning – Flipped classroom – MOOCs – MOODLE – SWAYAM – NDL - Integrating ICTs in Teacher Education – Future of ICT.	20 Hours
Mode of transaction	Lecture, Demonstration, Discussion	
Practicum	• Preparation of PPTs (at least 2 in the respective subject) • Creation of user accounts in gmail, NDL, SWAYAM, MOOCs and MOODLE.	
References	**Text Books:** • Alexis, M. L. (2001). Computer for Every One. New Delhi: Vikas Publishing House Ltd. • Chandra, R. (2005). Impact of Media and Technology in education.	

Delhi: Kalpaz Publications.
- Goel, H. G. (2005). Teaching of Computer Science. New Delhi: R. Lal Books Ltd.
- Helen Holding & Clare Martin, (1998). Mastering Microsoft Office. London, UK: MacMillan.
- John, W. (2007). Learning and Teaching Using ICT. New Delhi: Learning Matters Ltd
- Mohanty, P. C. (2004). Mass Media and Education. New Delhi: Ashish Publishing House.
- Qureshi, H. (2004). Modern Teaching of Computer Science. New Delhi: Anmol Publications Pvt. Ltd.
- Rajasekar, S. (2011). Computers in Education. New Delhi: Neelkamal Publications Pvt. Ltd. .

References:

- Talesra, H., Marashdeh, W., & Nagda, M. L. (2005). Web based Learning. Delhi: Authors Press.
- Varanasi, L., Sudhakar, V., & Murunalini, T. (2005). Computer Education. Hyderabad: Neelkamal Publications Pvt. Ltd.

Web Resources :

E-Books and Audio Books

http://www.gutenberg.org/
https://www.free-ebooks.net/
http://www.bookrix.com/
http://www.obooko.com/
http://www.audiobooks.org/
http://www.audiobooks.com/
http://www.librophile.com/

Videos / Video Lessons / E-Content for Learning

http://www.learnerstv.com/
http://webcast.berkeley.edu/
http://nptel.ac.in/
http://epgp.inflibnet.ac.in/
http://www.co-learn.in/

Digital Libraries

http://www.dli.ernet.in/
http://www.loc.gov/education/

MOOCs - Massive Open On-line Courses

https://www.coursera.org/
https://www.edx.org/
http://ocw.mit.edu/
http://www.open.edu/itunes/
http://nptel.ac.in/cerified_nptel_courses.php

Course Outcomes	**After studying these chapters:** • Students can develop the skill of using the computers. • Students can develop the skill of Operation system and MS office. • Students will get knowledge about to browse Internet and search necessary information for Teaching and Learning. • Students can open an E-mail account and adapt Computer security measures. • Students will be able to familiar with the latest trends of ICT in Education.

BACHELOR OF EDUCATION (B.Ed – PART-TIME) BOARD OF STUDY MEMBERS (2018-2019)
(21.06.2018, 16.04.2019, 25.04.2019 & 21.08.2019)

1. Prof. Dr.K.Nachimuthu, Prof & Head, Dept. of Education, Periyar University, Salem-11 (Chairman of the Board)

2. Prof. Dr.K.Dhanalakshmi, Professor, Dept. of Education, Periyar University, Salem-11

3. Dr. M.Vakkil, Assistant Professor, Dept. of Education, Periyar University, Salem-11

4. Dr. G.Hema, Assistant Professor, Dept. of Education, Periyar University, Salem-11

5. Dr. R.Ramesh, Asssociate Professor (PRIDE), Dept. of Education, Periyar University, Salem

6. Mr. R.Vinodh Kumar, Assistant Professor, Dept. of Education, Periyar University, Salem-11

7. Mr. C.Kathiresan, Assistant Professor, Dept. of Education, Periyar University, Salem-11

8. Prof. Dr. A.Muthumanickam, Prof & Head, Dept. of Education, Madurai Kamaraj University, Madurai-20.

9. Prof. Dr. E.Ramganesh, Prof & Head, Dept. of Educational Technology, Bharathidasan University, Trichirapallai-23.

10. Dr.P.So.Kesavan, Associate Professor, DIET, Utamasolapuram, Salem-10.

11. Dr.P.Muthukumar, Principal, K.S. College of Education, Salem -11.

12. Prof. Dr.C.Venkatachalam, Professor & Head, Dept. of Sociology, Periyar University, Salem-11.

13. Prof. Dr. S.Gunasekaran, Managing Trusty & Correspondent, Vidhya Vikas Educational Institutions, Tiruchencode, Namakkal Dt.

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