ST. XAVIER'S COLLEGE OF EDUCATION
(AUTONOMOUS)

[Re-accredited (4th Cycle) at 'A+' Grade by NAAC]

Palayamkottai - 627 002, Tirunelveli District, Tamil Nadu, India

SYLLABUS FOR B.ED. PROGRAMME

2023-2025

OUTCOME BASED EDUCATION (OBE)

Outcome Based Learning B.Ed. Curriculum Framework

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated outcomes. It focuses on measuring student performance i.e. outcomes at different levels.

Some important aspects of the Outcome Based Education:

1. **Programme** is defined as the specialization or discipline of a Degree. It is the interconnected arrangement of courses, co-curricular and extracurricular activities to accomplish predetermined objectives, leading to the awarding of a degree. For Example: B.Ed. Programme.

2. **Program Educational Objectives (PEOs):** The Programme Educational Objectives of a program are the statements that describe the expected achievements of graduates in their career, and also in particular, what the graduates are expected to perform and achieve during the first few years after graduation.

3. **Programme Learning Outcomes (PLOs):** Program Learning Outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation.

4. **Course** is defined as a theory, practical or theory cum practical subject studied in a semester. For Eg. Educational Psychology.

5. **Course Learning Outcomes (CLOs)**: Course Learning Outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course.

6. **Knowledge levels for assessment of Outcomes based on Blooms Taxonomy (BTL):**

Level	Parameter	Description
BTL 1	Remembering	It is the ability to remember the previously learned material/information
BTL 2	Understanding	It is the ability to grasp the meaning of material.
BTL 3	Applying	It is the ability to use learned material in new and concrete situations

BTL 4	Analysing	It is the ability to break down material/concept into its component parts / subsections so that its organizational structure may be understood
BTL 5	Evaluating	It is the ability to judge the value of material / concept / statement / creative material / research report for a given purpose
BTL 6	Creating	It is the ability to put the elements together to form a coherent whole; reorganize into a new pattern or structure.

Programme Educational Objectives (PEOs)

St. Xavier's College of Education aims at

1. Providing integral formation to the prospective teachers
2. Preparing the prospective teachers to be Competent, Conscientious, Compassionate, committed and Creative to shape the future citizens of India
3. Equipping the prospective teachers with professional skills of 21st century
4. Orienting the prospective teachers towards the creation of new society based on brotherhood, social justice and dignity of the downtrodden
5. Forming the prospective teachers as the torch bearers of Indian culture, values and ethos

Programme Learning Outcomes (PLOs)

The Programme will enable the prospective teachers to

PLO 1 : learn the basics of education such as Philosophical, Psychological and Sociological Foundations of Education, Educational Technology and Curriculum Development.

PLO 2 : familiarise with various teaching methods in their major subjects.

PLO 3 : develop teaching skills among them.

PLO 4 : develop the problem solving skills among them.

PLO 5 : promote technological skills among them.

PLO 6 : be innovative, competent and compassionate.

PLO 7 : imbibe the basic human values.

PLO 8 : acquire positive attitude towards teaching profession.

PLO 9 : become committed teachers who would be the agents of social change.

PLO 10 : hold responsible positions in the society.

Semester-wise Distribution of Courses

Semester I

1 Credit = 25 Hours

S. No	Course Code	Course Title	Credits	Hours	Marks		
					Internal	External	Total
Core Courses							
1	BCPF	Philosophical Foundations of Education	4	100	30	70	100
2	BCEP1	Educational Psychology-I	4	100	30	70	100
Pedagogy Course I (Any one)							
3	BPE1	Pedagogy of Special English-I			30	70	100
	BPT1	Pedagogy of Special Tamil-I			30	70	100
	BPC1	Pedagogy of Computer Science-I			30	70	100
	BPM1	Pedagogy of Mathematics-I	3	75	30	70	100
	BPP1	Pedagogy of Physical Science-I			30	70	100
	BPB1	Pedagogy of Biological Science-I			30	70	100
	BPH1	Pedagogy of History-I			30	70	100
Pedagogy Course II (Any one)							
4	BPGE1	Pedagogy of General English-I	3	75	30	70	100
	BPGT1	Pedagogy of General Tamil-I			30	70	100
Experience for Social and Environmental Sensitivity (Electives - Any One)							
5	BEHD	Human Rights and Duties Education			30	70	100
	BEEE	Environmental Education			30	70	100
	BEVE	Value Education			30	70	100
	BEGC	Guidance and Counselling	2	50	30	70	100
	BELI	Library and Information Science Management			30	70	100
	BEYE	Yoga Education			30	70	100
Experience for Teacher Enrichment (Internal)							
6	BES1	Strengthening English Language Proficiency-I	2	50	50	-	50
7	BEAA	Arts and Aesthetics	1	25	50	-	50
8	BEPH	Physical and Health Education	1	25	50	-	50
9	BEMT1	Modern Theatre Skills-I	1	25	25	-	25
10		**Preparation for Teaching**	2	50			
11		School Exposure (Practical)*	1	25			
		Total Credit	**24**	**600**	**310**		**675**

*School Exposure (1 Week)

- **Preparing Profile of a Normal School (Model/State/KV/CBSE/IGCSC) (1 Week)**

(Shall observe the School with regard to infrastructure, equipments, teaching learning materials, functioning, human resources, organization of various activities)

Semester II

S. No	Course Code	Course Title	Credits	Hours	Marks Internal	Marks External	Marks Total
Core Courses							
1	BCSS	Schooling, Socialization and Identity	4	100	30	70	100
2	BCEP2	Educational Psychology-II	4	100	30	70	100
3	BCAL	Assessment of Learning	4	100	30	70	100
Pedagogy Course I (Any one)							
4	BPE2	Pedagogy of Special English-II			30	70	100
	BPT2	Pedagogy of Special Tamil-II			30	70	100
	BPC2	Pedagogy of Computer Science-II			30	70	100
	BPM2	Pedagogy of Mathematics-II	3	75	30	70	100
	BPP2	Pedagogy of Physical Science-II			30	70	100
	BPB2	Pedagogy of Biological Science-II			30	70	100
	BPH2	Pedagogy of History–II			30	70	100
Pedagogy Course II (Any one)							
5	BPGE2	Pedagogy of General English-II	3	75	30	70	100
	BPGT2	Pedagogy of General Tamil-II			30	70	100
Experience for Teacher Enrichment (Internal)							
6	BES2	Strengthening English Language Proficiency-II	1	25	50	-	50
7	BEMT2	Modern Theatre Skills-II	1	25	25	-	25
Self-study Courses (Internal)							
8	SCGT/ SCTP/ SCTB	**Offline** (Any one) Gandian Thought / Thoughts of Periyar / Thoughts of Bharathiar	1	25	25	-	25
9		**Online** Course	1	25	-	-	-
Practicals							
		School Exposure*	1	25	-	-	-
		Extension Activity**	1	25	-	-	-
		Total	**24**	**600**			**600**

School Exposure I Week

*1. Preparing Profile of the Special School (1 Week) - 1 Credit

(i) Various curricular activities,

(ii) The teaching-learning process in the classroom, ICT use, student participation, classroom management.

(iii) The student teachers shall observe curricular activities for which they may use observation schedules.

**2. Extension Activity

Mother Teresa Evening Study Centre (MOTESC)

Semester III – School Internship

Phase – 1: Pre-Internship

Orientation a) to the Heads of the schools with respect to the objectives of internship and their roles, b) unit planning, lesson planning, blueprint and unit tests/diagnostic tests, CCE with student teachers, c) on records to be maintained by student teachers during internship d) the role of student teachers in the schools, forms of evaluation by the mentor, Heads and peers.

Phase – 2: Internship

Lesson Planing, Observation of Senior Teachers, Criticism of Peers, Case Study, Action Research, Students Attendance Register, Progress Report, School Based Activities, Diagnostic Test, Achievement Test, Class time table, Reflective Journal, Conducting Guidance and Counseling, Unit Test.

Phase – 3: Post Internship

- Presentation of the reflections of internship by student teachers, which will be conducted in smaller group/subject wise and assessed by the supervisors.
- Inviting feedback from cooperating schools.

S.No	Items	Credits	Marks
Group A: Teaching Competence and Practice Teaching			
1.	School Internship	16	60
2.	Teaching Competency (External)		100
	Total	16	200
Group B : Lesson Plan, Teaching Learning Materials and Practical Records			
1	Lesson Plan (Ped. I & Ped II)	6	10+10 (2)
2	Observation		10 (1)
3	Criticism		10 (1)
4	Micro Teaching		10 (1)
5	Test and Measurement		10 (1)
6	Subject Club Activities		10 (1)
7	Lab /Science Experiment Album / Software		10 (1)
8	Psychology Experiment		10 (1)
9	Teaching Learning Material (Ped. I & Ped II)		10 +10
10	Educational Technology		10 (1)
	Total	6	120
Group C: School and Community Based Activities Records			
1	School Exposure Record	4	10 (1)
2	School-based Activities		10 (1)
3	Action Research		10 (1)
4	Case Study		10 (1)
5	Text Book Review		10 (1)
6	SUPW		10 (1)
7	Physical Education		10 (1)
8	Seminar & Symposium		10 (1)
9	Reflective Journal		10 (2)
	Total	**4**	**90**
	Grand Total	**26**	**410**

Semester IV

S. No	Course Code	Course Title	Credits	Hours	Marks		
					Internal	External	Total
Core Courses							
1	BCCSM	Curriculum and School Management	4	100	30	70	100
2	BCSD	Soft Skills Development	4	100	30	70	100
3	BCIE	Innovations in Education	4	100	30	70	100
Pedagogy Course I (Any one)							
4	BPE3	Pedagogy of Special English-III	3	75	30	70	100
	BPT3	Pedagogy of Special Tamil-III			30	70	100
	BPC3	Pedagogy of Computer Science-III			30	70	100
	BPM3	Pedagogy of Mathematics-III			30	70	100
	BPP3	Pedagogy of Physical Science-III			30	70	100
	BPB3	Pedagogy of Biological Science-III			30	70	100
	BPH3	Pedagogy of History-III			30	70	100
Experience for Social and Environmental Sensitivity (Electives-Any One)							
5	BEEC	Education of Exceptional Children	2	50	30	70	100
	BEG1	Gender Issues in Education			30	70	100
	BEVI	Vision of Education in India			30	70	100
	BEPE	Peace Education			30	70	100
	BEDM	Disaster Management			30	70	100
	BECCS	Cyber Crime and Cyber Security			30	70	100
Experience for Teacher Enrichment (Internal)							
6	BES3	Strengthening English Language Proficiency-III	1	25	50	-	50
7	BESKC	Subject Knowledge Competency (SKC)	1	25	50	-	50
8	BEUL	Utilization of Library Resources	1	25	20	-	20
Self-study Courses (Internal)							
9	SCTA / SCTBD / SCTK	**Offline** (Any one) Thoughts of Ambedkar / Thoughts of Bharathidasan / Thoughts of Kamarajar	1	25	25	-	25
10		**Online** Course	1	25		-	

Extension Activities (Practicals)						
		Social Project (Internal)	1	25			
		Visit to ARCH	1	25			
		Total	**24**	**600**			**645**

Theory - Summary

S. No.	Particulars	Number of Courses	Credits	Number of Hours	Maximum Marks
1.	Core Courses	8	32	800	800
2.	Pedagogy Courses	5	15	375	500
3.	Experience for Social and Evironmental Sensitivity (Electives)	2	4	100	200
4.	Experience for Teacher Enrichment	9	10	250	370
5.	Self-study Courses (Online & Offline)	4	4	100	50
	Total		**65**	**1625**	**1920**

Practical - Summary

S. No.	Particulars	Credits	Maximum Marks	
			Pedagogy-I & II	Total
1.	**Group A: Teaching Competence and Practice Teaching** **Preparation for Teaching Practice** Microteaching Peer Teaching & Preliminary Teaching Internship Teaching Competency	1 1 16 -	20 10+10 60 100	200
2.	**Group B : Lesson Plan, Teaching Learning Materials and Practical Records**	6	120	120
3.	**Group C: School and Community Based Activities Record**	4	90	90
4.	**Group D: School Exposure & Extension Activities**	5	-	-
	Total	**33**	**410**	**410**

Summary

Semester	Credits	Marks
I	24	675
II	24	600
III	26	410
IV	24	645
Total	**98**	**2330**

Syllabus

S.No.	Content	Pg. No.

Semester I

Core Courses

Pedagogy Courses

Experience for Social and Environmental Sensitivity

Experience for Teacher Enrichment

Semester II

Core Courses

Pedagogy Courses

Experience for Teacher Enrichment

Semester IV

Core Courses

Pedagogy Courses

Experience for Social and Environmental Sensitivity

Experience for Teacher Enrichment

Semester I

Course I: Philosophical Foundations of Education

B.Ed.: Sem. I   **Course Code: BCPF**   **Credits: 4**

Course Learning Outcomes:

The prospective teacher

1. defines the concept of education and its premises. (BTL 1)
2. estimates the importance and role of education in the Indian society. (BTL 5)
3. discovers the relationship between education and philosophy. (BTL 3)
4. compares the different schools of philosophy. (BTL 5)
5. integrates the thoughts of various philosophers with the current educational context. (BTL 6)
6. examines the thoughts of eastern and western philosophers. (BTL 3)
7. recognizes the position of education in Pre-Independent India and Post Independent India. (BTL 1)
8. analyses the recommendations of various education commissions and policies. (BTL 4)

Unit I: Education: Nature and Aims (L.13, T.2, P.5)

Education: Meaning, definition, concept, nature and purpose - UNESCO: Five Pillars of Education (Learning to transform oneself and Society) - Aims of Education: Individual, social and vocational - Types of Education: Formal, informal and non-formal Education - Functions of Education

Unit II: Philosophy and its Schools (L.13, T.2, P.5)

Philosophy: Meaning, definition and nature - Philosophy of Education: Meaning, definition, scope and branches - Relation between Philosophy and Education - The utility of knowledge of philosophy to the teacher - Different Schools of Philosophy: Idealism, naturalism, pragmatism, realism, humanism and their educational implications

Unit III: Educational Thinkers (L.12, T.2, P.5)

Eastern thinkers: Thiruvalluvar, Rabindranath Tagore, Savithribai Phule, M.K Gandhi, B.R. Ambedkar, Maulana Abul Kalam Azad

Western thinkers: Plato, Rousseau, Antonio Gramsci and Paulo Freire, Maria Montessori

Unit IV: Education in Pre-Independent India (L.13, T.2, P.5)

Vedic, Buddhistic and Islamic System of Education - Christian Contribution to Education - British System of Education: Charter Act of 1813, Macaulay's Minutes (1835), Filtration Theory, Wood's Despatch (1854), Hunter Commission (1882) - Wardha Scheme of Education (1937)

Unit V: Education in Post Independent India (L.14, T.2, P.5)

University Education Commission 1948-49 (Dr. S.Radhakrishnan) - Secondary Education Commission 1952-53 (Dr. A.L. Mudaliar) - Indian Education Commission 1964-66 (Dr. D.S. Kothari) - National Policy on Education 1986 - Revised National Policy on Education 1992 - National Knowledge Commission (NKC) 2005 – National Education Policy (NEP) 2020

Practicum (any two)

1. Compare and contrast the educational thoughts of any two philosophers.

2. Create a digital presentation on any one of the Schools of Philosophy.

3. Identify the strategies to strengthen the pillars of education to live together.

4. Prepare a reflective report on Montessori schools at present.

5. Write a reflective report on the role of Maulana Abul Kalam Azad in modernizing Indian Education.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	defines the concept of education and its premises.	Remembering (BTL 1)	1,6,8
CLO 2	estimates the importance and role of education in the Indian society.	Evaluating (BTL 5)	1,7,9,10
CLO 3	discovers the relationshipbetween education and philosophy.	Applying (BTL 3)	1,6,9
CLO 4	compares the different schools of philosophy.	Evaluating (BTL 5)	1,4,7,8
CLO 5	integrates the thoughts of various philosophers with the current educational context.	Creating (BTL 6)	1,4,6,7,9
CLO 6	examines the thoughts of eastern and western philosophers.	Applying (BTL 3)	1,4,7,9,10
CLO 7	recognizes the position of education in Pre-Independent India and Post Independent India.	Remembering (BTL 1)	1,4,7,8,9,10
CLO 8	analyses the recommendations of various education commissions and policies.	Analysing (BTL 4)	1,4,6,7,8,10

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Course II: Educational Psychology - I

B.Ed.: Sem. I   **Course Code: BCEP1**   **Credits: 4**

Course Learning Outcomes:

The prospective teacher

1. describes the nature of educational psychology. (BTL 1)
2. explains the concepts of growth and development. (BTL 2)
3. determines different dimensions of development. (BTL 3)
4. relates nature with nurture. (BTL 2)
5. discovers the cognitive process and development. (BTL 3)
6. estimate the place of emotions in life. (BTL 5)
7. applies the theories of learning in the suitable environment. (BTL 3)
8. facilitates the transfer of learning in their life. (BTL 6)

Unit I: Nature of Educational Psychology (L.11, T.2, P.4)

Psychology: Meaning, definition and branches - Methods: Introspection, Observation, Case study and Interview - Educational Psychology: Meaning, definition, nature, scope and significance

Unit II: Human Growth and Development (L.13, T.2, P.5)

Growth and development**:** Concept, meaning, definition and general principles - Distinction among growth, development and maturation - Interaction between nature and nurture - Dimensions of development: Physical, cognitive, emotional, social and moral - Phases of development and developmental tasks: Infancy, childhood and adolescence

Unit III: Cognitive Development and Process (L.15, T.2, P.5)

Theories of Cognitive Development: Piaget, Vygotsky and Bruner - Cognitive process: Attention and factors relating to attention - Kinds of attention: Inattention, distraction, division of attention and span of attention - Sensation - Perception: Factors relating to perception and perceptual errors - Concept formation: Nature and types - Language, thinking, reasoning and problem solving - Role of teachers in developing Reasoning and Problem solving

Unit IV: Emotional, Social and Moral Development (L.13, T.2, P.5)

Emotional development: Meaning, emotional control and maturity - Place of emotions in life - Daniel Goleman's Theory of emotional intelligence - Social development: Meaning and factors - Social maturity - Erikson's stages of social development - Moral development: Meaning - Kohlberg's stages of moral development

Unit V: Theoretical Perspectives on Learning (L.13, T.2, P.5)

Learning: Nature and importance - Learning curve - Theories of learning: Trial and Error, classical conditioning and operant conditioning, learning by insight and Gagne's theory - Transfer of learning: Meaning, types and educational implications - Theories of

transfer of learning: E.L. Thorndike's theory of identical components, Judd's theory of generalization and Baggley's theory of ideals - Learning by imitation - Carl Roger's Experiential Theory - Levels of learning - Remembering - Forgetting: Curve of forgetting

Practicum (any two)
1. Construct an observation schedule to observe the students in the class.
2. Make a review of one case study.
3. Write a reflective report by conducting an experiment to measure the attention of a subject.
4. Analyse critically the educational contribution of any one of the Psychologists.
5. Develop a digital presentation for a topic from any one of the units.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	describes the nature of educational psychology.	Remembering (BTL 1)	1,4,6, 8,7,10
CLO 2	explains the concepts of growth and development.	Understanding (BTL 2)	1,4,6, 8,7,10
CLO 3	determines different dimensions of development.	Applying (BTL 3)	1,4,6, 8,7,10
CLO 4	relates nature with nurture.	Understanding (BTL 2)	1,4,6, 8,7,10
CLO5	discovers the cognitive process and development.	Applying (BTL 3)	1,4,6, 8,7,10
CLO 6	estimates the place of emotions in life.	Evaluating (BTL 5)	1,4,6,7,8,9,10
CLO 7	applies the theories of learning in the suitable environment.	Applying (BTL 3)	1,4,6,7,8,9,10
CLO 8	facilitates the transfer of learning in their life.	Creating (BTL 6)	1,4,6,7,8,9,10

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Course III: Pedagogy of Special English - I

B.Ed.: Sem. I   **Course Code: BPE1**   **Credits: 3**

Course Learning Outcomes:
The prospective teacher
1. identifies the concepts of language. (BTL 2)
2. recommends the ways to improve the quality of English Language Teaching. (BTL 5)
3. practices micro teaching skills. (BTL 3)
4. applies the microteaching skills in microteaching. (BTL 3)
5. prepares lesson plan for teaching Prose, Poetry, Grammar, Composition and Supplementary Reader. (BTL 6)
6. plans to teach the grammatical topics prescribed in the Tamil Nadu Government Textbooks. (BTL 6)
7. illustrates the grammatical concepts with examples. (BTL 4)
8. make use of grammatical concepts in speaking English. (BTL 3)

Unit I: Language and its Features (L.10, T.2, P.3)

Concepts of language: Definitions - Characteristics - Properties of human language - Functions of language. Aims of teaching English at the primary, secondary and higher secondary levels - Need for teaching English in India - Principles of teaching English as a second language – English language teaching in the Indian context - Problems of teaching English as a second language - Suggestions to improve the quality of language teaching

Unit II: ELT Preparation at Micro Level (L.10, T.2, P.3)

Micro teaching: Definition - Steps - Cycle - Advantages. Micro Teaching Skills: Skill of Probing Questioning, Skill of Explaining, Skill of Increasing Pupil's Participation, Skill of Closure and Skill of Using Blackboard - Episode Writing – Practice and feedback - Link lesson: Episode writing – Practice and feedback

Unit III: ELT Preparation at Macro Level (L.10, T.2, P.3)

Traditional and revised Bloom's taxonomy: Formulating Instructional objectives for teaching Prose, Poetry, Grammar, Composition and Supplementary Reader – Planning for teaching: Year plan, Term plan, Unit plan and Lesson plan - Methodology of teaching of Prose, Poetry, Grammar, Composition and Supplementary Reader - Components of a lesson plan – Herbartian steps – Lesson plan writing for Prose, Poetry, Grammar, Composition and Supplementary Reader - Advantages of lesson planning - Demo teaching and observation - Peer teaching and criticism

Unit IV: Teaching the Grammatical Content of English (L.10, T.2, P.3)

Conjugation - Kinds of sentences – Types of pronouns: Subject pronoun, Object pronoun - Possessive pronoun, Possessive adjective and Reflexive pronoun - Finite and non-

finite verbs - Prefix and suffix - Verbal and 'Wh' questions - Question Tags - Sentence Pattern – Degrees of comparison

Unit V: Teaching the Grammatical Content of English - II (Standard - XII) (L.10, T.2, P.3)

Active and passive voice – Types of verbs: Regular and irregular, Transitive and intransitive - Verb division – Contractions - Direct and indirect speech - Simple, compound and complex sentences

Practicum (any two)

1. Prepare an ICT integrated lesson plan.
2. Organize a discussion on problems of teaching English and submit the report.
3. Compare the Old and the Revised Taxonomy of Objectives, and prepare ELT objectives based on the Revised Taxonomy.
4. Recite the Conjugation of a verb in Positive, Negative form with your neighbour and produce a report
5. Select a passage from IX standard textbook and identify whether the sentences are Simple or Complex or Compound

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	identifies the concepts of language.	Understanding (BTL 2)	4,6,7,10
CLO 2	recommends the ways to improve the quality of English Language Teaching.	Evaluating (BTL 5)	3,4,6,7,9,10
CLO 3	practices micro teaching skills.	Applying (BTL3)	2,3,4,6,8,9
CLO 4	applies the microteaching skills in macro teaching.	Applying (BTL 3)	2,3,4,6,8,9
CLO5	prepares lesson plan for teaching Prose, Poetry, Grammar, Composition and Supplementary Reader.	Creating (BTL 6)	2,3,4,6,7,8,9,10
CLO 6	plans to teach the grammatical topics prescribed in the Tamil Nadu Government Textbooks.	Creating (BTL 6)	2,3,4,6,7,8,9,10
CLO 7	illustrates the grammatical concepts with examples.	Analyzing (BTL 4)	2,3,4,6,7,8,9,10
CLO 8	make use of grammatical concepts in speaking English.	Applying (BTL3)	2,3,4,6,7,8,9,10

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Course III: சிறப்புத்தமிழ் கற்பித்தல் - I

B.Ed. Sem. I **Course Code: BPT1** **Credits: 3**

கற்றல் விளைவுகள்:

ஆசிரியமாணவர்

1. தமிழ்மொழிகல்வியின் சிறப்பம்சங்களை அறிந்து நினைவுகூர்கிறார். (BTL 1)
2. கற்பித்தல் திறன்களை அடையாளப்படுத்துகிறார். (BTL 3)
3. நுண்ணிலை கற்பித்தல் திறன் பயிற்சி பெறுகிறார். (BTL 3)
4. நுண்ணிலை கற்பித்தல் திறனை கற்பித்தலில் பயன்படுத்துகிறார். (BTL 3)
5. பாடத்திட்டம் அமைப்பு கோட்பாடுகளைக் கட்டமைக்கிறார். (BTL 6)
6. தமிழ்ப்பாடப்பொருள் கற்பித்தலை கையாளுகிறார். (BTL 3)
7. தமிழ்ப்பாடப்பொருள் வழி படைப்பாற்றலை வடிவமைக்கிறார். (BTL 6)
8. இலக்கணப் பிழையின்றி எழுதப் பயிற்சி பெறுகிறார். (BTL 3)

அலகு I: தமிழ்மொழி கல்வியின் சிறப்புகள் (L.12, T.2, P.3)

தாய்மொழி கற்பித்தல்: நோக்கங்கள், மொழியின் சிறப்புகள், மொழியின் பண்புகள், பயன்கள் - திராவிடமொழியின் சிறப்பியல்புகள், மொழியின் சமுதாயபணிகள், மொழிவளர்ச்சியில் சூழ்நிலையின் பங்கு - உயர்தனிச் செம்மொழி: சிறப்புகள், பண்புகள்

அலகு II: கற்பித்தல் திறன்கள் பயிற்சி (L.10, T.2, P.3)

நுண்ணிலைக் கற்பித்தல்: தோற்றம், விளக்கங்கள், படிகள், சுழற்சி, நன்மைகள், குறைபாடுகள் - திறன் விளக்கம்: கிளர்வினா, மாணவர் பங்கேற்பை அதிகரிக்கும் திறன், விளக்குதல் திறன் - பாடம் முடிக்கும் திறன் - கரும்பலகை பயன்பாட்டுத் திறன் - நிகழ்வு எழுதப் பயிற்சி - திறன் பயிற்சி

myF III: பாடத்திட்டம் அமைப்பதற்கான கோட்பாடுகள் (L.10, T.2, P.3)

புளும் கோட்பாடுகள் - திருத்தியமைக்கப்பட்ட புளூமின் கோட்பாடுகள் - ஹெர்பார்டின் படிகள் - ஆண்டுத்திட்டம் - அலகுத்திட்டம்: அமைப்பு, இன்றியமையாமை, பயன்கள் - பாடத்திட்டம்: நோக்கங்கள், அமைக்கும் முறைகள்

myF IV: செய்யுள், உரைநடைப்பாடப் பொருள் கற்பித்தல் (L.8, T.2, P.3)

இன்பத்தமிழ் - தமிழ்க்கும்மி - திருக்குறள் - அறிவியல் ஆத்திசூடி - அறிவியல் ஆள்வோம் - கணினியின் நண்பன் - ஒளிபிறந்தது - மூதுரை - நூலகம் நோக்கி - ஆசாரக்கோவை – கடலோடு விளையாடு பராபரக்கண்ணி - ஆசியஜோதி (ஆறாம் வகுப்பு பாடப்பொருள்.)

myF V: இலக்கணப்பாடம், துணைப்பாடப்பொருள் கற்பித்தல் (L.10,T.2,P.3)

தமிழ் எழுத்துக்களின் வகையும் தொகையும் - முதலெழுத்தும் சார்பெழுத்தும் - மொழிமுதல் இறுதி எழுத்துகள் - இன எழுத்துக்கள் - மயங்கொலிகள் - சுட்டு எழுத்துக்கள், வினா எழுத்துக்கள் - நால்வகைச் சொற்கள் - பெயர்ச்சொல் - அணி இலக்கணம் (ஆறாம் வகுப்புபாடப்பொருள்.)

செய்முறைபயிற்சிகள் (ஏதேனும் இரண்டு)

1. தமிழ் மொழியின் சிறப்பு குறித்த கட்டுரை ஒன்று வரைக.
2. கரும்பலகை பயன்பாட்டுத் திறனுக்கு நிகழ்வு ஒன்று எழுதுக.
3. அலகுத்திட்டம் ஒன்று எழுதுக.
4. *ஆறாம் வகுப்பு* அணி இலக்கணம் பொருந்திய செய்யுள் ஒன்றை காட்சிப்படுத்துக.
5. ஆறாம் வகுப்பு தமிழ் *இலக்கணப் பாடப்பொருள் ஒன்றிற்கு குச்சிப்படதொகுப்பு ஒன்று தயாரிக்க.*

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15. கணபதி, வ. & சந்திரகா ராஜ் மோகன். (1992). நற்றமிழ் கற்பிக்கும் முறைகள். சென்னை: சாந்தா பதிப்பகம்.
16. தமிழ்நாடு பாடநூல் நிறுவனம், ஆறாம் வகுப்பு பாடநூற்கள்.

Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	தமிழ்மொழி கல்வியின் சிறப்பம்சங்களை அறிந்து நினைவுகூர்கிறார்.	நினைவாற்றல் (BTL 1)	3,6,9,10
CLO 2	கற்பித்தல் திறன்களை அடையாளப்படுத்துகிறார்.	பயன்பாடு (BTL 3)	3,4,8,9,10
CLO 3	நுண்ணிலை கற்பித்தல் திறன் பயிற்சி பெறுகிறார்.	பயன்பாடு (BTL 3)	3,4,8,9,10
CLO 4	நுண்ணிலை கற்பித்தல் திறனை கற்பித்தலில் பயன்படுத்துகிறார்.	பயன்பாடு (BTL 3)	3,4,8,9,10
CLO5	பாடத்திட்டம் அமைப்பு கோட்பாடுகளைக் கட்டமைக்கிறார்.	படைப்பாற்றல் (BTL 6)	2,3,4,8,9,10
CLO 6	தமிழ்ப்பாடப்பொருள் கற்பித்தலை கையாளுகிறார்.	பயன்பாடு (BTL 3)	3,4,8,9,10
CLO 7	தமிழ்ப்பாடப்பொருள் வழி படைப்பாற்றலை வடிவமைக்கிறார்.	படைப்பாற்றல் (BTL 6)	2,3,4,8,9,10
CLO 8	இலக்கணப் பிழையின்றி எழுதப் பயிற்சி பெறுகிறார்.	பயன்பாடு (BTL 3)	3,4,8,9,10

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Course III: Pedagogy of Computer Science - I

B.Ed.: Sem. I   **Course Code: BPC1**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher
1. describes the nature and scope of teaching Computer Science. (BTL 1)
2. practices micro teaching skills. (BTL3)
3. applies the microteaching skills in macro teaching. (BTL 3)
4. prepares lesson plan for teaching Computer Science. (BTL 6)
5. identifies the different instructional methods in teaching Computer Science. (BTL 1)
6. summarizes the content of Standard XI Computer Science. (BTL2)
7. compares the usage of word processor, spreadsheet in Standard XI Computer Science textbook. (BTL4)
8. employs the knowledge of HTML in web page development. (BTL3)

Unit I: Nature and Scope of Computer Science (L.8, T.2, P.3)

Computer Science: Nature and Scope - Teaching Computer Science at different levels: Primary, Secondary and Higher Secondary - Values of teaching Computer Science - Correlation of Computer Science at different stages of a school - Impact of Computer Science in modern communities

Unit II: Teaching Preparation at Micro and Macro Level (L.10, T.2, P.3)

Microteaching: Meaning and cycle - Skill of probing questions, Skill of explaining, Skill of increasing pupils' participation, Skill of closure, Skill of use of black board and Skill of questioning - Link lesson - Bloom's taxonomy of educational objectives with Anderson's revision - Planning: Lesson plan and its steps - Unit plan, Year plan

Unit III: Methods of Teaching (L.14, T.2, P.3)

Instructional methods: Individulised Instruction, Lecture method, Demonstration method, Problem solving method, Project method, Analytic and Synthetic methods of instruction, Inductive and Deductive methods - Computer Assisted Instruction - Programmed Instruction, Computer Managed Instruction

Unit IV: Theoretical concepts of Operating System and office automation tools (Standard - XI, Vol. I) (L.8, T.2, P.3)

Introduction to Software - Introduction to Operating System (OS) - Types of Operating System - Key features of the Operating System, Prominent Operating Systems - Introduction to Word Processor: Introduction, Formatting Text, and Paragraph, Find & Replace and Spell check, Mail merge, Keyboard shortcut Keys - Introduction to spreadsheet: Evolution of Spreadsheet, Parts of the Open Office Calc Window, Creating Formulae, Working with Functions - Presentation Basics: Parts of the main Impress window and Formatting a presentation

Unit V: Web Page Development using HTML and CSS (Standard - XI, Vol. II)
(L.10, T.2, P.3)

HTML: Introduction - Text Formatting Tags of HTML - Tables in HTML - Lists in HTML - Adding multimedia elements and Forms: Inserting Images, Scrolling text using HTML, Adding Video and Sound and Working with Forms - CSS (Cascading Style Sheets): Frequently using Text formatting Properties and Values, Creating CSS style sheets, Linking CSS with HTML

Practicum (any two)

1. Develop a CAI package for a topic from Standard XI textbook.
2. Write a branching program for any one of the topics from Standard XI textbook.
3. Evaluate an educational website and submit the report.
4. Prepare different charts using MS Excel for the achievement of your classmates in I CIA.
5. Draw a mind-map for a topic from Standard XI textbook.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	describes the nature and scope of teaching Computer Science.	Remembering (BTL 1)	2,6,9,10
CLO 2	practices microteaching skills.	Applying (BTL3)	3,4,6,7,8,9
CLO 3	applies the microteaching skills in macro teaching.	Applying (BTL 3)	3,4,6,7,8,9
CLO 4	prepares lesson plan for teaching Computer Science.	Creating (BTL 6)	2,3,4,6,7,8,9,10
CLO5	identifies the different instructional methods in teaching Computer Science.	Remembering (BTL 1)	2,3,5,6,8,9
CLO 6	summarizes the content of Standard XI Computer Science.	Understanding (BTL 2)	2,3,4,5,6,8,9
CLO 7	compares the usage of word processor, spreadsheet in Standard XI Computer Science textbook.	Analysing (BTL 4)	6,7,8,9,10
CLO 8	employs the knowledge of HTML in web page development.	Applying (BTL 3)	6,7,8,9,10

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Course III: Pedagogy of Mathematics – I

B.Ed.: Sem. I   **Course Code: BPM1**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher
1. describes the nature and values of Mathematics. (BTL 1)
2. traces the aims and objectives of teaching Mathematics. (BTL 2)
3. practices micro teaching skills. (BTL 3)
4. applies the microteaching skills in macro teaching. (BTL 3)
5. prepares lesson plan for teaching Mathematics. (BTL 6)
6. categorizes the various instructional strategies for teaching Mathematics. (BTL 4)
7. states the basic concepts of Mathematics. (BTL 1)
8. facilitates his/her competencies in teaching secondary level Mathematics. (BTL 6)

Unit I: Nature and values of Mathematics Education (L.6, T.2, P.3)

Nature of Mathematics: Abstractness, Preciseness, Brevity, Logical and Symbolism - Values of teaching Mathematics: Cultural, Disciplinary, Practical, Social and Utilitarian - Correlation of Mathematics within and other disciplines (Science, Art and Architecture) - Aims and objectives of teaching mathematics at Primary, secondary and higher secondary levels

Unit II: Teaching Preparation at Micro and Macro Level (L.12, T.2, P.3)

Microteaching : Meaning and Cycle – Skill of probing questioning, skill of explaining, skill of increasing pupils participation, skill of closure, skill of use of black board and skill of questioning - Link lesson - Bloom's taxonomy of educational objectives with Anderson's revision. Instructional Objectives: Meaning, Characteristics, Framing GIOs and SIOs of teaching Mathematics – Development of Yearly plan and Unit plan – Lesson plan : Meaning, Characteristics and steps – Herbartian Approach to lesson plan

Unit III: Methods of Teaching (L.14, T.2, P.3)

Inductive and deductive methods - Analytic and synthetic methods - Heuristic and project methods - Problem solving method - Activity Based Learning (ABL) - Active Learning Method (ALM)

Unit IV: Algebra, Trigonometry, Set language Types and Real Numbers (Standard IX) (L.9, T.2, P.3)

Algebra: Remainder theorem, algebraic identities, factorization - Trigonometry: Special angles and complementary angles - Set language: Set operations and properties - Real Numbers: Rational number, Irrational number, Rationalization of surds

Unit V: Coordinate Geometry, Mensuration, Probability (Standard IX) (L.9, T.2, P.3)

Coordinate Geometry: Distance between two points, the mid point and point of trisection of line segment, section formula - Mensuration: Heron's Formula and its application, Surface area and volume of Cuboid and Cube - Probability: Classical and Empirical Approach, Types of Events

Practicum (any two)

1. Develop a Year plan from the content of Standard IX.
2. Prepare an album on how Mathematics is correlated with Art and Architecture.
3. Critically analyze the old and revised Bloom's Taxonomy.
4. Write an ALM lesson plan.
5. Prepare a digital presentation on any one of the topics from IX standard.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	describes the nature and values of Mathematics.	Remembering (BTL 1)	2,6,7,9,10
CLO 2	traces the aims and objectives of teaching Mathematics.	Understanding (BTL 2)	3,4,6,8,9

CLO 3	practices microteaching skills.	Applying (BTL 3)	3,4,6,7,8,9
CLO 4	applies the microteaching skills in macro teaching.	Applying (BTL 3)	3,4,6,7,8,9
CLO5	prepares lesson plan for teaching Mathematics.	Creating (BTL 6)	2,3,4,6,7,8,9,10
CLO 6	categorizes the various instructional strategies for teaching Mathematics.	Analysing (BTL 4)	2,5,6,7,8,9
CLO 7	states the basic concepts of Mathematics.	Remembering (BTL 1)	2,6,7,8,9
CLO 8	facilitates his/her competencies in teaching secondary level Mathematics.	Creating (BTL 6)	3,4,6,7,8,9

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Course III: Pedagogy of Physical Science - I

B.Ed.: Sem. I   **Course Code: BPP1**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher

1. identifies the nature and scope of Physical Science. (BTL 2)
2. traces the aims and objectives of teaching Physical Science. (BTL 2)
3. practices micro teaching skills. (BTL3)
4. prepares lesson plan for teaching Physical Science. (BTL 3)
5. applies the microteaching skills in macro teaching. (BTL 3)
6. analyses various pedagogies of Physical Science. (BTL 4)
7. demonstrates some simple experiments in Physics and Chemistry. (BTL 2)
8. infers the fundamental concepts of Physics and Chemistry. (BTL 6)

Unit I: Nature and Scope of Physical Science (L.7, T.2, P.3)

Physical Science: Nature and Scope: Science as a Process, a Product, a Way of Investigation and a Way of Thinking - Values of Teaching Physical Science - Developing Scientific Attitude and Scientific Temper - Interdisciplinary approach – Science for sustainable development - Aims and objectives of teaching Physical Science: Primary, Secondary, Higher Secondary

Unit II: Teaching Preparation at Micro and Macro Level (L.13, T.2, P.3)

Microteaching: Meaning and Cycle - Skill of Probing Questioning, Skill of Explaining, Skill of Increasing Pupils Participation, Skill of Closure, Skill of Use of Black Board and Skill of questioning - Link Lesson – Bloom's Taxonomy of Educational Objectives (1956) - General and Specific Objectives of Teaching Physical Sciences - Revised Bloom's Taxonomy (Anderson and Krathwohl, 1990) – Planning for Teaching: Need and Importance - Year Plan - Unit Plan - Lesson Plan - Criteria of a Good Lesson Plan - Herbartian Steps

Unit III: Methods of Teaching (L.10, T.2, P.3)

Pedagogy: Meaning and Importance - Teacher-Centered Methods: Lecture and Lecture cum Demonstration - Pupil-Centered Methods: Heuristic, Scientific, Project - Programmed Learning, Computer Assisted Instruction (CAI), Activity Based Learning (ABL) and Active Learning Method (ALM)

Unit IV: Fundamental Principles in Physics (Standard IX) (L.10, T.2, P.3)

Fluids: Thrust and Pressure, Pressure in Fluids, Atmospheric Pressure, Pascal's Law, Density, Buoyancy, Archimede's Principle, Laws of Floatation - Electric Charge and Electric Current: Meaning and Definition, Electric Circuit diagrams and Types of Current - Magnetism and Electromagnetism: Magnetic Flux, Magnetic Field Lines, Electric Motor, Electric Generator, Transformer and Applications of Electromagnets

Unit V: Fundamental Principles in Chemistry (Standard IX) (L.10, T.2, P.3)

Chemical Bonding: Kossel-Lewis Approach, Lewis Dot Structure and Types - Oxidation, Reduction and Redox Reactions - Periodic Classification of Elements: Modern Periodic Table - Metals, Non-metals and Metalloids - Alloys - Atomic Structure: Discovery of Nucleus, Neutrons - Atomic and Mass Number - Laws of Chemical Combination

Practicum (any two)

1. Identify any two superstitious beliefs and prepare a reflective report about the science and myths behind it.
2. Critically analyze the Old and Revised Bloom's Taxonomy.
3. Prepare a unit plan for any one of the Physical Science units from Standard IX Science textbook.
4. Prepare a Linear Programmed Learning Material with atleast 10 frames for any one of the topics in Physical Science from Standard IX.
5. Draw a Mind-map for a topic from Standard IX Science textbook.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	identifies the nature and scope of Physical Science.	Understanding (BTL 2)	2,6,7,9,10
CLO 2	traces the aims and objectives of teaching Physical Sciences.	Understanding (BTL 2)	3,4,6,8,9
CLO 3	practices micro teaching skills.	Applying (BTL 3)	3,4,6,7,8,9
CLO 4	prepares lesson plan for teaching Physical Science.	Creating (BTL 6)	2,3,4,6,7,8,9,10
CLO5	applies the microteaching skills in macro teaching.	Applying (BTL 3)	3,4,6,7,8,9
CLO 6	analyses various pedagogies of Physical Science.	Analysing (BTL 4)	2,5,6,7,8,9
CLO 7	demonstrates some simple experiments in Physics and Chemistry.	Understanding (BTL 2)	3,4,6,7,8,9
CLO 8	infers the fundamental concepts of Physics and Chemistry.	Creating (BTL 6)	2,4,6,7,8,9,10

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B.Ed.: Sem. I   **Course Code: BPB1**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher

1. recognizes the nature, scope of Biological Science. (BTL 1)
2. develops necessary competence in microteaching. (BTL 6)
3. applies the microteaching skills in macro teaching. (BTL 3)
4. prepares lesson plan for teaching Biological Science. (BTL 6)
5. analyses various methods of teaching Biological Science. (BTL 4)
6. appraises the approaches and strategies for learning Biological Science. (BTL 5)
7. compares the different types of microorganisms. (BTL 4)
8. discovers varieties of plant kingdom. (BTL 2)

Unit I: Nature and Scope of Biological Science (L.10, T.2, P. 3)

Biological Science: Historical and developmental perspective of Biological Science, nature and scope - Aims and objectives of teaching Biological Science at different levels: Primary, secondary and higher secondary - Concept: Process and product - Values of teaching Biological Science - Inter-correlation with other subjects - Impact of Biological Science on community

Unit II: Teaching Preparation at Micro and Macro level (L.14, T.2, P. 3)

Microteaching: Meaning - Definition - Steps - Cycle - Microteaching skills: Skill of probing questioning, skill of explaining, skill of increasing pupil's participation, skill of closure, skill of use of black board and skill of questioning - Link lesson - Benjamin Bloom's approach to the taxonomy of educational objectives - Revised Bloom's Taxonomy (Anderson and Krathwohl) – Bloom's Digital Taxanomy (Andrew) - Lesson plan: Essential features of lesson plan, Preparing lesson plan, steps in lesson planning (Herbartian) - Unit plan: Steps, characteristics - Distinguishing lesson plan and unit plan - Year plan - Semester plan - Trimester plan

Unit III: Methods of Teaching (L.12, T.2, P. 3)

Lecture method - Demonstration method - Scientific method - Project method - Heuristic method - Programmed Learning Method (PLM) - Development of Programmed Learning Material - Computer Assisted Instruction (CAI) - Recent Trends: Constructivist learning - Problem based learning - Brain based learning - Collaborative learning - The Concentric Approach - Topical Approach - Chronological Approach - Unit Approach - Correlated Approach - Integrated Approach

Unit IV: Microorganisms - Standard VIII (L.7, T.2, P.3)

Virus: Structure and Characteristics - Bacteria: Cell structure - Fungi: Cell structure of Yeast - Algae: Cell structure of Chlamydomonas - Protozoa: Cell structure - Prions - Virions

- Uses of Microorganisms: Medicine, Agriculture, Industry and in daily life - Microbes in Food Process: Food preservation and production - Harmful microorganisms: Diseases caused by microorganisms in animals, humans and relationship between man and microbes

Unit V: Plant Kingdom - Standard VIII (L.7, T.2, P.3)

Algae: Classification and Economic importance - Fungi: Classification, Economic importance and Harmful effects - Bryophytes - Pteridophytes - Gymnosperms: General characters, Classification and Economic importance - Angiosperms: General characters and Classification - Characteristic features of Dicotyledons and Monocotyledons - Taxonomy: Classification - Artificial and Natural system - Binomial Nomenclature - Outline of Bentham and Hooker's system - Uses of medicinal plants

Practicum (any two)

1. Prepare a digital presentation for a topic from any one of the units.
2. Design a unit plan for a unit in Biology from VIII Standard Science textbook.
3. Develop a Digital lesson plan.
4. Write a reflective report on diseases caused by microorganisms in humans.
5. Collect and preserve various medicinal plants in your area.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	recognizes the nature, scope, aims and objectives of teaching Biological Science.	Remembering (BTL 1)	2,6,7,9,10
CLO 2	develops necessary competence in microteaching.	Creating (BTL 6)	3,4,6,7,8,9
CLO 3	applies the microteaching skills in macro teaching.	Applying (BTL 3)	3,4,6,7,8,9
CLO 4	prepares lesson plan for teaching Biological Science.	Creating (BTL 6)	2,3,4,6,7,8,9,10
CLO5	analyses various methods of teaching Biological Science.	Analysing (BTL 4)	2,5,6,7,8,9
CLO 6	appraises the approaches and strategies for learning Biological Science.	Evaluating (BTL 5)	2,5,6,7,8,9
CLO 7	compares the different types of microorganisms.	Analysing (BTL 4)	3,4,6,7,8,9
CLO 8	discovers varieties of plant kingdom.	Understanding (BTL 2)	2,4,6,7,8,9,10

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Course III: Pedagogy of History - I

B.Ed.: Sem. I   **Course Code: BPH1**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher

1. estimates the values of learning History. (BTL 2)
2. compiles instructional objectives insight of Bloom's Taxonomy. (BTL 6)
3. prepares lesson plan for teaching History. (BTL 6)
4. develops necessary competence in microteaching. (BTL 6)
5. applies the microteaching skills in macro teaching. (BTL 3)
6. appraises different methods of teaching History. (BTL 6)
7. examines the worlds early History. (BTL 3)
8. validates the different forms of government of electoral system. (BTL 6)

Unit I: Nature and Scope of History (L.10, T.2, P.3)

History: Meaning, Nature, Scope and importance - Dimensions of History: Time, place, ideas, continuity and development - Correlation: Meaning, types and importance - Correlation of History with allied subjects – Development of values through teaching History: Educational, Social, Cultural, Ethical and vocational - Objectives of teaching History at different stages of school education: Primary, secondary and higher secondary

Unit II: Teaching Preparation at Micro and Macro level (L.10, T.2, P.3)

Microteaching: Meaning, characteristics and cycle - Skill of probing questioning, skill of explaining, skill of increasing pupils participation, skill of questioning, skill of use of black board and skill of closure, - Link lesson - Bloom's taxonomy of educational objectives - Revised Bloom's Taxonomy (Anderson and Krathwohl) - Writing instructional objectives - Planning: Meaning, need and importance of Year plan, Unit plan, Lesson Plan

Unit III: Methods of Teaching (L.10, T.2, P.5)

Traditional methods: Lecture - Story Telling - Biographical and Textbook - Dramatization - Modern Methods: Programmed learning - Computer Assisted Instruction (CAI) and Team teaching

Unit IV: World's Early History (Standard - IX) (L.10, T.2, P.3)

Evolution of humans and society - Prehistoric period: Origin of the earth, the geological ages - Prehistory: Human evolution and migration - Prehistoric cultures: Lower, middle and upper Palaeolithic, Mesolithic and Neolithic - Prehistoric Tamilagam: Lower and middle, Palaeolithic, Mesolithic, Neolithic and Megalithic periods - Ancient civilisations: Egyptian, Mesopotamian, Chinese and Indus valley

Unit V: Government and Electoral System (Standard - IX) (L.10, T.2, P.3)

Forms of Government and Democracy - Government: Meaning and forms - Aristocracy, monarchy, autocracy, oligarchy, theocracy, democracy and republic - Democracy: Meaning, definition, salient features, evolution, types, merits and demerits, democracy in India and major challenges to Indian democracy - Election, political parties and pressure groups - Electoral system in India: Constitutional provisions, process, types, NOTA - Political parties: Meaning, types and role of opposition party - Pressure group : Meaning, categories and functions - Mobilizing people towards socially productive activities

Practicum (any two)
1. Prepare a report on how to correlate a selected topic from IX standard Social Science textbook with various other subjects.
2. Sketch a unit plan for any one of the unit from Standard IX syllabus.
3. Read a biography of a historian and submit a report.
4. Prepare a picture album of ancient civilizations.
5. Prepare a digital presentation on the Electoral system in India.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	estimates the values of learning History.	Understanding (BTL 2)	2,6,7,9,10
CLO 2	compiles instructional objectives insight of Bloom's Taxonomy.	Creating (BTL 6)	3,4,6,8,9
CLO 3	prepares lesson plan for teaching History.	Creating (BTL 6)	2,3,4,6,7,8,9, 10
CLO 4	develops necessary competence in microteaching.	Creating (BTL 6)	3,4,6,7,8,9
CLO5	applies the microteaching skills in macro teaching.	Applying (BTL 3)	3,4,6,7,8,9
CLO 6	appraises different methods of teaching History.	Creating (BTL 6)	2,5,6,7,8,9
CLO 7	examines the worlds early History.	Applying (BTL 3)	3,4,6,7,8,9
CLO 8	validates the different forms of government of electoral system.	Creating (BTL 6)	2,4,6,7,8,9,10

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Course IV: Pedagogy of General English – I

B.Ed. Semester I   **Course Code: BPGE1**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher

1. explains the role of English and rationale for learning English as a second language. (BTL 2)
2. practices micro teaching skills. (BTL 3)
3. applies the microteaching skills in microteaching. (BTL 3)
4. formulates general and specific objectives for any topic in English. (BTL 6)
5. develops the skill of writing lesson plans for prose, poetry, grammar, composition and supplementary reader. (BTL 6)
6. analyses the forms of prose, figures of speech and basic grammar. (BTL 4)
7. constructs an achievement test question paper. (BTL 6)
8. prepares a diagnostic test. (BTL 6)

Unit I: Role of English language in Indian classroom (L.10, T.2, P.3)

English as a language of knowledge - Position of English as second language in India - Rationale for Learning English in global context; challenges of teaching and learning English - Scope of B.Ed English course. Aims of teaching English at the Primary, Secondary and Higher Secondary Level - Psychological and linguistic principles of teaching English.

Unit II: ELT at Micro Level and Instructional objectives (L.10, T.2, P.3)

Micro teaching Skill: Meaning, Objectives, Phases, Steps and procedure, Demonstration of three micro teaching skills: Skill of Introduction, Stimulus Variations, Skill of Reinforcement – Writing and practicing three micro teaching skills – Feedback- Practicing and writing Link lesson plan. – Traditional and Revised Bloom's taxonomy: Meaning, significance, formulation of General and Specific instructional objectives

Unit III: ELT at Macro Level (L.10, T.2, P.3)

Teaching of prose: Objectives, stages of teaching prose, steps involved in teaching prose. Vocabulary – Types and Techniques of teaching vocabulary - Selection and Gradation of Vocabulary. Teaching of poetry: Objectives, stages and steps involved in teaching poetry - Difference between teaching of prose and poetry – Teaching of grammar: Objectives, Steps involved in teaching grammar. Teaching of composition: Objectives and principles - Types of composition: Importance of correction, follow up, symbols used in correction. Teaching of Supplementary Reader: Objectives, steps involved in teaching supplementary reader - Critical observation

Unit IV: Language (L.8, T.2, P.3)

Prose: Vocabulary – Types and Techniques of teaching vocabulary - Types of prose: Biography, Bibliography, Short story – Poetry: Figures of speech: Simile, Metaphor, Personification, Alliteration, Repetition, Assonance, Onomatopoeia, Rhyme pattern - Grammar: Tenses, Verbs, Adjectives, Adverb, Conjunctions, Degrees of Comparisons (Standard VII & VIII level) Composition: Controlled, Guided and Free Composition

Unit V: Testing and Evaluation (L.12, T.2, P.3)

Evaluation: Meaning, characteristics of a good test - Need for skill based evaluation – diagnostic testing – Nature and need, preparation of diagnostic test items in English – Achievement testing – Nature and need, Blue print preparation and preparation of achievement test items in English

Practicum (any two)
1. Prepare a digital lesson plan for a topic from VI to VIII standard English textbook.
2. Divide a lesson in English textbook from VI to VIII standard into different teaching units.
3. Prepare a list of active and passive vocabulary.
4. Prepare any three pictorial compositions.
5. Design mind maps for teaching any five grammar topics.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	explains the role of English and rationale for learning English as a second language.	Understanding (BTL 2)	2,4,6,9,10
CLO 2	practices micro teaching skills.	Applying (BTL 3)	2,3,4,6,8,9,10
CLO 3	applies the microteaching skills in microteaching.	Applying (BTL 3)	2,3,4,6,8,9,10
CLO 4	formulates general and specific objectives for any topic in English.	Creating (BTL 6)	2,3,4,6,8,9,10
CLO5	develops the skill of writing lesson plans for prose, poetry, grammar, composition and supplementary reader.	Creating (BTL 6)	2,3,4,6,8,9,10
CLO 6	analyses the forms of prose, figures of speech and basic grammar.	Analysing (BTL 4)	2,3,4,6,8,9,10
CLO 7	constructs an achievement test question paper.	Creating (BTL 6)	2,3,4,6,8,9,10
CLO 8	prepares a diagnostic test.	Creating (BTL 6)	2,3,4,6,8,9,10

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Course IV: பொதுத் தமிழ் கற்பித்தல் - I

B.Ed : Sem. I   **Course Code: BPGT1**   **Credits: 3**

கற்றல் விளைவுகள்:

ஆசிரியமாணவர்

1. பயிற்றுமுறைகளைப் பட்டியலிடுகிறார். (BTL 1)
2. வகுப்பறை திறன்களை மேற்கொள்கிறார். (BTL 3)
3. நுண்ணிலை கற்பித்தல் திறன் பயிற்சி பெறுகிறார். (BTL 3)
4. நுண்ணிலை கற்பித்தல் திறனைக் கற்பித்தலில் பயன்படுத்துகிறார். (BTL 3)
5. தமிழ்ப்பாடப் பொருள் கற்பித்தல் கோட்பாடுகளை விளக்குகிறார். (BTL 2)
6. பள்ளிபாடப்பொருள் கற்பித்தல் நுட்ப கூறுகளைத் திட்டமிடுகிறார். (BTL 6)
7. இலக்கணப் பாடப்பொருள் கற்பித்தல் திறன்களைக் கையாளுகிறார். (BTL 3)
8. இலக்கணப் பிழையின்றி எழுத பயிற்சி பெறுகிறார். (BTL 3)

அலகு I: பயிற்றுமுறைகள் (L.10, T.2, P.3)

சங்ககால தாய்மொழி பயிற்றுமுறைகள் - மொழியாசிரியர்கள் அறிந்திருக்க வேண்டிய அடிப்படைவிதி, மொழியாசிரியர் தகுதிகள், பண்புகள் - நூல்களும் அதன் வகைகளும் பண்டைய, தற்காலிக பயிற்றுமுறைக்குள்ள வேறுபாடுகள் - பண்டைய பயிற்றுமுறையின் நிறை, குறைகள் - புதிய பயிற்றுமுறைகள்: குழுமுறைகள்: கிண்டர்கார்டன் முறை, விளையாட்டுமுறை, செயல்திட்டமுறை, வார்த்தா கல்விமுறை, நடிப்புமுறை விளக்கங்கள், நிறைகள், குறைகள் - தனிமுறைகள்: தனிப் பயிற்சிமுறை, டால்டன் திட்டம், மாண்டிசோரிமுறை, மேற்பார்வை படிப்பு, கண்டறிமுறை விளக்கங்கள், நிறைகள், குறைகள்

அலகு II: வகுப்பறை திறன்கள் வளர்த்தல் (L.10, T.2, P.3)

நுண்ணிலை கற்பித்தல் - தூண்டல் மாறுபாட்டுத்திறன், பாடம் தொடங்குதல் திறன், வலுவூட்டல் திறன், விளக்கம், பயிற்சி, நிகழ்வு எழுதுதல் - இணைப்பு பாடவிளக்கம், பயிற்சி, நிகழ்வு எழுதுதல் - நுண்ணிலை கற்பித்தல், பேரியல் கற்பித்தலுக்குமுள்ள வேறுபாடுகள் - நுண்ணிலை கற்பித்தலின் பயன்கள் - உற்றுநோக்கல்: விளக்கம், கூறுகள், பயன்கள்

அலகு III: தமிழ்ப்பாடப் பிரிவுகளை கற்பிக்கும் நோக்கங்கள், முறைகள் (L.14, T.2, P.3)

செய்யுள் கற்பித்தல்: நோக்கங்கள், வடிவங்கள், கற்பிக்கும் முறைகள், தொடங்கும் முறைகள் - உரைநடை கற்பித்தல்: நோக்கங்கள், நடை வகைகள், கற்பித்தல் முறைகள், பயன்கள், உரைநடை, செய்யுளுக்குமுள்ள வேறுபாடுகள், செய்யுள், உரைநடை நோக்கத்தின் அடிப்படையில் வேறுபாடுகள், செய்யுள், உரைநடை கற்பித்தல் முறையில் வேறுபாடுகள் - இலக்கணம் கற்பித்தல்: நோக்கங்கள், வகைகள், கற்பிக்கும் முறைகள், இலக்கணம் கற்பிக்கும் முறைகளிடையேயுள்ள வேறுபாடுகள், நிறை, குறைகள், இலக்கணம் வெறுக்கப்படுவதற்கான காரணங்கள், இலக்கணம் இனிமையாக்கும் வழிமுறைகள், உரைநடை, செய்யுள், கட்டுரைப் பாடத்தில் இலக்கணத்தை இணைத்து கற்பிக்கும் முறைகள் - துணைப்பாடம் கற்பித்தல்: நோக்கங்கள், பயிற்சிகள், கற்பிக்கும்முறைகள், ஆசிரியர் செயல்பாடு, துணைக்கருவிகளின் பங்கு

அலகு IV: செய்யுள், உரைநடை பாடப்பொருள் கற்பித்தல் (L.8, T.2, P.3)

தமிழ்மொழி வாழ்த்து - தமிழ் மொழிமரபு - ஓடை - கோணக்காத்துப் பாட்டு - நோயும் மருந்தும் - வருமுன் காப்போம் - கல்வி அழகே அழகு - புத்தியைத் தீட்டு - திருக்கேதாரம் - பாடறிந்து ஒழுகுதல் - வளம் பெருக - மழைசோறு – விடுதலை திருநாள் - ஒன்றே குலம் - உயிர்க்குணங்கள் - பால் மனம் (எட்டாம் வகுப்பு பாடப்பொருள்)

அலகு V: இலக்கணம், துணைப்பாடப் பொருள் கற்பித்தல் (L.8,T.2,P.3)

எழுத்துக்களின் பிறப்பு - வினைமுற்று - எச்சம் - வேற்றுமை - தொகைநிலை, தொகாநிலை தொடர்கள் - புணர்ச்சி - வலிமிகும் இடம் - வலிமிகா இடங்கள் - யாப்பு இலக்கணம் - அணி இலக்கணம் (எட்டாம் வகுப்பு பாடப்பொருள்.)

செய்முறை பயிற்சிகள் (ஏதேனும் இரண்டு)
1. தற்கால கற்பித்தல் முறைகள் குறித்த கட்டுரை ஒன்று எழுதுக.
2. செய்யுள் பாடப்பொருளுக்கு ஆசிரியருக்கான உற்றுநோக்கல் ஒன்று எழுதுக.

3. இணைப்புப் பாடத்திற்கு நிகழ்வு ஒன்று தயார் செய்க.
4. வலிமிகும், மிகா இடங்களைப் பட்டியலிட்டு சான்றுடன் எழுதுக.
5. மரபுச் சொற்களைப் பட்டியலிட்டு புத்தகக் குறிப்பு ஒன்று தயாரிக்க.

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13. தமிழ்நாடு பாடநூல் நிறுவனம், ஒன்பதாம் வகுப்பு, எட்டாம் வகுப்பு பாடநூர்கள்.

Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	பயிற்றுமுறைகளைப் பட்டியலிடுகிறார்.	நினைவாற்றல் (BTL 1)	2,3,6,8,9,10
CLO 2	வகுப்பறை திறன்களை மேற்கொள்கிறார்.	பயன்பாடு (BTL 3)	3,4,8,9,10
CLO 3	நுண்ணிலை கற்பித்தல் திறன் பயிற்சி பெறுகிறார்.	பயன்பாடு (BTL 3)	3,4,8,9,10
CLO 4	நுண்ணிலை கற்பித்தல் திறனை கற்பித்தலில் பயன்படுத்துகிறார்.	பயன்பாடு (BTL 3)	3,4,8,9,10
CLO5	தமிழ்ப்பாடப் பொருள் கற்பித்தல் கோட்பாடுகளை விளக்குகிறார்.	புரிதல் (BTL 2)	2,3,4,8,9,10
CLO 6	பள்ளிபாடப்பொருள் கற்பித்தல் நுட்ப கூறுகளைத் திட்டமிடுகிறார்.	படைப்பாற்றல் (BTL 6)	2,3,4,8,9,10
CLO 7	இலக்கணப் பாடப்பொருள் கற்பித்தல் திறன்களைக் கையாளுகிறார்.	பயன்பாடு (BTL 3)	2,3,4,8,9,10
CLO 8	இலக்கணப் பிழையின்றி எழுத பயிற்சி பெறுகிறார்.	பயன்பாடு (BTL 3)	2,3,4,8,9,10

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Course V: Human Rights and Duties Education

B.Ed.: Sem. I   **Course Code: BEHD**   **Credits: 2**

Course Learning Outcomes:

The prospective teacher

1. describes human rights and duties. (BTL1)
2. analyses theories of human rights. (BTL 4)
3. identifies the different types of human rights. (BTL 1)
4. compares the different methods and techniques of teaching human rights education. (BTL 2)
5. deducts the different laws on human rights. (BTL 5)
6. categorizes the issues related to human rights violations with regard to the marginalized sections. (BTL4)
7. examines the various policies and programmes designed to prevent human rights violation. (BTL 4)
8. appraises the role of government and non-governmental agencies in human rights and duties. (BTL5)

Unit I: Introduction to Human Rights (L.5, T.2, P.2)

Human rights and duties: Meaning and definition - Theories of human rights: Natural, legal, social welfare, idealists and historical - Different kinds of human rights: Civil, political, economical, social and cultural - Duties of a citizen and professional ethics of a teacher - Cyber rights and duties

Unit II: Human Rights Education (L.6, T.2, P.2)

Human Rights Education: Meaning, need and principle - Human rights education at different levels: Primary, Secondary and Higher education - Methods of teaching human rights: Lecture, discussion, project, case study and role play - Use of mass media - Role of teachers in promoting human rights education

Unit III: Human Rights Acts (L.9, T.2, P.2)

Universal Declaration of Human Rights (1948) - Protection of Human Rights Act (1993) - Right to Information Act (2005) - Tamil Nadu Prohibition of Ragging Act (1997) and the Tamil Nadu Prohibition of Harassment of Women Act (1998) - Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal) Act (2013) - Transgender Act (2014)

Unit IV: Human Rights Violations (L.5, T.2, P.2)

Human rights violation against women, children, differently abled, refugees, religious minorities, SC/STs and transgender- Policies and programmes designed to prevent such atrocities

Unit V: Role of Government and Non Governmental Agencies (L.5, T.2, P.2)

Role, structure and functions: UNO, National Human Rights Commission and State Human Rights Commission, Amnesty International, International Red Cross Society, Peoples Watch, Social Watch and AIDWA

Practicum (any two)

1. Write a review on a documentary film on human rights violation.
2. Prepare a scrap book on human rights issues.
3. Create a digital presentation on any human rights issue.
4. Organize a seminar on human rights issues and prepare a report.
5. Make a collage using newspaper cuttings on a theme about human rights violation.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	describes human rights and duties.	Remembering (BTL1)	1,3,4,6,7,9,10
CLO 2	analyses the theories of human rights.	Analysing (BTL 4)	1,4,6,7,9,10
CLO 3	identifies the different types of human rights.	Remembering (BTL 1)	1,4,6,7,9,10
CLO 4	compares the different methods and techniques of teaching human rights education.	Understanding (BTL2)	1,2,4,6,7,9,10
CLO5	deducts the different laws on human rights.	Evaluating (BTL 5)	1,4,6,7,9,10
CLO 6	categorizes the issues related to human rights violations with regard to the marginalized sections.	Analysing (BTL 4)	1,4,6,7,9,10
CLO 7	examines the various policies and programmes designed to prevent human rights violation.	Analysing (BTL 4)	1,4,6,7,9,10
CLO 8	appraises the role of government and non-governmental agencies in human rights and duties.	Evaluating (BTL 5)	1,2,4,6,7,9,10

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Course V: Environmental Education

B.Ed.: Sem. I   **Course Code: BEEE**   **Credits: 2**

Course Learning Outcomes:

The prospective teacher

1. identifies the concept, nature and scope of environmental education. (BTL 1)
2. estimates the effects of global warming. (BTL 5)
3. explains environmental movements and projects. (BTL 2)
4. applies the methods of teaching in environmental education. (BTL 3)
5. integrates the use of ICT in environmental education. (BTL 6)
6. decides to conserve the natural resources. (BTL 5)
7. discriminates renewable and non-renewable resources. (BLT 5)
8. prepares a plan for waste management in their locality. (BTL 6)

Unit I: Environment and Environmental Issues (L.6, T.2, P.2)

Environmental education: Meaning, importance and scope - Ecosystem: Meaning, Structure and Functions of different ecosystem - Disaster management: Natural and man-made disasters - Pollution: Meaning, definition and types: Air, Water, Soil, Noise and Radioactive pollution - Global environmental problems: Global warming - Green house effect - Acid rain - Depletion of Ozone layer and its effects - Urbanization - Deforestation - Soil erosion

Unit II: Environmental Movements, Projects and Laws (L.5, T.2, P.2)

Movements: Chipko - Narmada Bachao - Swachh Bharat Movement – Palmyra Development Mission - Projects: Tiger project - Ganga action plan - Silent valley project - Dal Lake study - Laws of conservation and Protection: Environmental Protection Act (1986) - Wild life Protection Act - Noise Pollution Act

Unit III: Methods in Environmental Education (L.6, T.2, P.2)

Methods in environmental education: Discussion, seminar, workshop, problem-solving, projects, exhibitions, field trip, Eco club - Role of schools, teachers and students in environmental conservation and sustainable development

Unit IV: Information Technology and Environmental Education (L.6, T.2, P.2)

Role of Information Technology in Environment: Data Base, Environmental Information System (ENVIS), Remote Sensing, Geographical Information System (GIS), Global Positioning System (GPS) and United Nations Environment Programme (UNEP) - Role of Mass Media in Environmental Education

Unit V: Environmental Management (L.7, T.2, P.2)

Natural Resources: Definition and need - Managing the natural resources - Renewable and non-renewable resources - Role of individual in conservation of natural resources: Water, Food, Energy and Forest - Waste Management: E-waste, Medical Waste, Nuclear

Waste and Solid Waste - Water Management: Rain Water harvesting - National Disaster Management Act (2005) - Environmental Impact Assessment (2020)

Practicum (any two)

1. Create any two varieties of seed balls.
2. Design a collage on environmental issues.
3. Prepare a reflective report on global warming/disaster management.
4. Organize any activity of enhancing environmental awareness and submit the reflective report.
5. Organize a field trip and prepare a report on it.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	identifies the concept, nature and scope of environmental education.	Remembering (BTL 1)	1,3,4,6,7,9,10
CLO 2	estimates the effects of global warming.	Evaluating (BTL 5)	1,4,6,7,9,10
CLO 3	explains environmental movements and projects.	Understanding (BTL 2)	1,4,6,7,9,10
CLO 4	applies the methods of teaching in environmental education.	Applying (BTL 3)	1,3,4,6,7,9,10
CLO5	integrates the use of ICT in environmental education.	Creating (BTL 6)	1,3,4,5,6,7,9,10
CLO 6	decides to conserve the natural resources.	Evaluating (BTL 5)	1,3,4,6,7,9,10
CLO 7	discriminates renewable and non-renewable resources.	Evaluating (BTL 5)	1,3,4,6,7,9,10
CLO 8	prepares a plan for waste management in their locality.	Creating (BTL 6)	1,3,4,6,7,9,10

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Course V: Value Education

B.Ed.: Sem. I   **Course Code: BEVE**   **Credits: 2**

Course Learning Outcomes:

The prospective teacher
1. defines values and value education. (BTL 1)
2. deduces the status of value education in school curriculum. (BTL 4)
3. formulates solutions to overcome value crisis in the present day. (BTL 6)
4. applies appropriate methods and approaches to promote values. (BTL 3)
5. constructs a questionnaire to measure values. (BTL 6)
6. develops the skill of evaluating values using various tools. (BTL 3)
7. expresses the ethical qualities needed for a teacher. (BTL 6)
8. modifies his/her behaviour as a value oriented teacher. (BTL 6)

Unit I: Introduction to Values and Value Education (L.6, T.2, P.2)

Values: Meaning, classification of values – personal, social, professional, cultural, spiritual, moral, instrumental and intrinsic values- modern concepts of human values for good life- Value Education: objectives, Need for value education in 21st century – status of value education in school curriculum

Unit II: Value Conflicts (L.6, T.2, P.2)

Value conflict: Meaning, Resolution of value conflict – forcing, collaborating, compromising, withdrawing, smoothing – causes for the value crisis in the present day- solution to overcome the crisis – Economic status and value

Unit III: Methods of teaching Value Education (L.6, T.2, P.2)

Methods: Value Analysis Model, Value Clarification Model, Jurisprudential Inquiry Model- Approaches to study value education: Direct approach, Total Atmospheric approach, Integrated Concurrent approach and Critical Inquiry approach – Mann Ki Baat programme

Unit IV: Evaluation of values (L.6, T.2, P.2)

Evaluation of values: Need – Allport - Vernon study of values, Edward personal preference schedule – Tools and techniques: Questionnaire, problem solving, check list

Unit V: Ideal and Effective teacher (L.6, T.2, P.2)

Essential Traits of a value oriented teacher – scholarship, professional training, personality, human relations, high level of moral, psychological development, socialization; Role and qualities of a value oriented teacher

Practicum (any two)
1. Identify the personal value concept in Thirukkural and prepare a report
2. Prepare a personal reflective report on any one of the values of your life and illustrate it.
3. Critically analyze the democratic values in India
4. Prepare a questionnaire to evaluate the values of your peers.
5. Write a script for a street play portraying the importance of social values.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	defines values and value education.	Remembering (BTL 1)	1,4,6,7,8,9,10
CLO 2	deduces the status of value education in school curriculum.	Analysing (BTL 4)	1,4,6,7,8,9,10
CLO 3	formulates solutions to overcome value crisis in the present day.	Creating (BTL 6)	1,4,6,7,8,9,10
CLO 4	applies appropriate methods and approaches to promote values.	Applying (BTL 3)	1,2,3,4,6,7,8,9,10
CLO5	constructs a questionnaire to measure values.	Creating (BTL 6)	1, 3, 4, 6,7,8.9,10
CLO 6	develops the skill of evaluating values using various tools.	Applying (BTL 3)	1, 3, 4, 6,7,8,9,10
CLO 7	expresses the ethical qualities needed for a teacher.	Creating (BTL 6)	1, 3, 4, 6,7,8,9,10
CLO 8	modifies his/her behaviour as a value oriented teacher.	Creating (BTL 6)	1, 3, 4, 6,7,8,9,10

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Course V: Guidance and Counselling

B.Ed.: Sem. I   **Course Code: BEGC**   **Credits: 2**

Course Learning Outcomes:

The prospective teacher

1. describes the different types of guidance offered in the schools. (BTL 1)
2. distinguishes between guidance and counselling. (BTL 5)
3. develops the skills used in counselling. (BTL 6)
4. categorizes the different types of techniques used in guidance. (BTL 4)
5. constructs an attitude scale to measure the students' attitude towards school. (BTL 6)
6. identifies the different types of students in a classroom. (BTL 3)
7. integrates the knowledge on guiding special children in their real teaching. (BTL 6)
8. prepares a plan to organise a guidance programme in schools. (BTL 6)

Unit I: Nature of Guidance (L.5, T.2, P.2)

Guidance: Concept, aims, objectives, functions and principles - Need & Procedure for Educational, Vocational and Social guidance - Guidance at Secondary Level: Need and Importance - Group Guidance: Concept, Need, Significance and Principles

Unit II: Nature of Counselling (L.6, T.2, P.2)

Counselling: Meaning and nature; Difference between Guidance & Counselling; Principles and approaches of counselling, Individual and Group Counselling - Skills in Counselling - Listening, Questioning, Responding and initiating - Process of Counselling - Counsellor: Qualification, qualities, training and professional ethics

Unit III: Tools and Techniques of Guidance (L.6, T.2, P.2)

Tools: Questionnaire, anecdotal record, Cumulative Record Cards - Role of the teacher in Assessment and Testing-Testing Techniques: Intelligence tests, Aptitude tests, attitude scales, Interest inventories, and Personality Tests - Non-testing Techniques: Interview, Observation and Case Study

Unit IV: Guidance for Special children (L.6, T.2, P.2)

Guidance of children with special needs: Gifted and creative, slow learners, under achievers, socially disadvantaged and learning disabled

Unit V: Organization of a Guidance Programme (L.7, T.2, P.2)

Principles of organization - Types of services: Individual inventory service and information orientation services - Placement services: Career guidance, career talk, career conference, career bulletin and follow-up services - Essential activities of a good school guidance programme - Role of guidance personnel in school: Headmaster, counsellor, school psychologist, and health specialist

Practicum (any two)

1. Prepare a digital presentation for a topic from the above units.
2. Collect career information and prepare an album.
3. Construct an interest inventory.
4. Prepare a checklist to identify a gifted children in your class.
5. Write the procedure of establishing a guidance cell in your school.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	describes the different types of guidance offered in the schools.	Remembering (BTL 1)	1,3,4,6,7,8,9
CLO 2	distinguishes between guidance and counselling.	Evaluating (BTL 5)	1,3,4,6,7,8,9,10
CLO 3	develops the skills used in counselling.	Creating (BTL 6)	1,3,4,6,7,8,9,10
CLO 4	categorizes the different types of techniques used in guidance.	Analysing (BTL 4)	1,3,4,6,7,8,9,10
CLO5	constructs an attitude scale to measure the students' attitude towards school.	Creating (BTL 6)	1,3,4,6,7,8,9,10
CLO 6	identifies the different types of students in a classroom.	Applying (BTL 3)	1,3,4,6,7,8,9,10
CLO 7	integrates the knowledge on guiding special children in their real teaching.	Creating (BTL 6)	1,3,4,6,7,8,9,10
CLO 8	prepares a plan to organise a guidance programme in schools.	Creating (BTL 6)	1,3,4,6,7,8,9,10

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Course V: Library and Information Science Management

B.Ed.: Sem. I   **Course Code: BELI**   **Credits: 2**

Course Learning Outcomes

The prospective teacher

1. explains the concept of library. (BTL 2)
2. identifies the different types of library. (BTL 3)
3. summarizes the basic functions of the library. (BTL 2)
4. indicates the various information sources. (BTL 2)
5. reports the various information services in library. (BTL 3)
6. paraphrase the management system followed in library. (BTL 2)
7. examines the ICT usage in library. (BTL 4)
8. utilizes the ICT facilities available in the college. (BTL 3)

Unit I: Library and Society (L.7, T.2, P.2)

Library: Definition - Development of Library and Information Science in India - Five Laws of Library Science - Types of Libraries: Public Libraries - Academic Libraries - Special Libraries - College Libraries: Importance of Libraries in Teacher Education Institutions - Library Associations: SALIS

Unit II: Information Sources (L.6, T.2, P.2)

Information Sources: Types of Information Sources - Reference Sources: Encyclopedia's - Dictionaries - Geographical Sources - Year Books - Handbooks and Directories - Electronic Resources: E-books and E-journals - ISSN - ISBN

Unit III: Information Services (L.5, T.2, P.2)

Information Services: Reference Service, Current Awareness Services, Web Based Library Services, Reprographic Services, and Extension Services - Role of Teacher and Librarian in the Use of Library

Unit IV: Library Management (L.7, T.2, P.2)

POSDCoRB System of Management in Libraries - Library Routine Services: Book Selection - Accessioning - Processing - Circulation Section - Serial Section and Maintenance Section – Library Finance: Library Annual Budget and Library Statistical Reports - Stack Verification - Preservation and Conservation of Information Materials: Binding and Digitization

Unit V: ICT in Libraries (L.5, T.2, P.2)

Library Automation: Library Software - KOHA - Remote Access OPAC - RFID Technology in Libraries - Library Networks: DELNET - INFLIBNET - Consortia: E-Shodhsindhu - UGC-N-List Consortium - National Digital Library of India

Practicum

1. Prepare a report on Libraries of National importance and its functions.
2. Prepare a digital presentation on Library Management System.

3. Write a report on any one of the topics from the above units.
4. Prepare a catalogue for the books in your home.
5. Write a review on any five books that you have read.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	explains the concept of library.	Understanding (BTL 2)	1,4,6,7,8,10
CLO 2	identifies the different types of library.	Applying (BTL 3)	1,4,6,7,8,9,10
CLO 3	Summarizes the basic functions of the library.	Understanding (BTL 2)	1,4,6,7,8,9,10

CLO 4	indicates the various information sources.	Understanding (BTL 2)	1,4,6,8,9,10
CLO5	reports the various information services in library.	Applying (BTL 3)	1,4,5,6,8,9,10
CLO 6	paraphrase the management system followed in library.	Understanding (BTL 2)	1,4,5,6,8,9,10
CLO 7	examines the ICT usage in library.	Analysing (BTL 4)	1,4,5,6,8,9,10
CLO 8	utilizes the ICT facilities available in the college.	Applying (BTL 3)	1,4,5,6,8,9,10

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Course V: Yoga Education

B.Ed.: Sem. I   **Course Code: BEYE**   **Credits: 2**

Course Learning Outcomes:

The prospective teacher

1. Recognizes the eight limbs of yoga (BTL 1)
2. Distinguishes asanas from physical exercises (BTL 5)
3. practices the standing and sitting position of asanas (BTL 3)
4. identifies the prone and supine positions of asanas.(BTL 3)
5. analyses the phasesof pranayama practices (BTL 4)
6. differentiates the different types of Bandhas (BTL 4)
7. Summarises the different types of kriyas (BTL 2)
8. Practices meditation in their day today life. (BTL 3)

Unit I: Introduction to Yoga (L.7, T.2, P.2)

Yoga: Meaning, definition – Aim and objectives – Eight limbs of Yoga: Yama, Niyama, Asana, Pranayama, Prathiyahara, Dharana, Dhyana, Samathi - Benefits of yoga practices - Differences between asanas and physical exercises

Unit II: Postures and Performance of Asanas (L.6, T.2, P.2)

Asana: Meaningand definition- Guidelines for practicing asanas – Standing Position: Tadasana, Trikonasana, Vriksasana, Utkatasana - Long Sitting Position: Padmasana, Pascimottasana, Vajrasana, Vakarasana

Unit III: Yogasanas and Surya Namaskar (L.5, T.2, P.2)

Prone Position: Bhujangasana, Dhanurasana, Salabhasana, Makarasana - Supine Position: Chakrasana, Sarvangasana, Halasana, Shavasana - Surya Namaskar – Meaning, steps and benefits

Unit IV: Yogic Breathing and Bandhas (L.7, T.2, P.2)

Pranayama: Meaning and definition – Phases of pranayama: Purka, Kumbhaka, Rechaka - Nadis: Ida Nadi, PingalaNadi, Shushma - Bhandas: Jalendra Bandha, Uddiyana Bandha, Moola Bandha – Nadisuddhi - Nadishodhana

Unit V: Yoga purifications and Meditation (L.5, T.2, P.2)

Kriyas: Meaning - Types of Kriyas: Neti, Dhauti, Basti, Nauli, Trataka, Kapalabhati – Meditation – Meaning – Techniques of Meditation

Practicum (any two)

1. Prepare an album for Asanas.
2. Demonstrate the steps of Surya Namaskar.
3. Create a digital presentation on any one of the topics from the above units.
4. Practice yoga purifications and meditation.
5. Create e-content for yoga practice.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	Recognizes the eight limbs of yoga.	Remembering (BTL1)	3,4,6,9,10
CLO 2	Distinguishes asanas from physical exercises.	Evaluvating (BTL5)	3,4,6,7,9,10
CLO 3	practices the standing and sitting position of asanas.	Applying (BTL 3)	3,4,6,9,10
CLO 4	identifies the prone and supine positions of asanas.	Applying (BTL 3)	3,4,6,9,10
CLO5	analyses the phases of pranayama practices.	Analysing (BTL 4)	3,4,6,9,10
CLO 6	differentiates the different types of Bandhas.	Analysing (BTL 4)	3,4,6,9,10
CLO 7	summarises the different types of kriyas.	Understanding (BTL 2)	3,4,6,9,10
CLO 8	practices meditation in their day today life.	Applying (BTL 3)	3,4,6,9,10

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Course VI: Strengthening English Language Proficiency - I

B.Ed.: Sem. I   **Course Code: BES1**   **Credits: 2**

Course Learning Outcomes:

The prospective teacher

1. recites tongue twisters. (BTL 1)
2. creates their own tongue twisters. (BTL 6)
3. recognizes correct pronunciation of words. (BTL 1)
4. employs the proper phonetics in their teaching. (BTL 3)
5. develops oral communicative skills through activities. (BTL 6)
6. prepares a curriculum vitae of their own. (BTL 6)
7. writes a report for newspaper. (BTL 6)
8. practises the proper usage of grammar in communication. (BTL 3)

Unit I: Tongue Twisters (L.4, P.6)

Meaning - Role of tongue twisters in improving pronunciation and fluency - Demonstration of reciting the tongue twisters – creating their own tongue twisters - Testing the recitation of tongue twisters

Unit II: Basics of Phonetics (L.4, P.6)

Meaning and definition - Identifying 44 phonemes - Classification of phonemes - Listening to the consonant sounds, vowel sounds and diphthong sounds – transcribing a sentence/paragraph

Unit III: Oral Communicative Activities (L.4, P.6)

Types of Communication - Narrating/describing an account of one's life experience - Introducing self and others - Making announcements - Conversing in pairs - Group discussion on pre-prepared and extempore topics - Story telling

Unit IV: Written Communicative Activities (L.4, P.6)

Writing an application for a job - Preparing curriculum vitae - Conversation writing - Preparing a write-up for notice board - Report writing for newspapers

Unit V: Grammar Activities (L.4, P.6)

Building word vocabulary – Tense Race – Question Tag: Matching activity – usage of Passive voice in a real situation

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	recites tongue twisters.	Remembering (BTL 1)	3,4,6,8,9,10
CLO 2	creates their own tongue twisters.	Creating (BTL 6)	3,4,6,8,9,10
CLO 3	recognizes correct pronunciation of words.	Remembering (BTL 1)	3,4,6,8,9,10
CLO 4	employs the proper phonetics in their teaching.	Applying (BTL 3)	3,4,6,8,9,10
CLO 5	develops oral communicative skills through activities.	Creating (BTL 6)	3,4,6,8,9,10
CLO 6	prepares a curriculum vitae of their own.	Creating (BTL 6)	3,4,6,8,9,10
CLO 7	writes a report for newspaper.	Creating (BTL 6)	3,4,6,8,9,10
CLO 8	practises the proper usage of grammar in communication.	Analysing (BTL 4)	4,6,8,9,10

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Course VII: Arts and Aesthetics

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B.Ed.: Sem. I   **Course Code: BEAA**   **Credit: 1**

Course Learning Outcomes:

The prospective teacher
1. practices the higher style of hand writing. (BTL 3)
2. creates a poster. (BTL 6)
3. develops creativity in arts. (BTL 6)
4. dramatise a skit. (BTL 3)
5. designs a clay model. (BTL 6)
6. practices modern arts. (BTL 3)
7. facilitates the skill of decoration using waste materials. (BTL 6)
8. practices craft works. (BTL 3)

Unit I: Writing and Drawing (L.1, P.3)

Writing practice: Writing in charts, flash cards, English alphabets, italic hand writing practice, Tamil alphabets, writing practice: poster colour making, stick diagram, kalicraft nib practice

Unit II: Exposing Creativity (L.1, P.5)

Rangoli, clay modelling, fabric painting, photography, videography, domce instrumental music, acting in drama practice, mono art, mime, fancy dress, folk dance karakattam, oyilattam and silambattam

Unit III: Handicraft Training (L.1, P.4)

Preparation of decorative items from waste material, flower vase using waste paper and crepe papers, stage decoration , classroom and hall arrangement

Unit IV: Theatre Workshop (L.1, P.5)

Modern art practice - make-up - training in small scale home making products - visit to school using handicrafts - differences between art education and education - introducing ancient Indian culture handicrafts related to education - important Indian ancient cultural programmes and celebrations

Unit V: Craft Work (L.1, P.3)

Woollen thread - jute work (wall hanging) ice stick work - origami projects - wire bag - cloth painting - office cover

Practicum (any two)
1. Write English and Tamil letters in charts.
2. Draw a picture to depict your creativity.
3. Prepare any five handicraft materials.
4. Prepare a model Indian handcraft materials related to education.
5. Draw a picture chart on the celebrations of Indian festivals.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	practices the higher style of hand writing.	Applying (BTL 3)	3,4,6,8,9,10
CLO 2	creates a poster.	Creating (BTL 6)	3,4,6,8,9,10
CLO 3	develops creativity in arts.	Creating (BTL 6)	3,4,6,8,9,10
CLO 4	dramatizes a skit.	Applying (BTL 3)	3,4,6,8,9,10
CLO5	designs a clay model.	Creating (BTL 6)	3,4,6,8,9,10
CLO 6	practices modern arts.	Applying (BTL 3)	3,4,6,8,9,10
CLO 7	facilitates the skill of decoration using waste materials.	Creating (BTL 6)	3,4,6,8,9,10
CLO 8	practices craft works.	Applying (BTL 3)	3,4,6,8,9,10

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Course VIII: Physical and Health Education

B.Ed.: Sem. I   **Course Code: BEPH**   **Credit: 1**

Course Learning Outcomes:

The prospective teacher

1. extends the knowledge of physical education. (BTL 2)
2. prepares layout for different games. (BTL 6)
3. distinguishes the different methods of teaching in Physical Education. (BTL 5)
4. identifies the different physical fitness components. (BTL 3)
5. examines the various school health programmes. (BTL 4)
6. applies the safety measures in playground, home and school. (BTL 3)
7. creates awareness on life style disorders and sports Trauma. (BTL 6)
8. classifies the various types of injuries in day today life. (BTL 4)

Unit I: Unit I: Foundation of Physical Education (L.2, T.1, P.2)

Physical Education: Meaning, definition, need and importance - Ancient Olympics and Modern Olympics - Layout, basic skills, rules and regulation of Badminton, Ball Badminton, Basketball, Football, Hockey, Kabaddi and Volleyball - Layout and techniques of 400 meters standard track, Long Jump and Shot Put

Unit II: Methods of Physical Education (L.2, T.1, P.2)

Methods: Meaning and definition – Teaching methods in physical education - Intramural and extramural competitions - Fixtures: Knock out and league tournaments - Lesson plan: Meaning, importance and format - Lead up activity - Minor games - Rhythmic activities

Unit III: Physical Fitness Components (L.2, T.1, P.2)

Fitness: Meaning, definition, need and importance - Health related fitness: Endurance, strength, flexibility and body composition - Skill related fitness: Agility, balance, coordination, power, speed and reaction time - Training methods for development of physical fitness - Fit India Movement (2019)

Unit IV: Health, Nutrition and Safety Education (L.2, T.1, P.1)

Health: Meaning, definition and concepts - Factors influencing - School health programmes: Health services, health instruction and health supervision - Hygiene - Personal hygiene - Nutrition: Meaning and Sources - Balanced diet - Malnutrition –Safety education: meaning and principles - Safety in playground, road, home and school

Unit V: Managing Health Disorders and Sports Trauma (L.3, T.1, P.2)

Life style disorders: Causes and prevention of blood pressure, cancer, diabetes mellitus and back pain - Communicable diseases: Causes, symptoms and prevention of dengue, malaria, cholera, tuberculosis and COVID-19-Sports injuries - Exposed injuries: Abrasion, laceration, incision, avulsion, blister and puncture wound - Unexposed injuries: Contusion, sprain, strain, dislocation and fractures - first aid

Practicum (any two)

1. Prepare an album for sports and games.
2. Observe a sports meet and prepare a report.
3. Write a reflective report on safety measures for sports injuries.
4. Organize a health check-up programme and submit the reflective report.
5. Create a digital presentation on any one of the topics from the above units.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	extends the knowledge of physical education.	Understanding (BTL 2)	3,4,6,9,10
CLO 2	prepares layout for different games.	Creating (BTL 6)	3,4,6,7,9,10
CLO 3	distinguishes the different methods of teaching in Physical Education.	Evaluating (BTL 5)	2,3,4,6,7,9,10
CLO 4	identifies the different physical fitness components.	Applying (BTL 3)	3,4,6,7,9,10
CLO5	examines the various school health programmes.	Analysing (BTL 4)	3,4,6,7,9,10

CLO 6	applies the safety measures in play ground, home and school.	Applying (BTL 3)	3,4,6,7,9,10
CLO 7	creates awareness on life style disorders and sports Trauma.	Creating (BTL 6)	3,4,6,7,9,10
CLO 8	classifies the various types of injuries in day today life.	Analysing (BTL 4)	3,4,6,7,9,10

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B.Ed.: Sem. I **Course Code: BEMT1** **Credit: 1**

Course Learning Outcomes:

The prospective teacher

1. describes the concept of theatre. (BTL 1)
2. builds intellectual and aesthetic understanding of the theatre arts. (BTL 3)
3. explains the origin of theatre and drama. (BTL 2)
4. practices the warm-up excercises to maintain good health. (BTL 3)
5. practices modern Tamil drama. (BTL 3)
6. makes use of concentration and observation method in their future life. (BTL 3)
7. extends the knowledge in the development of drama. (BTL 2)
8. practices theatre games. (BTL 3)

Unit I: Introduction (L.2, P.3)

Definition: Theatre - Drama and Theatre

Unit II: Acting (L.2, P.3)

Acting – Performance – Theatre artist - Player

Practical: Body Warm-up and Known our body health. Introduce our self for theater method

Unit III: Origin of theatre (L.2, P.3)

The Theory of Ritual Origin theatre - The Origin of Drama

Practical: Warm up - Theatre workshop – Concentration and Observation method

Unit IV: Modern Theatre (L.2, P.3)

Modern Theatre - Modern Tamil Drama

Unit V: History of Drama (L.2, P.3)

Tamil Drama and Development of drama

Practical: Warm up - Theatre Exercise - Theatre games

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes

(CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	describes the concept of theatre.	Remembering (BTL 1)	3,4,6,9,10
CLO 2	builds intellectual and aesthetic understanding of the theatre arts.	Applying (BTL3)	3,4,6,7,9,10
CLO 3	explains the origin of theatre and drama.	Understanding (BTL 2)	3,4,6,9,10
CLO 4	practices the warm-up excercises to maintain good health.	Applying (BTL3)	3,4,6,9,10
CLO5	practices modern Tamil drama.	Applying (BTL 3)	3,4,6,9,10
CLO 6	makes use of concentration and observation method in their future life.	Applying (BTL3)	2,3,4,6,9,10
CLO 7	extends the knowledge in the development of drama.	Understanding (BTL 2)	3,4,6,9,10
CLO 8	practices theatre games.	Applying (BTL 3)	3,4,6,9,10

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Semester - II

Course X: Schooling, Socialization and Identity

B.Ed.: Sem. II   **Course Code: BCSS**   **Credits: 4**

Course Learning Outcomes:
The prospective teacher
1. recognizes the sociological foundations of education. (BTL 1)
2. examines the relationship between school and community. (BTL 4)
3. creates awareness on social mobility and social change. (BTL 6)
4. identifies the role of school in developing national, secular and humanistic identities. (BTL 3)
5. describes the process of socialization. (BTL 1)
6. identifies their strengths and weakness through SWOC analyses. (BTL 3)
7. evaluates different self-evaluation practices. (BTL 5)
8. infers the importance of establishing teacher identity. (BTL 6)

Unit I: Educational Sociology (L.12, T.2, P.5)

Sociology: Meaning and purpose - Educational Sociology: Meaning, characteristics and scope - School and Community: Relationship and sociological functions - Social groups: Primary, Secondary and Tertiary - Social process - Social Stratification - Social mobility and social change

Unit II: Schooling and identity formation (L.13, T.2, P.5)

School as a Social Institution: Meaning, Definition and Concept - Need and Importance - Functions - Value formation in the context of schooling - Role of school in developing national, secular and humanistic identities

Unit III: Understanding Socialization Process (L.12, T.2, P.5)

Socialization: Meaning, definition, process and types - Social institution: Family - parenting styles and their impact - Transmission of parental expectations and values - Community - Neighbourhood - Extended family - Religious groups and their socialization functions - Important programmes of the socialization - School: School as a centre of community service

Unit IV: Self and Evaluation Practices (L.15, T.2, P.5)

Dimensions of development of self - JOHARI Window - SWOC Analysis - Transaction Analysis - Evaluation practices: Self-understanding, self-assessment, self-enhancement, self-regulation and self-monitoring

Unit V: Evolving Identity as a Teacher (L.13, T.2, P.5)

Identity: Meaning, nature and types - Determinants and their Impact - Theories of Identity formation: Erik Erikson Psycho-social Development and James Marcia's Identity Status - Teacher's Professional Identity: Meaning and dimension - Teacher Identity formation: Role of Pre-service, In-service teacher education programmes and Enrichment courses - Teachers' professional ethics

Practicum

1. Observe the society in which you are living and find out the reasons for stratification.
2. Prepare a report of parenting activities with reference to your family.
3. Describe one's own process of socialization on quoting some experiences
4. Evaluate your own identity and prepare a report.
5. Organize Debates on any social issues and prepare a report.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	recognizes the sociological foundations of education.	Remembering (BTL 1)	1,4,6,8,9
CLO 2	examines the relationship between school and community.	Analysing (BTL 4)	1,4,6,7,8,9,10
CLO 3	creates awareness on social mobility and social change.	Creating (BTL 6)	1,4,6,7,8,9,10
CLO 4	identifies the role of school in developing national, secular and humanistic identities.	Applying (BTL 3)	1,4,6,7,8,9,10
CLO5	describes the process of socialization.	Remembering (BTL 1)	1,4,6,7,8,9,10
CLO 6	identifies their strengths and weakness through SWOC analyses.	Applying (BTL 3)	1,4,6,7,8,9,10
CLO 7	evaluates different self-evaluation practices.	Evaluating (BTL 5)	1,4,6,7,8,9,10
CLO 8	infers the importance of establishing teacher identity.	Creating (BTL 6)	1,4,6,7,8,9,10

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B.Ed.: Sem. II   **Course Code: BCEP2**   **Credits: 4**

Course Learning Outcomes:

The prospective teacher
1. describes the concept of intelligence and creativity. (BTL 1)
2. applies the knowledge of individual differences in their classroom teaching. (BTL 3)
3. discovers the concepts of motivation and leadership. (BTL 3)
4. experiment with reward and punishment in their teaching. (BTL 3)
5. determines the theories of personality and its assessment. (BTL 3)
6. explains mental health and hygiene. (BTL 2)
7. examines the different types of defense mechanisms. (BTL 3)
8. identifies the different types of guidance and counseling. (BTL 3)

Unit I: Intelligence and Creativity (L.13, T.2, P.5)

Intelligence: Meaning, definition, nature and distribution - Theories of intelligence: Single, Two factor and Multifactor theories, Guilford's structure of intellect and Gardner's multiple intelligence theory - Assessment of intelligence: Individual and group tests: Differences and examples - Individual differences: Meaning, definition and causes - Creativity: Meaning, definition, process, identification and promotion - Assessment of creativity: Paul Torrance's test and Baqur Mehedi's test

Unit II: Motivation and Group Dynamics (L.12, T.2, P.5)

Motivation: Meaning, definition, types, cycle - Theories of motivation: Maslow's hierarchy of needs and achievement motivation - Techniques of developing achievement motivation - Role of rewards and punishments - Level of aspiration - Leadership: Meaning, definition and traits - Types: Autocratic, democratic and laissez faire - Classroom climate

Unit III: Personality and Assessment (L.14, T.2, P.5)

Personality: Meaning and definition, determinants - Theories of personality: Type - Carl Jung, Trait - Cattell, Type cum Trait - Eysenck and psychoanalytic - Assessment of personality: Projective Techniques: Rorschach Ink Blot Test, Thematic Apperception Test (TAT) and non-projective techniques: Inventories, rating scales - Concept and measurement: Aptitude, attitude and interest - Integrated personality

Unit IV: Mental Health and Hygiene (L.12, T.2, P.5)

Mental health and hygiene: Concept - Conflict: Meaning and types - Frustration - Adjustment and Maladjustment - Defence mechanisms - Mental illness - Juvenile delinquency - Promotion of mental health

Unit V: Guidance and Counselling (L.14, T.2, P.5)

Guidance: Meaning, definition, nature and needs - Types: Educational, vocational and personal - Counselling: Meaning, definition, nature and needs - Types: Directive, Non-Directive and Eclectic - Identification of children with counselling needs - Counselling

techniques: Individual and group techniques - Guidance for the children with learning difficulties, under-achievers and gifted

Practicum (any two)
1. Conduct an experiment on creativity and prepare a report.
2. Prepare a digital presentation for a topic from any one of the units.
3. Write a reflective report on the experience you had regarding guiding your peer.
4. Perform an experiment on intelligence and prepare a reflective report.
5. Analyze the procedure of establishing a guidance cell.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	describes the concept of intelligence and creativity.	Remembering (BTL 1)	1,6,8
CLO 2	applies the knowledge of individual differences in their classroom teaching.	Applying (BTL 3)	1,7,9,10
CLO 3	discovers the concepts of motivation and leadership.	Applying (BTL 3)	1,6,9
CLO 4	experiment with reward and punishment in their teaching.	Applying (BTL 3)	1,4,8,7
CLO5	determines the theories of personality and its assessment.	Applying (BTL 3)	1,4,6,7,10
CLO 6	explains mental health and hygiene.	Understanding (BTL 2)	1,4,7,9,10
CLO 7	examines the different types of defense mechanisms.	Applying (BTL 3)	1,4,7,8,9,10
CLO 8	identifies the different types of guidance and counseling.	Applying (BTL 3)	1,4,6,8,9,10

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Course XII: Assessment of Learning

B.Ed.: Sem. II   **Course Code: BCAL**   **Credits: 4**

Course Learning Outcomes:

The prospective teacher

1. differentiates among measurement, assessment and evaluation. (BTL 4)
2. practices continuous and comprehensive evaluation in schools. (BTL 3)
3. examines the various tools and techniques of assessment. (BTL 3)
4. identifies the procedures for the construction of a test to maintain the quality of learning and teaching. (BTL 3)
5. constructs an achievement test. (BTL 6)
6. computes the basic statistical methods to measure the performance of the individual. (BTL 3)
7. compares the examination reforms given by the commissions to the current challenges. (BTL 4)
8. describes the use of ICT in conducting examination. (BTL 1)

Unit I: Perspectives on Assessment and Evaluation (L.11, T.2, P.5)

Measurement, Assessment, Evaluation: Meaning, objectives, purpose, interrelationship, functions and types – Role of Assessment in learning – Continuous and Comprehensive Evaluation

Unit II: Assessment Tools & Techniques (L.12, T.2, P.5)

Subjective: Questionnaire, Inventory – Observation, Objective: Rating scales, Anecdotal record, Schedules and Check lists – Constructing Portfolio – Rubric Based Assessment – Quality assurance: Validity, Reliability, Objectivity, Practicability - Online Assessment

Unit III: Construction of Test (L.12, T.2, P.5)

Preparing test items: Objective, restricted, extended – Test: Definition, purpose, types and principles – Diagnostic Test: Construction and purpose, Remedial measures: Need, steps and strategies – Achievement Test: Construction steps and uses

Unit IV: Elementary Statistics (L.15, T.2, P.5)

Descriptive Statistics: Frequency distribution, Central tendency: Mean, median and mode, Variation: Range, quartile deviation and standard deviation, Normal distribution: Classroom applications, Correlation: Rank order and product moment – Graphical representation of data: Histogram, Frequency Polygon, Cumulative frequency curve and Ogive curve

Unit V: Examination Reforms (L.15, T.2, P.5)

Secondary Education Commission (1953), Kothari Commission (1966), National Policy on Education (NPE) 1986, Programme of Action (POA) 1992, National Curriculum Framework (NCF) 2000, 2005 & 2014 – National Education Policy (NEP) 2020– Non-detention Policy – ICT in Examination –Semester, trimester – Question bank – On-line

examination and open book exams – Marking Vs Grading – Progress report – Proctored examination

Practicum (any two)

1. Preparation of 50 objectives – based items, at least 5 from each type of test items in any school subject.
2. Construction of an achievement test on any topic (carrying 25 marks), its administration and interpretation of the results
3. Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.
4. Prepare a digital bar graph for the achievement scores of your peers.
5. Construct a test or an examination paper in one's subject area and collect feedback from fellow teachers on the same.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes

(CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	differentiates among measurement, assessment and evaluation.	Analysing (BTL 4)	3,4,6,8,9,10
CLO 2	practices continuous and comprehensive evaluation in schools.	Applying (BTL 3)	3,4,6,8,9,10
CLO 3	examines the various tools and techniques of assessment.	Applying (BTL 3)	3,4,6,8,9,10
CLO 4	identifies the procedures for the construction of a test to maintain the quality of learning and teaching.	Applying (BTL 3)	3,4,6,8,9,10
CLO5	constructs an achievement test.	Creating (BTL 6)	3,4,6,8,9,10
CLO 6	computes the basic statistical methods to measure the performance of the individual.	Applying (BTL 3)	3,4,6,8,9,10
CLO 7	compares the examination reforms given by the commissions to the current challenges.	Analysing (BTL 4)	3,4,6,8,9,10
CLO 8	describes the use of ICT in conducting examination.	Remembering (BTL1)	3,4,6,8,9,10

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Course XIII: Pedagogy of Special English - II

B.Ed.: Sem. II   **Course Code: BPE2**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher

1. develops the reading and writing skills. (BTL 6)
2. writes lesson plan for teaching writing skill activities. (BTL 6)
3. identifies the different types of study skills. (BTL 3)
4. examines the different types of dictionaries. (BTL 4)
5. integrates the study skill techniques. (BTL 6)
6. produces diagnostic and achievement test question papers. (BTL 6)
7. explores novel ways of teaching poetry. (BTL 6)
8. expresses the grammatical concepts in written and oral forms for the prescribed topics. (BTL 2)

Unit I: Reading & Writing Skills (L.10, T.2, P.3)

Purpose of reading: Reading for pleasure, reading for information – Developing reading skill: SQ3R study technique, reading club, classroom library, reading comprehension, intensive and extensive reading activities - word attack skill – Critical review of novels

Essay writing: Guidelines for writing an essay, writing essays on the given topics, writing a lesson plan for teaching an essay - Letter writing: Types, writing a lesson plan for letter writing - Summary writing: Steps, guidelines, Lesson plan writing for summarizing - Creative writing: Poetry writing, Report writing for newspapers - Translation: Guidelines and activities

Unit II: Study Skills (L.12, T.2, P.3)

Meaning, need for training the students in study skills - Types of study skills: gathering skills, storage skills and retrieval skills - Developing study skills: exploring the dictionary, examination of different types of dictionaries, use of thesaurus - Skill of note-making and note-taking, tips for development - Preparation of bibliography, collecting data and relevant materials from primary and secondary sources - Word-formation devices

Unit III: Evaluation (L.8, T.2, P.3)

Concept of Measurement, Assessment and Evaluation - Characteristics of good evaluation - Diagnostic testing: meaning, need, question preparation and item analysis - Achievement Test: Meaning, need, different types of question, designing the Blueprint, and drafting the question paper

Unit IV: Teaching of Poetry (IX Standard Textbook) (L.10, T.2, P.3)

Objectives of teaching poetry - Demonstration and teaching of selected poems from Standard IX Text book – Critical appreciation and evaluation

Unit V: Teaching the Grammatical Content (Standard IX Textbook) (L.10, T.2, P.3)

Homophones - Primary and modal auxiliaries - Relative clause - 'If' clause - Phrase and clause – Phrasal verb – Verb phrase

Practicum (Any Two)

1. Critically review a short story you read.
2. Collect 'Worksheets' from the websites on 'Word Formation' and work out.
3. Translate a passage and brief how you have tackled the problems faced.
4. Design the Blueprint for the Standard IX term-end examination.
5. Collect a list of homophones and differentiate their usage with appropriate examples.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes

(CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	develops the reading and writing skills.	Creating (BTL 6)	3,4,8,9,10
CLO 2	writes lesson plan for teaching writing skill activities.	Applying (BTL3)	3,4,8,9,10
CLO 3	identifies the different types of study skills.	Analysing (BTL4)	3,4,8,9,10
CLO 4	examines the different types of dictionaries.	Creating (BTL 6)	3,4,8,9,10
CLO5	integrates the study skill techniques.	Creating (BTL 6)	3,4,8,9,10
CLO 6	Produces diagnostic and achievement test question papers.	Creating (BTL 6)	3,4,8,9,10
CLO 7	Explores novel ways of teaching poetry.	Creating (BTL 6)	3,4,8,9,10
CLO 8	expresses the grammatical concepts in written and oral forms for the prescribed topics.	Creating (BTL 6)	3,4,8,9,10

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Course XIII: சிறப்புத்தமிழ் கற்பித்தல் - II

B.Ed.: Sem. II   **Course Code: BPT2**   **Credits: 3**

கற்றல் விளைவுகள்:

ஆசிரியமாணவர்

1. மொழித் திறன்களை அடையாளம் காண்கிறார். (BTL 3)
2. பாடநூல் திறனாய்வை விமர்சிக்கிறார். (BTL 5)
3. இலக்கிய திறனாய்வு கொள்கைகளை விளக்குகிறார். (BTL 2)
4. வினாத்தாள் பகுப்பாய்வை அட்டவணைப்படுத்துகிறார். (BTL 5)
5. குறையறி மற்றும் அடைவுத்தேர்வு வினாத்தாள்களைத் தயாரிக்கிறார். (BTL 6)
6. ஒன்பதாம் வகுப்பு செய்யுள் உரைநடைப் பாடப்பொருளைத் தொகுத்துரைக்கிறார். (BTL 2)
7. இலக்கிய நயங்களைக் கட்டமைக்கிறார். (BTL 6)
8. இலக்கணப் பயன்பாட்டு திறன்களைத் தொகுத்துரைக்கிறார். (BTL 2)

அலகு I: திறன் கற்பித்தல் (L.14,T.2,P.3)

கேட்டல் திறன் நோக்கங்கள், வகைகள், கேட்டல் திறனை வளர்ப்பதற்குரிய வழிகள் - பேசுதல் திறன்: நோக்கங்கள், வகைகள், திருந்தியப் பேச்சின் இயல்புகள், திருத்தமில்லா பேச்சின் இயல்புகள், உச்சரிப்பில் ஏற்படும் சிக்கல்கள், நாநெகிழ், நாபிறழ் பயிற்சி, மூச்சுப் பயிற்சி, படித்தல்: நோக்கங்கள், படிக்க பயிற்றும் முறைகள் (எழுத்து, சொல், சொற்றொடர், கண்டு சொல்லுதல், கதை முறைகள், நிறை, குறைகள்) ஆழ்ந்த, அகன்ற படிப்பின் நோக்கங்கள், நிறைகள், குறைகள் - வாய்விட்டு படித்தல், வாய்க்குள் படித்தல்: நிறைகள், குறைகள் - படிப்பில் ஆர்வத்தைத் தூண்டும் முறைகள், மனப்பாடம் செய்தலின் பயன்கள் - எழுதுதல் திறன்: நோக்கங்கள், முதற்பயிற்சிகள், எழுதுவதற்கான பயிற்சிகள், எழுதுகருவிகளைப் பிடிக்கும் முறைகள், நல்ல கையெழுத்தின் நல்லியல்புகள்

அலகு II: பாடநூலும் தன்மையும், திறனாய்வும் (L.10,T.2,P.3)

இலக்கியத் திறனாய்வு கொள்கைகள்: திறனாய்வு தோற்றம், இன்றைய திறனாய்வு நிலைகள், வகைகள்: விளக்கமுறை, படைப்புவழித் திறனாய்வு, மரபு வழி, விதிமுறை, அழகியல், பாராட்டு, மதிப்பீட்டு, வரலாற்று ஒப்பீடு, பகுப்பு, இலக்கிய ஆய்வு நெறிமுறைகள் பாடநூல்கள்: நல்லியல்புகள், சிறந்த பாட நூல் தயாரிப்பின்போது மனதிற் கொள்ளத்தக்கவைகள், பாடநூல் திறனாய்வு விளக்கம், படிகள், பயன்கள்

அலகு III: அளவீடும் மதிப்பீடும் (L.10,T.2,P.3)

விளக்கங்கள், நோக்கங்கள், பயன்கள், தேர்வின் இன்றியமையாதப் பண்புகள், தேர்வின் பயன்கள், ஆசிரியர் தயாரிக்கும் தேர்வுகள்: வாய்மொழி, எழுத்துத் தேர்வு நிறைகள், குறைகள், குறையறிதேர்வு விளக்கம், பயன்கள், சாதனைத் தேர்வு (அ) அடைவுத் தேர்வு விளக்கம், பயன்கள், குறையறி, அடைவுத்தேர்விற்குமுள்ள வேறுபாடுகள், வினாத்தாள் அமைப்பு, வினாத்தாள் அமைப்பில் கவனிக்க வேண்டியவை, புறவயவினாக்கள், குறுவினாக்கள், கட்டுரை வினாக்களின் நிறைகள், குறைகள், தேர்வு சீர்திருத்தம், வினாத்தாள் வடிவமைப்பு விளக்கம், தயாரித்தல்

அலகு IV: தமிழ் செய்யுள், உரைநடைப் பாடப்பொருள் கற்பித்தல் (L.8,T.2,P.3)

ஏறு தழுவுதல் - மணிமேகலை - அகழாய்வுகள் - திருக்குறள் - இயந்திரங்களும் இணைய வழி பயன்பாடும் - ஓ என் சமகால தோழர்களே - உயிர்வகை - விண்ணையும் சாடுவோம் - புறநானூறு - தண்ணீர் (ஒன்பதாம் வகுப்பு பாடப்பொருள்.)

அலகு V: தமிழ் இலக்கணம், துணைப்பாடப் பொருள் கற்பித்தல் (L.8,T.2, P.3)

தமிழோவியம் - தமிழ்விடு தூது - வளரும் செல்வம் - நீரின்றி அமையாது உலகு - பட்டமரம் - பெரியபுராணம் தொடர் இலக்கணம் - துணைவினைகள் - வல்லினம் மிகும் இடங்கள் - வலிமிகா இடங்கள் (ஒன்பதாம் வகுப்பு பாடப்பொருள்.)

செய்முறை பயிற்சிகள்

1. ஒன்பதாம் வகுப்பு பாடநூலில் செய்யுள் பகுதியில் நா நெகிழ், நாபிறழ் பயிற்சியைத் தொகுத்து எழுதுக.

2. ஒன்பதாம் வகுப்பு பாடநூலிலுள்ள துணைப்பாடப் பகுதியைத் திறனாய்வு செய்க.

3. நும் கல்லூரி பாடப்பகுதி பொதுத்தமிழுக்கு வினாவங்கி ஒன்று தயார் செய்க.

4. ஒன்பதாம் வகுப்பு பாடநூலிலுள்ள புது கவிஞர்களைப் பற்றித் தொகுத்து எழுதுக.

5. 'நீரின்றி அமையாது உலகு' தலைப்பில் கட்டுரை ஒன்றை தயார் செய்க.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	மொழித் திறன்களை அடையாளம் காண்கிறார்.	பயன்பாடு (BTL 3)	2,3,6,8,9,10
CLO 2	பாடநூல் திறனாய்வை விமர்சிக்கிறார்.	மதிப்பீடு (BTL 5)	2,3,6,8,9,10
CLO 3	இலக்கிய திறனாய்வு கொள்கைகளை விளக்குகிறார்.	புரிதல் (BTL 2)	2,3,6,8,9,10
CLO 4	வினாத்தாள் பகுப்பாய்வை அட்டவணைப்படுத்துகிறார்.	மதிப்பீடு (BTL 5)	2,3,6,8,9,10
CLO5	குறையறி மற்றும் அடைவுத்தேர்வு வினாத்தாள்களைத் தயாரிக்கிறார்.	படைப்பாற்றல் (BTL 6)	2,3,6,8,9,10

CLO 6	ஒன்பதாம் வகுப்பு செய்யுள் உரைநடைப் பாடப்பொருளைத் தொகுத்துரைக்கிறார்.	புரிதல் (BTL 2)	2,3,6,8,9,10
CLO 7	இலக்கிய நயங்களைக் கட்டமைக்கிறார்.	படைப்பாற்றல் (BTL 6)	2,3,6,8,9,10
CLO 8	இலக்கணப் பயன்பாட்டுதிறன்களைத் தொகுத்துரைக்கிறார்.	புரிதல் (BTL 2)	2,3,6,8,9,10

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ஒன்பதாம் வகுப்பு செய்யுள் உரைநடைப் பாடப்பொருளைத் தொகுத்துரைக்கிறார்.

புரிதல் (BTL 2)

Course XIII: Pedagogy of Computer Science - II

B.Ed.: Sem. II   **Course Code: BPC2**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher

1. evaluates the Computer Science school textbook. (BTL 5)
2. analyses the uses of computers in educational planning. (BTL 4)
3. describes the role of computers in educational administration. (BTL 1)
4. constructs diagnostic and achievement tests. (BTL 6)
5. applies the methods and techniques of evaluation in teaching Computer Science. (BTL 3)
6. compiles the concepts of object-oriented language. (BTL 6)
7. estimates the applications of Computer Science. (BTL 4)
8. recognizes the use of Tamil language in internet. (BTL 1)

Unit I: Learning Resources (L.10, T.2, P.3)

Meaning - Qualities of good Computer Science textbook - Use of textbook in and outside the classroom - Criteria for evaluation of a Computer Science textbook - Setting a Computer Science library - Values of a Computer Science library

Unit II: Recent Trends in Computer Science Education (L.5, T.2, P.3)

Educational Planning: Types, Process and Advantages - Role of Computers in Educational Administration: Payroll - Administration of Student Data - Inventory management - Library systems - Test administration and answer scoring and Question banking – Computers in open learning systems

Unit III: Evaluation (L.12, T.2, P.3)

Concept, objective, tools and techniques, Criteria and norm referenced tests, Types of test, Principles of test construction and administration of an achievement test, Blueprint, Characteristics of a good test, Item analysis, Continuous and Comprehensive Evaluation, Computer Aided Evaluation, Online examination

Unit IV: Object Oriented Language C++ (Standard – XI) (L.10, T.2, P.3)

Introduction to C++ - Character set – Lexical units – I/O operators - Data Types, Variables and Expressions - Flow of control: Statements - Control Statements, Selection statements, Iteration statements, Jump statements - Arrays - Classes and Objects - Polymorphism - Inheritance

Unit V: Computer Ethics and Cyber Security (Standard - XI) (L.13, T.2, P.3)

Introduction - Ethics – Computer ethics – Ethical issues – Cyber security and threats – Introduction to information technology act – Tamil computing – Tamil in internet – Search engines in Tamil – e-Governance – e-Library – Tamil typing and interface software - Tamil Information Interchange Coding Systems

Practicum (any two)

1. Create your own blog and post learning materials for your students.
2. Develop a simple employee payroll management system.
3. Identify the differences between JavaScript functions and C++ functions.
4. Prepare a report on school cyber security management.
5. Write a reflective report on the initiatives of Ministry of Education for computer literacy.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	evaluates the Computer Science school textbook.	Evaluating (BTL 5)	3,4,5,6,9,10
CLO 2	analyses the uses of computers in educational planning.	Analysing (BTL 4)	3,4,5,6,8,9
CLO 3	describes the role of computers in educational administration.	Remembering (BTL 1)	3,4,5,6,8,10
CLO 4	constructs diagnostic and achievement tests.	Creating (BTL 6)	3,4,5,6,8,9,10
CLO5	applies the methods and techniques of evaluation in teaching Computer Science.	Applying (BTL 3)	2,3,4,5,6,8,9,10
CLO 6	compiles the concepts of object-oriented language.	Creating (BTL 6)	4,5,6,9,10
CLO 7	estimates the applications of Computer Science.	Analysing (BTL 4)	4,5,6,8,9,10
CLO 8	recognizes the use of Tamil language in internet.	Remembering (BTL 1)	3,4,5,6,8,9,10

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<h1 style="text-align:center">Course XIII: Pedagogy of Mathematics – II</h1>

B.Ed.: Sem. II   **Course Code: BPM2**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher

1. infers the knowledge of modern approach in Mathematics education. (BTL 6)
2. designs improvised aids for teaching Mathematics. (BTL 6)
3. identifies the Open Education Resources in Mathematics. (BTL 3)
4. selects the suitable evaluation techniques in Mathematics. (BTL 3)
5. constructs diagnostic and achievement tests. (BTL 6)
6. develops the skill in writing Visual Basic programs. (BTL 6)
7. analyses the content of various branches of Mathematics. (BTL 4)
8. reviews the content of school syllabus related to Mathematics. (BTL 2)

Unit I: Learning Resources (L.12, T.2, P.3)

Instructional Aids – Improvised aids – Electronic media **:** Radio, TV, CCTV - Individualised instruction: Meaning, characteristics and advantages - Programmed Learning Material (PLM) - Computer Assisted Instruction (CAI): Meaning, steps, modes, advantages and limitations -Intelligent Tutoring System (ITS) in teaching mathematics - Online mode of teaching Mathematics - Open Education Resources (OERs) in Mathematics - Mathematics library - Need and importance - Mathematics text book: Need and qualities - Mathematics workbook: Function and characteristics

Unit II: Recent Trends in Mathematics Education (L.11, T.2, P.3)

Visual Basic - Integrated development environment - Project window - Tool box - Control structure: If, If - then else, Nested if, Select case - Loop Structure: do while loop, For Next Loop - Form layout window - Properties window - Programs: Calculating simple interest, compound interest - Area of a triangle - Area of a circle - Testing odd and even number - Testing the nature of the roots - Volume of a cone, a sphere, cylinder - Solving quadratic equation

Unit III: Evaluation (L.10, T.2, P.3)

Evaluation: Meaning, Need and Importance - Characteristics of a good test in Mathematics: Validity, reliability and objectivity - Different types of test items: Objective, short answer, essay - Nature and construction of diagnostic test and achievement test - Action research in Mathematics teaching

Unit IV: Relations and Functions, Algebra, Coordinate Geometry (L.9, T.2, P.3)

Relations and Functions: Concept, types and composition - Algebra: Simultaneous linear equation in three variable, GCD & LCD of Polynomials, Rational Expressions - Coordinate Geometry: Area of Triangle and Quadrilateral, Inclination of a line, straight line

Unit V: Trigonometry, Mensuration, Probability (L.8, T.2, P.3)

Trigonometry: Trigonometric identities, Heights and Distances - Mensuration: Surface Area and Volume of Right Circular Cylinder, Hollow cylinder, right circular cone, sphere and hollow hemisphere - Probability: Probability of the event, addition theorem of probability

Practicum (any two)

1. Design a model question paper based on Bloom's Taxonomy.
2. Create a booklet on puzzles in Mathematics.
3. Prepare a lab record on Visual Basic.
4. Develop a CAI package for any one of the topic from Standard IX Mathematics syllabus.
5. Prepare a list of Mathematics websites.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	infers the knowledge of modern approach in Mathematics education.	Creating (BTL 6)	3,4,6,8,9,10
CLO 2	designs improvised aids for teaching Mathematics.	Creating (BTL 6)	3,4,6,8,9,10
CLO 3	identifies the Open Education Resources in Mathematics.	Applying (BTL 3)	3,4,6,8,9,10
CLO 4	selects the suitable evaluation techniques in Mathematics.	Applying (BTL 3)	3,4,6,8,9,10
CLO5	constructs diagnostic and achievement tests.	Creating (BTL 6)	3,4,6,8,9,10
CLO 6	develops the skill in writing Visual Basic programs.	Creating (BTL 6)	3,4,5,6,8,9,10
CLO 7	analyses the content of various branches of Mathematics.	Analysing (BTL 4)	3,4,5,6,8,9,10
CLO 8	reviews the content of school syllabus related to Mathematics.	Understanding (BTL 2)	3,4,5,6,8,9,10

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Course XIII: Pedagogy of Physical Science - II

B.Ed.: Sem. II   **Course Code: BPP2**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher

1. prepares various aids for teaching Physical Science. (BTL 6)
2. designs improvised apparatus for teaching Physical Science. (BTL 6)
3. analyses the Physical Science school textbook. (BTL 4)
4. explains the concept of STEM Education. (BTL 2)
5. appraises the emerging strategies of teaching Physical Science. (BTL 5)
6. analyses the various types of test items. (BTL 4)
7. constructs diagnostic and achievement tests for Physical Science. (BTL 6)
8. illustrates the fundamental concepts of Physics and Chemistry. (BTL 2)

Unit I: Learning Resources (L.12, T.2, P.3)

Visual Resources: Pictures - Flashcard - Charts - Posters – Models - Improvised apparatus - ICT Resources: Television - Internet - e-resources - Local Resources: ISRO Propulsion Complex (IPRC), Nuclear Power Plant, District Science Centre & Equatorial Geophysical Research Laboratory (ECRL) - Multimedia - Smart Classroom - Science Textbook: Qualities of a Good Science Textbook - Criteria for Evaluation of Science Textbooks - Science Library: Values - Journals in Physical Science

Unit II: Recent Trends in Physical Science Education (L.11, T.2, P.3)

Emerging Branches of Science: Bio-Technology - Nano-Technology - Chemo-Informatics - Geo-Informatics - Information Technology – Science, Technology, Engineering, and Mathematics (STEM) Education – Action Researcj - Cooperative Learning - Types and Methods - Brain-Based Learning - Collaborative Learning - Flipped Learning - Blended Learning - e-Learning

Unit III: Evaluation (L.9, T.2, P.3)

Evaluation: Meaning, Need and Importance - Characteristics of a good test: Validity, reliability and objectivity - Different types of test items: Objective, short answer, essay - Diagnostic Test - Item Analysis - Remedial Teaching - Achievement Test - Blue Print - Principles of Test Construction - Criteria of a Good Test

Unit IV: Fundamentals of Physics (Standard IX) (L.9, T.2, P.3)

Light: Real and Virtual images - Curved Mirrors - Concave Mirror - Convex Mirror - Total Internal Reflection - Heat: Effects of Heat - Transfer of Heat - Concept of Temperature - Specific Heat Capacity - Thermal Capacity - Sound: Speed of Sound - Reflection of Sound - ECHO - Reverberation - Ultrasonic Sounds - SONAR

Unit V: Fundamentals of Chemistry (Standard IX) (L.9, T.2, P.3)

Acids, Bases and Salts - Carbon and its Compounds: Compounds of Carbon, Physical and Chemical Properties of Carbon - Plastics - New rules to make Tamil Nadu Plastic Free - Role of Students in the Prevention of Plastics - Applied Chemistry: Pharmaceutical

Chemistry - Electro Chemistry - Radio Chemistry - Dye Chemistry - Agriculture and Food Chemistry - Forensic Chemistry

Practicum (any two)

1. Design a plan for a Physical Science class using any one of the emerging strategies.
2. Prepare any two improvised apparatus.
3. Construct 20 objective type questions from Physical Science content in Standard IX Science textbook.
4. Conduct a discussion (select two topics from unit I or II) and prepare a report.
5. Prepare different types of charts.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	prepares various aids for teaching Physical Science.	Creating (BTL 6)	2,3,4,6,8,9,10
CLO 2	designs improvised apparatus for teaching Physical Science.	Creating (BTL 6)	2,3,4,6,8,9,10
CLO 3	analyses the Physical Science school textbook.	Analysing (BTL 4)	3,4,6,8,9,10
CLO 4	explains the concept of STEM Education.	Understanding (BTL 2)	3,4,6,8,9,10
CLO5	appraises the emerging strategies of teaching Physical Science.	Evaluating (BTL 5)	3,4,6,8,9,10
CLO 6	analyses the various types of test items.	Analysing (BTL 4)	3,4,6,8,9,10
CLO 7	constructs diagnostic and achievement tests for Physical Science.	Creating (BTL 6)	3,4,6,8,9,10
CLO 8	illustrates the fundamental concepts of Physics and Chemistry.	Understanding (BTL 2)	3,4,6,8,9,10

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Course XIII: Pedagogy of Biological Science - II

B.Ed.: Sem. II   **Course Code: BPB2**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher
1. develops and use various learning resources in Biology teaching. (BTL 6)
2. estimates the recent trends in Biological Science. (BTL 5)
3. identifies the different type of tissue culture (BTL 3)
4. categorizes the various digital resources for teaching of Biology. (BTL 4)
5. analyzes the assessment in pedagogy of Biological Science. (BTL 4)
6. distinguishes between assessment and evaluation. (BTL 5)
7. recognizes the importance of organ systems. (BTL 1)
8. practices the concepts of economic biology. (BTL 3)

Unit I: Learning Resources (L.12, T.2, P.3)

Textbook – Handbooks - laboratory manuals – Encyclopedia- Developing and using Charts – graphs - bulletin boards – models - science kits – museum- botanical garden - national parks - aquarium, vivarium and terrarium -herbarium - Using community resources for Biology learning - specimens: collection and preservation methods - preparation of slides - Science laboratories: designing – management - safe practices - Improvised aids - Developing and using digital resources: websites, videos, games, simulations, mobile apps, presentation, OER, interactive multimedia resources, e-books, podcasts, digital concept maps and digital graphics

Unit II: Recent Trends in Biological Science Education (L.10, T. 2, P.3)

Microbiology: Meaning - Scope - History - Classification of microorganisms (Whittaker) - Biotechnology: Plant Tissue Culture - Media preparation, Types of tissue culture and its applications - Immunology: Overview of Immune system - Components of immune system: Innate, Adaptive (cell mediated and humoral) – Passive and Active: Artificial and Natural Immunity - Genetic engineering: Applications of genetic Engineering

Unit III: Evaluation (L.10, T.2, P.3)

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

Unit IV: Plant Physiology and Organ Systems in Animals (Standard - IX) (L.8, T.2, P.3)

Tropism in Plants - Types of Tropism - Nastic Movements - Photosynthesis - Transpiration - Types - Exchange of gases - Human digestive system: Structure of the alimentary canal - Human excretory system: Skin- Kidneys - Structure of Nephron - Mechanism of urine formation - Human Reproductive system: Male reproductive system - Female reproductive system

Unit V: Economic Biology (Standard - IX) (L.10, T.2, P.3)

Horticulture: Pomology or fruit farming - Olericulture or vegetable farming - Floriculture or Flower farming - Landscape gardening - Manuring (Biomanuring): Animal manure - Compost - Green manure - Biofertilizers: Types of Biofertilizers - Medicinal plants - Mushroom cultivation - Hydroponic - Aeroponics - Aquaponics - Dairy farming: cattle breeds - Composition of cattle feed - Feed management - improvement of livestock development in India - Aquaculture: Types of aquaculture - Prospects of aquaculture - Pisciculture: Types of fish culture - Types of ponds for fish culture - cultivable food fishers - nutritional value of fishers - Prawn Culture: Types of prawn culture - Methods of prawn culture - Vermitechnology: Vermiculture - Vermicomposting - Apiculture: Types of Honey bee - varieties of honey bee - Structure of bee comb - Products from honey bee

Practicum (any two)
1. Collect and preserve Biological specimens.
2. Prepare a report on important Indian Herbaria.
3. Analyse any two websites for recent trends in Biology and write a report on it.
4. Organize a field trip and prepare nature album.
5. Visit a local dairy plant at Reddiyarpatti and prepare a report.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	develops and use various learning resources in biology teaching.	Creating (BTL 6)	3,4,6,8,9,10
CLO 2	estimates the recent trends in Biological Science.	Evaluating (BTL 5)	1,4,6,7,9,10
CLO 3	identifies the different type of tissue culture	Applying (BTL 3)	3,4,6,8,7,10
CLO 4	categorizes the various digital resources for teaching of Biology.	Analysing (BTL 4)	3,4,5,6,8,9,10
CLO5	analyzes the Assessment in Pedagogy of Biological Science.	Analysing (BTL 4)	3,4,6,8,9,10
CLO 6	distinguishes between assessment and evaluation.	Evaluating (BTL 5)	3,4,6,8,9,10
CLO 7	recognizes the importance of organ systems.	Remembering (BTL 1)	3,4,6,7,8,9,10
CLO 8	practices the concepts of economic biology.	Applying (BTL 3)	3,4,6,8,9,10

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Course XIII: Pedagogy of History - II

B.Ed.: Sem. II   **Course Code: BPH2**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher
1. recognizes the learning resources in History. (BTL 1)
2. differentiates modern aids from traditional aids. (BTL 4)
3. reviews the recent trends in teaching History. (BTL 2)
4. identifies the difficulties in learning of History. (BTL 3)
5. discriminates the assessment tools of teaching learning History. (BTL 5)
6. constructs diagnostic and achievement tests in History. (BTL 6)
7. examines physical Geography of India. (BTL 3)
8. appraises the economic development of India. (BTL 5)

Unit I: Learning Resources (L.10, T.2, P.3)

Audio visual aids: Meaning, characteristics, principles and importance - Traditional and modern aids: Black board, text book, Radio, TV, Internet, Slide Show presentation, Films, Maps, Charts, Time lines, Models, , Satellite imageries, Atlas and Globe

Unit II: Recent Trends in History Education (L.10, T.2, P.3)

Recent trends in teaching: Mind mapping - Activity Based Learning (ABL) and Active Learning Methods (ALM) - Action research - Recent trends in learning: Field trip, Educational tours, Community camps, Collaborative Learning, Bal-Panchayat- - Difficulties in learning of History

Unit III: Evaluation (L.12, T.2, P.3)

Assessment: Meaning, need, functions and importance - Assessment tools: Tests: Oral, written: Essay, short answer and objective tests - Diagnostic test: Meaning, need, importance and preparation - Achievement test: Meaning, need, importance, blue print and preparation - Test administration - Interpretation of test results

Unit IV: Man and Environment (Standard-IX) (L.9, T.2, P.3)

Environment: Meaning and definition - Classification of environment: Natural, human and manmade - Population: Growth, distribution and density - Over population and under population - Human settlements: Meaning and definition - Classification of human settlements: Rural and urban - Economic activities: Meaning and definition - Types of economic activities: Primary, Secondary, Tertiary, Quaternary and Quinary - Deforestation and need for sustainable development - Mapping skills: Meaning and definition - Components of map: Title, Scale, Direction, Grid System, Projection, Legend, Conventional Signs and Symbols - Remote sensing as a source of map data: Aerial photography, Satellite remote sensing, Global Navigation Satellite System: Global Positioning System and Geographic Information System

Unit V: Economic Development and Employment (Standard - IX) (L.9, T.2, P.3)

Understanding development: Perspectives, measurement and sustainability: Development perspectives, indicators of economic development: Net National Product (NNP), Per Capita Income (PCI), Purchasing Power Parity (PPP) and Human Development Index (HDI) - Sustainability of development: Natural resources: Renewable resources and non-renewable resources - Use of non-conventional sources of energy: Solar power - Employment in India and Tamil Nadu: Employment sectors: Primary, secondary and tertiary - Types of employment: Organised, unorganised, public and private sector - Money and credit: Barter system, Coins, Natural money, Paper money - Functions of money - Relationship between money and price - Electronic transactions

Practicum (any two)
1. Develop a radio program.
2. Prepare a mind map for a topic from Standard IX History syllabus.
3. Construct an achievement test.
4. Draft a reflective report on the environment of your locality.
5. Prepare a report on the available natural resources in your locality.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	recognizes the learning resources in History.	Remembering (BTL 1)	2,3,4,6,8,9,10
CLO 2	differentiates modern aids from traditional aids.	Analysing (BTL 4)	2,3,4,6,8,9,10
CLO 3	reviews the recent trends in teaching History.	Understanding (BTL 2)	2,3,4,6,8,9,10
CLO 4	identifies the difficulties in learning of History.	Applying (BTL 3)	2,3,4,6,8,9,10
CLO5	discriminates the assessment tools of teaching learning History.	Evaluating (BTL 5)	2,3,4,6,8,9,10
CLO 6	constructs diagnostic and achievement tests in History.	Creating (BTL 6)	2,3,4,6,8,9,10
CLO 7	examines physical Geography of India.	Applying (BTL 3)	2,3,4,6,8,9,10
CLO 8	appraises the economic development of India.	Evaluating (BTL 5)	2,3,4,6,8,9,10

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Course XIV: Pedagogy of General English – II

B. Ed: Semester II   **Course Code: BPGE2**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher

1. differentiates various methods and approaches of English Language Teaching. (BTL 4)
2. summarises the importance of teaching listening and speaking skill. (BTL 2)
3. recognises the importance of Reading and writing skills. (BTL 1)
4. infers the role of teachers in testing LSRW skills. (BTL 6)
5. practises the professional competencies needed for an English Teacher. (BTL 2)
6. practises the use of instructional aids in teaching English. (BTL 3)
7. analyses the factors affecting language teaching and learning. (BTL 4)
8. integrates technology in teaching English Language. (BTL 6)

Unit: I Methods and Approaches of English Language Teaching (L.9, T.2, P.3)

Aims and objectives of teaching English at primary, secondary and higher level – Methods: Grammar Translation method - Bilingual method – Direct method – Play-way method - ABL and ALM methods. Approaches: Structural-Situational approach – Communicative Approach- Merits and Demerits

Unit II: Teaching Developing and Testing of Listening and Speaking skill (L.9, T.2, P.3)

Listening skill: Kinds of Listening Materials – Three phases of teaching – Listening Activities – Testing Listening – Role of the teacher in testing listening skill

Speaking skill: Need – Causes of defective pronunciation in English - Activities for developing oral fluency. Role Play. Narrating incidents, speech sounds, Simulations Information Gap, Brainstorming. Storytelling, interviews, Story Completion. Role of the teacher in testing speaking skill

Unit III: Teaching Developing and Testing of Reading and Writing skill (L.12, T.2, P.3)

Reading Skill: Types of reading: Loud reading, silent reading, intensive reading or critical reading, skimming – scanning - extensive, intensive reading- Methods of teaching reading for beginners – Developing reading activities. Role of the teacher in testing reading skill

Writing Skill: Mechanical skills, grammatical skills, discourse skills and judgment skills. Mechanics of Writing – Sub-skills in writing – Characteristics of a good Handwriting: Distinctiveness, legibility, simplicity, uniformity, spacing, capitalization, punctuations and speed - Common problems in writing – Testing writing skills - Role of the teachers in testing writing skill

Unit IV: Enhancing Professional Competencies of an English Teacher (L.11, T.2, P.3)

Developing the professional competencies of an English Teacher – Essential skills for modern teachers: Thinking skills, Communication Skills, Social skills, self-management skills, Research Skills, Critical thinking skills, Problem solving skills – Factors affecting language teaching and learning

Unit V: Resources for Teaching English (L.9, T.2, P.3)

Impact of Technology in language Learning – Audio-Visual Aids: Textbooks, films, plays, radio programs, multimedia, digital learning resources (video- audio, animations, images, lectures, speeches). Blackboard - Role of Teachers in Language Laboratory - ELT Websites – Text book: Need and functions of a text book, characteristics and analysis of a good English textbooks

Practicum (any two)

1. Write a Critical review on any English book.
2. Prepare a role play integrating LSRW skills.
3. Draw a stick diagram on a concept.
4. Write a reflective report on ELT website.
5. Create a digital presentation on the skills needed for an English teacher.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	differentiates various methods and approaches of English Language Teaching.	Analysing (BTL 4)	2,3,4,6,8,9,10
CLO 2	summarises the importance of teaching listening and speaking skill.	Understanding (BTL 2)	2,3,4,6,8,9,10
CLO 3	recognises the importance of Reading and writing skills.	Remembering (BTL 1)	2,3,4,6,8,9,10
CLO 4	infers the role of teachers in testing LSRW skills.	Creating (BTL 6)	2,3,4,6,8,9,10
CLO5	practises the professional competencies needed for an English Teacher.	Understanding (BTL 2)	2,3,4,6,8,9,10
CLO 6	practises the use of instructional aids in teaching English.	Applying (BTL 3)	2,3,4,6,8,9,10
CLO 7	analyses the factors affecting language teaching and learning.	Analysing (BTL 4)	2,3,4,6,8,9,10
CLO 8	integrates technology in teaching English Language.	Creating (BTL 6)	2,3,4,5,6,8,9,10

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Course XIV: பொதுத்தமிழ் கற்பித்தல் - II

B.Ed.: Sem. II **Course Code: BPGT2** **Credits: 3**

கற்றல் விளைவுகள்:

ஆசிரியமாணவர்

1. பாடத்திட்டமுறைகளை மேற்கொள்கிறார். (BTL 3)
2. தமிழ் இலக்கிய வளங்களை விவரிக்கிறார். (BTL 2)
3. முத்தமிழ் வளர்ச்சி நிலையை விளக்குகிறார். (BTL 2)
4. விழுமங்களை நிறுவுகிறார். (BTL 6)
5. சங்ககால இலக்கியங்களின் விழுமங்களைப் பகுப்பாய்வு செய்கிறார். (BTL 4)
6. பாடப்பொருள் திறன்களைத் தொடர்புபடுத்துகிறார். (BTL 3)
7. ஏழாம் வகுப்பு செய்யுள் உரைநடைப் பாடப்பொருளைத் தொகுத்துரைக்கிறார். (BTL 2)
8. இலக்கணப் பயன்பாட்டுத்திறனை வெளிப்படுத்துகிறார். (BTL 6)

அலகு I: பாடத்திட்டம் அமைப்பதற்கான கோட்பாடுகள் (L.14,T.2,P.3)

பாடத்திட்டம் விளக்கம், உட்கூறுகள், பாடக்குறிப்பு இன்றியமையாமை, நன்மைகள், ஆசிரியர் மனதிற் கொள்ளவேண்டியன, பாடத்திட்டத்திற்கும், ஆசிரியர் கற்பித்தல் குறிப்பிற்குமுள்ள வேறுபாடுகள், பாடத்திட்டப் பயிற்சி: செய்யுள், உரைநடை, இலக்கணம், துணைப்பாடம், கட்டுரை

அலகு II: முத்தமிழ் வளர்ச்சிநிலை (L.12,T.2, P.3)

இயல் தமிழ்: இலக்கியம் விளக்கம், மரபு, புதுக்கவிதை, கவிதை மேனாட்டார், தமிழறிஞர்கள் தரும் விளக்கம், இலக்கிய வடிவங்கள்: கற்பனை விளக்கம், வகைகள், உணர்ச்சி விளக்கம், வவைகள், வடிவம் விளக்கம், வடிவ கூறுகள், பாடுப்பொருள், உள்ளுறை உவமம், இறைச்சி, செய்யுள் நலம் பாராட்டல் - இசைத்தமிழ்: தொல்காப்பியம், சிலப்பதிகாரத்தில் காணப்படும் இசைக்குறிப்புகள், தேவார இசைக்கூறுகள், பிற்கால வளர்ச்சிநிலை - நாடகத்தமிழ்: தோற்றம், வளர்ச்சி, சிலப்பதிகாரத்தில் காணப்படும் நாடகச் செய்திகள், செய்யுளை நாடகமாக்கிக் கற்பித்தல், நாடக உத்திகள், நாடக வகைகள்

அலகு III: தமிழ் மொழியும் விழுமக்கோட்டுபாடுகள் (L.8, T.2,P.3)

விழுமக் கல்வி: நோக்கங்கள், வகைகள், ஆசிரியர் பங்கு, தேவைகள் - தேசியக் கல்வி ஆராய்ச்சி மற்றும் பயிற்சி குழு பரிந்துரைக்கும் விழுமங்கள், தமிழ் இலக்கியத்தில் சங்ககால முதல் பக்தி இலக்கிய காலம் வரை காணப்பெறும் விழுமங்கள்

அலகு IV: செய்யுள், உரைநடைப் பாடப்பொருள் கற்பித்தல் (L.8,T.2,P.3)

எங்கள் தமிழ் - பேச்சுமொழியும் எழுத்துமொழியும் - கலங்கரைவிளக்கம் - தமிழரின் கப்பற்கலை - காடு - அழியாச் செல்வம் - விலங்குகள் உலகம் - புலி தங்கியகுகை - கீரைப்பாத்தியும் குதிரையும் - வாழ்விக்கும் கல்வி - பேசும் ஓவியங்கள் (ஏழாம் வகுப்பு பாடப்பொருள்.)

அலகு V: இலக்கணம், துணைப்பாடப் பொருள் கற்பித்தல் (L.8,T.2,P.3)

குற்றியலுகரம், குற்றியலிகரம் - சொல்லடைகள் - இலக்கியவகை சொற்கள் - ஆழ்கடலின் அடியில் - நூல்வகைக் குறுக்கங்கள் - இந்திய வனமகன் - ஓரெழுத்து ஒருமொழி - பள்ளி மறுதிறப்பு - பகுபதம், பகாபதம் - வழக்கு - தொழிற்பெயர் (ஏழாம் வகுப்பு பாடப்பொருள்.)

செய்முறை பயிற்சி (ஏதேனும் இரண்டு)

1. கடிதப்பகுதிக்கு பாடத்திட்டம் எழுதுக.
2. ஏழாம் வகுப்பு செய்யுள் பகுதி ஒன்றை நாடகமாக மாற்றி எழுதுக.
3. ஏழாம் வகுப்பு கப்பற்கலை பாடத்தைக் காட்சிப்படுத்து.
4. ஏழாம் வகுப்பு செய்யுள் பகுதி ஒன்றில் வெளிப்படும் விழுமியங்களை எழுதுக.
5. ஏழாம் வகுப்பு பாடப்பகுதி ஒன்றிற்கு மனவரைபடம் வரைக.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	பாடத்திட்டமுறைகளை மேற்கொள்கிறார்.	பயன்பாடு (BTL 3)	2,3,6,8,9,10
CLO 2	தமிழ் இலக்கிய வளங்களை விவரிக்கிறார்.	புரிதல் (BTL 2)	2,3,6,8,9,10
CLO 3	முத்தமிழ் வளர்ச்சி நிலையை விளக்குகிறார்.	புரிதல் (BTL 2)	2,3,6,8,9,10
CLO 4	விழுமங்களை நிறுவுகிறார்.	படைப்பாற்றல் (BTL 6)	2,3,6,8,9,10
CLO5	சங்ககால இலக்கியங்களின் விழுமங்களைப் பகுப்பாய்வு செய்கிறார்.	பகுப்பாய்வு (BTL 4)	2,3,6,8,9,10
CLO 6	பாடப்பொருள் திறன்களைத் தொடர்புபடுத்துகிறார்.	பயன்பாடு (BTL 3)	2,3,6,8,9,10
CLO 7	ஏழாம் வகுப்பு செய்யுள் உரைநடைப் பாடப்பொருளைத் தொகுத்துரைக்கிறார்.	புரிதல் (BTL 2)	2,3,6,8,9,10
CLO 8	இலக்கணப் பயன்பாட்டுத்திறனை வெளிப்படுத்துகிறார்.	படைப்பாற்றல் (BTL 6)	2,3,6,8,9,10

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Course XVI: Strengthening English Language Proficiency - II

B.Ed.: Sem. II   **Course Code: BES2**   **Credit: 1**

Course Learning Outcomes:

The prospective teacher
1. transfers the learnt English into a variety of situations and responds appropriately. (BTL 3)
2. practises a request in an informal situation. (BTL 3)
3. employs the skill of asking/refusing permission in English. (BTL 3)
4. practises correct phrases in speaking. (BTL 3)
5. originates meaningful suggestions. (BTL 6)
6. facilitates communicating English appropriately in academic and social contexts. (BTL 6)
7. expresses possibilities that may emerge from various situations. (BTL 6)
8. describes the situations existing in our politics. (BTL 1)

Unit I: Making and responding to requests (L.1, P.4)

Making requests in a social environment – Accepting a request - Rejecting a request - Making a request in a formal situation - Making a request in an informal situation - Asking someone to do something for you - Asking if you can do something

Unit II: Seeking Permission (L.1, P.4)

Asking for Permission - Giving Permission - Refusing to give permission - Dialogue - Request 'X" to be the chief guest of the event – request for permission to meet him formally – work with a partner making and accepting offers

Unit III: Expressing and asking for opinion (L.1, P.4)

Phrases for Expression Opinions, Phrases for Expressing Agreement and Disagreement, Phrases for Expressing Interruption - Expressions to ask for opinions in formal and Informal situations. Topics to describe: Describe the village you live in, describe a political leader you like and respect, describe electronic equipment that you have

Unit IV: Making suggestions (L.1, P.4)

Making Suggestions - Accepting Suggestions - Refusing Suggestions. Help your partner decide which item to buy - Warn your partner against doing something - Suggest that your partner change his/her plans - Help your partner make up his/her mind - Suggest doing an activity together

Unit V: Expressing possibility or probability (L.1, P.4)

Expressing Possibility - Expressing impossibility-Talking about possibilities that may emerge from situations - Talk for two minutes on any one of the topics: What would you do if you find a wallet with lot of money but not name or address in it? What would you do if you were suddenly transferred to a state of strange language?

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes

(CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	transfers the learnt English into a variety of situations and responds appropriately.	Applying (BTL 3)	2,3,4,6,9,10
CLO 2	practises a request in an informal situation.	Applying (BTL 3)	3,4,6,7,8,9,10
CLO 3	employs the skill of asking/refusing permission in English.	Applying (BTL 3)	3,4,6,7,8,9,10
CLO 4	practises correct phrases in speaking.	Applying (BTL 3)	3,4,6,8,9,10
CLO5	originates meaningful suggestions.	Creating (BTL 6)	3,4,6,7,8,9,10
CLO 6	facilitates communicating English. appropriately in academic and social contexts.	Creating (BTL 6)	3,4,6,8,9,10
CLO 7	expresses possibilities that may emerge from various situations.	Creating (BTL 6)	3,4,6,7,8,9,10
CLO 8	describes the situations existing in our politics.	Remembering (BTL 1)	3,4,6,7,8,9,10

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Course XVII: Modern Theatre Skills - II

B.Ed.: Sem. II   **Course Code: BEMT2**   **Credit: 1**

Course Learning Outcomes:

The prospective teacher
1. explains the theory of acting. (BTL 2)
2. builds intellectual and aesthetic understanding of the theatre games. (BTL 3)
3. recognizes the measurement of acting. (BTL 1)
4. practices the memory exercise of actor. (BTL 3)
5. analyses the tension of an actor. (BTL 4)
6. develops the skill of script writing. (BTl 6)
7. Produces a play. (BTL 6)
8. practices the play on the stage. (BTL 3)

Unit I: Method of Acting (L.1, P.4)

Theory of Acting - Art of Acting - Measurement of Acting - Method Acting

Practical: Use of Space - Use of Property - Action and Reaction - Concentration and

Observation of theatre Workshop

Unit II: Thought and action (L.1, P.4)

Theatre Games - Mind and body - Body thinking with Practical

Unit III: Memory Exercise and action (L.1, P.4)

Use and balance - The Principles of Co-ordination - Tension on the actor. (With

Practical)

Unit IV: Script Writing (L.1, P.4)

Script Writing – Theory and Practical

Unit V: Play Production (L.1, P.4)

Play Production and Performance on the stage

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	explains the theory of acting.	Understanding (BTL2)	3,4,6,9,10
CLO 2	builds intellectual and aesthetic understanding of the theatre games.	Applying (BTL 3)	3,4,6,9,10
CLO 3	recognizes the measurement of acting.	Remembering (BTL 1)	3,4,6,9,10
CLO 4	practices the memory exercise of actor.	Applying (BTL 3)	3,4,6,7,9,10
CLO5	analyses the tension of an actor.	Analysing (BTL 4)	3,4,6,9,10
CLO 6	develops the skill of script writing.	Creating (BTL 6)	3,4,6,9,10
CLO 7	Produces a play.	Creating (BTL 6)	3,4,6,9,10
CLO 8	practices the play on the stage.	Applying (BTL 3)	3,4,6,9,10

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Semester IV

Course XVII: Curriculum and School Management

B.Ed.: Sem. IV   **Course Code: BCCSM**   **Credits: 4**

Course Learning Outcomes

The prospective teacher

1. analyses the bases of curriculum construction in schools. (BTL 4)
2. identifies the relationship among curriculum framework, curriculum, syllabus and textbooks. (BTL 3)
3. discriminates the various types of models of curriculum development and evaluation. (BTL 4)
4. recognises the role of teachers in curriculum development. (BTL 3)
5. appraises the role of different types of schools in India. (BTL 5)
6. designs a school plant of their own interest. (BTL 6)
7. describes the role of school management committee in the development of school. (BTL 1)
8. compiles the different elements of school management. (BTL 6)

Unit I: Concept and Nature of Curriculum (L.12, T.2, P.5)

Curriculum: Meaning, Concept, Need, Characteristics and Scope – Types of Curriculum: Subject-centred, Student-centred, Core and Integrated – Bases of Curriculum: Philosophical, Psychological and Sociological - Relationship among Curriculum framework, Curriculum, Syllabus and textbooks – National Curriculum Framework (2014)

Unit II: Curriculum Development and Evaluation (L.13, T.2, P.5)

Principles and Procedure of curriculum construction - Curriculum Development: Importance, Models: – Tyler, Hilda Taba and D. K. Wheeler – Curriculum Transaction – Learners at the centre of the Curriculum Transaction - Teachers as curriculum developers and implementers - Evaluation of Curriculum: Need, Process, Models: Robert Stake, Daniel Stufflebeam, Tylerian Objectives based

Unit III: School and its Management (L.15 T.2, P.5)

The School and its Functions - Schools under Different Managements: Government, Central, State and Local Bodies - Private: Aided and Unaided, Residential Schools Run by Social Welfare Corporations, Navodaya Vidyalayas / Kendriya Vidyalayas / Sainik Schools / Railway School - National / State Open Schools - School management: Meaning, Definition, Aims, Objectives, Characteristics, Principles and Scope - Functions of Management: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCoRB)

Unit IV: Management of Physical and Human Resources (L.12, T.2, P.5)

School Plant: Meaning, Importance, Location, Design, Constructions and Maintenance - Components: School Office, Library, Classrooms, Staff Room, Laboratory, Play Ground, School Farm, Assembly Hall, Hostel - School Personnel - Roles and Responsibilities:

Correspondent, Headmaster, Teachers, Non-Teaching Staff - Role of School Management Committees (SMCs), Parent Teacher Associations (PTAs) in School Development

Unit V: Elements of School Management (L.13, T.2, P.5)

Organisational Climate: Meaning and Types - Principles of Time - Table Preparation - School Discipline: Concept and Characteristics - Self Discipline - School Records and Registers: Need, Importance, Types and Modes of keeping Records - Educational Management Information System (EMIS) – Supervision: Meaning, Aims, Qualities of an effective supervision - Classroom Management: Meaning, Definition, Characteristics and Tips for Effective Classroom Management

Practicum (any two)
1. Critically analyse the implementation of National Curriculum Framework (2014).
2. Make a visit to centrally sponsored school and prepare a report.
3. Compare and contrast the functions of State Government schools and Navodaya Vidyalayas.
4. Prepare a questionnaire to find out the leadership style of the head of the institution.
5. Design a school layout of your own interest based on the standard format.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes

(CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	analyses the bases of curriculum construction in schools.	Analysing (BTL 4)	1, 4, 6,9,10
CLO 2	identifies the relationship among curriculum framework, curriculum, syllabus and textbooks.	Applying (BTL3)	1, 4,6,9,10
CLO 3	discriminates the various types of models of curriculum development and evaluation.	Analysing (BTL 4)	1, 4,6,7,9,10
CLO 4	recognises the role of teachers in curriculum development.	Applying (BTL3)	1, 4,6,7,9,10
CLO5	appraises the role of different types of schools in India.	Evaluating (BTL 5)	1, 4, 6,7,9,10
CLO 6	designs a school plant of their own interest.	Creating (BTL 6)	1, 4,6,7,9,10
CLO 7	describes the of school management committee in the development of school.	Remembering (BTL 1)	1, 4,5,6,7,9,10
CLO 8	compiles the different elements of school management.	Creating (BTL 6)	1, 4,6,7,9,10

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Course XVIII: Soft Skills Development

B.Ed.: Sem. IV   **Course Code: BCSD**   **Credits: 4**

Course Learning Outcomes:

The prospective teacher

1. differentiates soft skills from hard skills. (BTL 4)
2. illustrates the ways of developing soft skills. (BTL 3)
3. analyses his/her strengths and weaknesses using SWOC analysis. (BTL 4)
4. develops effective communication skills. (BTL 6)
5. facilitates the CAST skills. (BTL 6)
6. practices effective presentation skills. (BTL 3)
7. explains the ways of improving perception. (BTL 2)
8. recognises the skills needed for teachers. (BTL 3)

Unit I: Soft Skills (L.12, T.2, P.5)

Soft skills: Meaning, definition, hard skills vs soft skills, components, importance, need, identifying, training and practising soft skills - Soft skills: thinking, coping and social - Improving and developing soft skills

Unit II: Intrapersonal Soft Skills (L.13, T.2, P.5)

Self-awareness - Joe Harry, SWOC analysis, self-confidence - Self-esteem: Definition, ways of improving, Self talk - Empathy - Attitude: Meaning, features, formation, change, positive attitude, power of attitude, developing positive attitude, obstacles - Values: Meaning, importance, formation, types, personal, cultural and social

Unit III: Interpersonal Soft Skills (L.14, T.2, P.5)

Communication: Definition, features, Sources, process, elements, tools for advanced communication - Team building: Meaning, strategies, advantages - Group dynamics: Meaning, need, benefits - Problem Solving Skills (PSS): Definition, meaning, effectiveness, developing PSS and creativity / lateral thinking skills - Decision making skill: Meaning, need, types

Unit IV: CAST Skills (L.12, T.2, P.5)

Conflict management - Assertive skill - Stress management: Meaning, types, sources, managing conflicts - Time Management (TM): Meaning, secrets of TM, steps, overcoming procrastination, negotiations, interview skills

Unit V: Skills for Teachers (L.14, T.2, P.5)

Presentation skills: Meaning, components - Listening skills - Employability skills - Perception: Meaning, factors, improving perception - Body language: Meaning, types, observation and improving gesture - Ethics - Etiquette, meaning, benefits - Motivation: Meaning, definition, developing motivation - Emotions - EI, managing emotions - Rational Emotive Behavior Therapy (REBT), Multiple Intelligence

Practicum (any two)

1. Identify the soft skills of your neighbour by a paper pencil test.
2. Prepare some exercises to develop self-esteem.
3. Know yourself through SWOC analysis and prepare a report.
4. Organize group activity to train assertive skills.
5. Write an assignment on developing rational beliefs.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	differentiates soft skills from hard skills.	Analysing (BTL 4)	1, 4, 5, 6,9,10
CLO 2	illustrates the ways of developing soft skills.	Applying (BTL3)	1, 4,5, 6,9,10
CLO 3	analyses their strength and weaknesses using SWOT analysis.	Analysing (BTL 4)	1, 4,5, 6,7, 9, 10
CLO 4	develops effective communication skills.	Creating (BTL 6)	1, 4,5, 6,7, 9, 10
CLO5	facilitates the CAST skills.	Creating (BTL 6)	1, 4, 5, 6,7, 9, 10
CLO 6	practices effective presentation skills.	Applying (BTL3)	1, 4,5, 6,7, 9, 10
CLO 7	explains the ways of improving perception.	Understanding (BTL 2)	1, 4,5,6,7, 9, 10
CLO 8	recognises the skills needed for teachers.	Applying (BTL3)	1, 4,5, 6,7, 9, 10

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B.Ed.: Sem. IV   **Course Code: BCIE**   **Credits: 4**

Course Learning Outcomes:

The prospective teacher

1. identifies the various forms of educational technology and its educational implications. (BTL 3)
2. compares the different types of instructional media. (BTL 5)
3. criticizes the use of flipped classroom and blended learning in education. (BTL 4)
4. extends the basic concept of Information and Communication Technology. (BTL 2)
5. assesses the use of google learning apps in education. (BTL 5)
6. analyses the impact of ICT in the classroom. (BTL 4)
7. recognises the basic concept of Artificial Intelligence and its applications. (BTL 3)
8. evaluates the use of Artificial intelligence in education. (BTL 5)

Unit I: The Concept of Educational Technology (L.11 T.2, P.5)

Educational Technology: Concept, Definition, Objectives, Need, and Scope - Technology in Education and Technology of Education - Forms of Educational Technology: Teaching, Instructional and Behavioural Technology – Importance of Educational Technology for a Teacher

Unit II: Instructional Media and Emerging Strategies (L.13, T.2, P.5)

Instructional Media: Need, Importance and Classification - Edgar Dale's Cone of Experience - Types of Media: Print and Non-print Media - Selection and Integration of Media in Teaching Learning Process - Multi-media Package - Learning Management System (LMS): Need and importance-Flipped Classroom - Blended Learning and m-Learning: Merits and Demerits

Unit III: ICT in Education (L.14, T.2, P.5)

ICT: Meaning, Definition and Importance - Computer Assisted Instruction (CAI) - Programmed Instruction: Linear and Branching - Uses of MS-Office in Education - E-learning - E-Resources in Teaching-Learning: E-Book, E-Journal –Videoconferencing: Meaning, Types and Softwares - Google Apps for Education: Google Drive, Google Meet and Google Classroom-Interactive White Board: Meaning, Components and Types - ICT Tools used for Testing and Assessment (evaluation)

Unit IV: Communication, Interaction and Emerging Educational Technologies (L.14, T.2, P.5)

Meaning and Types of Communication - Communication Cycle - Factors affecting Communication - Techniques of Good Communication - Classroom Interaction Analysis: FIACS: Concept, Assumptions, Coding and Decoding Procedures - Internet - Email - Using Blogs in Teaching and Learning - Recent Communication Technologies in Education - Cloud Computing – MOOCs

Unit V: Artificial Intelligence in Education (L.13, T.2, P.5)

Artificial Intelligence (AI) - Difference between AI and Human Intelligence - Natural Language Processing (NLP): Stages and Application – Augmented Reality and its applications - Virtual Reality - Virtual Classroom - Intelligent Tutoring System (ITS) - Bio-metric Classroom Attendance - Using Artificial Intelligence Applications in Education - Digital India

Practicum (any two)

1. Develop a linear programme with 15-20 frames.
2. Design a digital presentation with narration on any of the topic from the above units.
3. Prepare a report on the Merits and Demerits of any one of the social media.
4. Create a Blog/website of your own.
5. Create a Google Classroom. Add any 5 students (from peer group). Upload any material and share the link.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	identifies the various forms of educational technology and its educational implications.	Applying (BTL3)	1, 4, 5, 6,9,10
CLO 2	compares the different types of instructional media.	Evaluating (BTL5)	1, 3, 4, 5, 6,9,10
CLO 3	criticizes the use of flipped classroom and blended learning in education.	Analysing (BTL 4)	1, 4,5, 6,7, 9, 10
CLO 4	extends the basic concept of Information and Communication Technology.	Understanding (BTL3)	1, 4,5, 6,7, 9, 10
CLO5	assesses the use of google learning apps in education.	Evaluating (BTL 5)	1, 4, 5, 6,7, 9, 10
CLO 6	analyses the impact of ICT in the classroom.	Analysing (BTL 4)	1, 4,5, 6,7, 9, 10
CLO 7	recognises the basic concept of Artificial Intelligence and its applications.	Applying (BTL3)	1, 4,5,6,7, 9, 10
CLO 8	evaluates the use of Artificial intelligence in education.	Evaluating (BTL 5)	1, 4,5, 6,7, 9, 10

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Course XX: Pedagogy of Biological Science - III

B.Ed.: Sem. IV   **Course Code: BPB3**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher
1. examines the principles of curriculum construction. (BTL 3)
2. relates the school curriculum with NCF. (BTL 6)
3. interprets the special qualities of good Biological Science teacher. (BTL 3)
4. expresses the various professional development programmes available for school teachers. (BTL 6)
5. compares the different models of teaching Biological Science. (BTL 5)
6. summarises the various co-curricular activities related to Biology (BTL 2)
7. prepares a plan for organizing Biology Club. (BTL 6)
8. identifies the significance and values of National Scholarships. (BTL 3)

Unit I: Curriculum Construction (L.10, T. 2, P.3)

Curriculum: Definition - Concept - Science curriculum at different stages: Primary, upper primary, secondary and higher secondary - School science curriculum with regard to NCF (2014) - Principles to be observed in the selection of subject content - Logical, psychological, concentric, topical, historical and biographical - NCERT curriculum - Biological Science Curriculum Studies (BSCS) - Nuffield science projects

Unit II: Biology Teacher (L.12, T. 2, P.3)

Biology teacher: Academic and professional qualifications, special qualities needed for a Biology teacher - Professional development programmes: In-service training - Seminar, conferences and orientation courses - Role of reflective practices in professional development of Biology teachers: Field visits, visit to botanical garden, science centre, zoo, national parks - Evaluation of teaching competency: Self-evaluation, pupil's evaluation and colleagues evaluation

Unit III: Models of Teaching (L.8, T. 2, P.3)

Models of teaching: Definition, characteristics, functions and sources - Elements of a model - Types: Bruner's concept attainment model, Ausubel's advance organizer model, William Gordon's Synectics model

Unit IV: Co-curricular Activities (L.10, T.2, P.3)

Co-curricular activities: Debate, discussion, drama, poster making on issues related to Biology - Organizing events on specific day: World Earth day - World Environmental day - International Forest Day - International day for the preservation of the Ozone layer - Role of a teacher in organizing curricular activities - Biology club: Objectives, organization and activities

Unit V: National Scholarships (L.10, T.2, P.3)

National Scholarship Portal - Indian School Talent Search Exam (ISTSE) – National Means cum Merit Scholarship (NMMS) – Central Sector Scheme of Scholarship for College and University Students – Post Graduate Merit Scholarship for University Rank Holders –

Post Graduate Indira Gandhi Scholarship for Single Girl child – Begum Hazrat Mahal National Scholarship: Objective – Eligibility – Procedure of selection for scholarship

Practicum (any two)

1. Compare the Biology text books (elementary and secondary) on the basis of conceptual development and prepare a report.
2. Prepare a digital presentation on models of teaching.
3. Develop a few questions to evaluate the teaching competency of your peers.
4. Write the historical background of NMMS scheme in India.
5. Prepare a poster on issues related to Science.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	examines the principles of curriculum construction.	Applying (BTL 3)	1,4,6,9,10
CLO 2	relates the school curriculum with NCF.	Creating (BTL 6)	1,4,6,9,10
CLO 3	interprets the special qualities of good Biological Science teacher.	Applying (BTL3)	3,4,6,7,8,9,10
CLO 4	expresses the various professional development programmes available for school teachers.	Creating (BTL 6)	4,6,7,8,9,10
CLO 5	compares the different models of teaching Biological Science.	Evaluating (BTL 5)	4,6,9,10
CLO 6	summerises the various co-curricular activities related to Biology.	Understanding (BTL 2)	3,4,6,8,9,10
CLO 7	prepares a plan for organizing Biology Club.	Creating (BTL 6)	3,4,6,7,8,9,10
CLO 8	identifies the significance and values of National Scholarships.	Applying (BTL3)	1,4,5,6,7,9,10

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Course XX: Pedagogy of Computer Science - III

B.Ed.: Sem. IV   **Course Code: BPC3**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher

1. distinguishes curriculum from syllabus. (BTL 5)
2. evaluates the Tamil Nadu Higher Secondary Computer Science curriculum. (BTL 5)
3. identifies the specific qualities of a good computer science teacher. (BTL 3)
4. employs the online assessment tools. (BTL 3)
5. develops the skill in preparing CBI courseware. (BTL 6)
6. appraises the various features of Google drive. (BTL 5)
7. operates the various google apps in education. (BTL 3)
8. explains the basic concepts of Python. (BTL 2)

Unit I: Curriculum Construction (L.8, T.2, P.3)

Meaning - Curriculum, Difference between curriculum and syllabus - Principles of curriculum construction - Selection and organization of content - Approaches in curriculum construction: Concentric, Spiral, Topical and Unitary - Critical evaluation of Tamil Nadu Higher Secondary Computer Science Curriculum

Unit II: Computer Science Teacher (L.9, T.2, P.3)

Academic and professional qualification of a Computer Science teacher - Qualities - In-service training - Evaluation of teachers: Rating by supervisor or peers- Self-evaluation - Evaluation by prospective teachers - Online Assessment tools for teachers

Unit III: Design and Development of CBI Courseware (L.10, T.2, P.3)

Courseware - Writing objectives - Task analysis - Media selection issues - Development styles and screen design - Testing and evaluation - Integrated unitized package - Implementation of software - Criteria for evaluation of a courseware

Unit IV Google apps and Chrome Extensions used in Education (L.12, T.2, P.3)

Google Drive features: Google docs, Google slides, Google sheets, Google forms, Google classroom, Google blogger, Google Sites, and Google calendar – Extension features: Certify Em, Flubaroo, Kami extension, Zorbi, and other applications

Unit V: Computer Language - Python (Standard - XII) (L.11, T.2, P.3)

Python - Variables and Operators - Control structures - Python functions - Strings and String manipulations - Lists, Tuples, Sets and Dictionary - Python Classes and objects - Database concepts - SQL - Python and CSV files - Importing C++ files in Python - Data manipulation through SQL

Practicum (any two)

1. Develop a courseware material for secondary curriculum.
2. Choose any one of the topic to design a mobile app.
3. Organize an online quiz for your classmates in the classroom.
4. Create a student database for complete reference.
5. Design a CSV address book using Python.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	distinguishes curriculum from syllabus.	Evaluating (BTL 5)	1, 4, 6, 9,10
CLO 2	evaluates the Tamil Nadu Higher Secondary Computer Science curriculum.	Evaluating (BTL 5)	1, 4,6,9,10
CLO 3	identifies the specific qualities of a good computer science teacher.	Applying (BTL3)	1, 4,6,7, 9, 10
CLO 4	employs the Online Assessment tools.	Applying (BTL3)	1, 4,6,7, 9, 10
CLO5	develops the skill in preparing CBI courseware.	Creating (BTL 6)	1, 4, 6,7, 9, 10
CLO 6	appraises the various features of Google drive.	Evaluating (BTL 5)	1, 4,6,7, 9, 10
CLO 7	operates the various google apps in education.	Applying (BTL 3)	1, 4,5,6,7,9,10
CLO 8	explains the basic concepts of Python.	Understanding (BTL 2)	1, 4,6,7,9,10

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Course XX: Pedagogy of Special English - III

B.Ed.: Sem. IV   **Course Code: BPE3**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher
1. analyses State Board and Central Board Secondary Education ELT Curriculum. (BTL 4)
2. recognizes the role of language in curriculum transaction. (BTL 3)
3. applies the knowledge of phonetics and linguistics. (BTL 3)
4. classifies the different types of morphemes. (BTL 4)
5. examines the idiomatic expressions. (BTL 3)
6. analyses the constituents of structures. (BTL 4)
7. develops the skills of classroom English. (BTL 6)
8. designs a bridge course for school students. (BTL 6)

Unit I: ELT Curriculum (L.10, T.2, P.3)

Role and significance of curriculum and syllabus - Principles of curriculum development - Steps of curriculum construction - Contents in ELT curriculum - Types of ELT curriculum - Analysis of State Board and CBSE curriculum. - The recommendations of NCF-2005 on language education - Role of language in curriculum transaction - Action Research: Concept, steps and advantages - Action research in ELT

Unit II: Teaching of Phonetics (L.10, T.2, P.3)

Phonetics: Meaning and definition - Phonology, Received Pronunciation (R.P.), International Phonetic Alphabets (IPA) – Syllable division - Organs of speech and speech mechanism - Place and manner of articulation of consonant sounds - Voiced and voiceless sounds, Classification of vowels - Diphthongs - Differences between vowel and consonant sounds - Transcription of passages - Stress: Meaning, primary and secondary stress – Intonation

Unit III - Teaching of Linguistics (L.10, T.2, P.3)

Linguistics: Meaning and definition - Scope of theoretical and applied linguistics - Components of linguistics: Phonetics, phonology, morphology, syntax, semantics and pragmatics - Morphology: Definition - Morpheme: Meaning - Classification of morphemes: Free and bound morphemes - Syntax: Definition - Basic constituents of structures: Noun phrase, verb phrase, adjective phrase, adverb phrase and prepositional phrase - Basic structure of a NP: MHQ (Modifier, Head, Qualifier) - Different types of NP structures: H type, MH type, HQ type and MHQ type - Analysis of constituents of structures using tree diagram

Unit IV: Classroom English (L.8, T.2, P.3)

Classroom English for teachers and students: Vocabulary, Phrases, and Structures - Verbal and non-verbal communication – Idiomatic expressions - Barriers in using a language -Strategies to overcome them

Unit V: Bridging the Gap in ELT (L.12, T.2, P.3)

Bridge course: Meaning, designing a bridge course - Remedial English: Need, planning and organizing different remedial activities at school level - English for Specific

Purposes (ESP): Definition, classification, English for Academic Purposes (EAP), English for Occupational Purposes (EOP)

Practicum (any two)

1. Compare IX standard State Board and CBSE English's textbook.
2. Create a digital presentation on Phonetics.
3. Select a paragraph and analyze its linguistic aspects.
4. Collect the idioms and phrases used in an English newspaper.
5. Prepare a file on expressions of concepts in English.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	analyses State Board and CBSE ELT Curriculum.	Analysing (BTL 4)	1, 4, 6,9,10
CLO 2	recognizes the role of language in curriculum transaction.	Applying (BTL 3)	1, 4,6,9,10
CLO 3	applies the knowledge of phonetics and linguistics.	Applying (BTL 3)	1, 4,6,7, 9, 10
CLO 4	classifies the different types of morphemes.	Analysing (BTL 4)	1, 4,6,7, 9, 10
CLO5	examines the Idiomatic expressions.	Applying (BTL3)	1, 4, 6,7, 9, 10
CLO 6	analyses the constituents of structure.	Analysing (BTL 4)	1, 4,6,7, 9, 10
CLO 7	develops the skills of classroom English.	Creating (BTL 6)	1, 4,5,6,7, 9, 10
CLO 8	designs a bridge course for college students.	Creating (BTL 6)	1, 4,6,7, 9, 10

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Course XX: Pedagogy of History - III

B.Ed.: Sem. IV   **Course Code: BPH3**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher
1. examines the principles of curriculum designing. (BTL 3)
2. analyses the different types of organization of content. (BTL 4)
3. recognizes the importance of resources and equipment in teaching History. (BTL 1)
4. identifies the qualities of a History teacher. (BTL 3)
5. establishes interest for professional growth and enrichment. (BTL 3)
6. manages the needs of various types of learners. (BTL 6)
7. develops competencies of directing students' participation. (BTL 6)
8. prepares a scrap book. (BTL 6)

Unit I: Curriculum Construction (L.11, T.2, P.3)

Curriculum and syllabus: Meaning, definition and difference - Principles of curriculum designing - Theories influencing selection of materials: Culture epoch theory, proceeding from near to remote, doctrine of natural tastes and interests - Organization of content: chronological, topical, concentric, and spiral

Unit II: History Teacher (L.12, T.2, P.3)

Essential qualifications and qualities – Professional development of a History teacher: Meaning, need and importance - History teacher and current affairs: Meaning, nature, scope, objectives, criteria for selecting current affairs and special role of a History teacher - History teacher and controversial issues: Meaning, types, criteria for selecting controversial issues and role of a History teacher - History teaching and national integration: Meaning, need, problems, co-curricular activities and role of History teaching - History teaching and international understanding: Meaning, need, barriers, co-curricular activities and role of History teaching

Unit III: Resources and Equipments (L.9, T.2, P.3)

History classroom library: Need, importance and essential equipments - Textbook: Meaning, importance and qualities - Collateral reading: Objectives, types and materials - History club: Objectives and activities - History *resource* room: Need and essential equipments - History Museum: Importance and essential equipments - Community resources: Guest lectures and community survey - Archaeological resources

Unit IV: Catering to Learning needs of Students (L.10, T.2, P.3)

Diagnosis of children: Meaning, grouping, tools used to group and importance - Enrichment programmes: Project: Meaning, definition, principles, characteristics, steps, types, merits and demerits - Discussion: Meaning, forms, constituents, advantages, disadvantages and role of a History teacher - Supervised study: Meaning, need, methods, merits and demerits - Remedial teaching: Meaning, aims, principles, need, procedures, strategies for remediation, merits and demerits

Unit V: Techniques for Directing Student's Participation (L.8, T.2, P.3)

Students' Participation: Meaning - Forms: Group or individual Participation: Techniques: Intellectual and manipulative - Intellectual: Recitation, drill, review, note taking, use of work book, debate and role play - Manipulative: Preparation of charts, picture album, scrap book, time line, models, interpreting pictures and reading of history related books

Practicum (any two)
1. Analyze the content of the IX Standard Social Science textbook.
2. Prepare the life sketch of any one of your History teacher.
3. Write a reflective report on your visit to a close by museum.
4. Conduct a debate on current events and prepare a reflective report.
5. Create a role play for any historical event.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	examines the principles of curriculum designing.	Applying (BTL3)	1,4,6,9,10
CLO 2	analyses the different types of organization of content.	Analysing (BTL 4)	1,4,6,9,10
CLO 3	recognizes the importance of resources and equipment in teaching History.	Remembering (BTL 1)	4,6,7,9,10
CLO 4	identifies the qualities of a History teacher.	Applying (BTL3)	4,6,7,9,10
CLO5	establishes interest for professional growth and enrichment.	Applying (BTL3)	4,6,7,9,10
CLO 6	manages the needs of various types of learners.	Creating (BTL 6)	4,6,7, 9,10
CLO 7	develops competencies of directing students' participation.	Creating (BTL 6)	4,5,6,7,9,10
CLO 8	prepares a scrap book.	Creating (BTL 6)	4,6,7,9,10

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Course XX: Pedagogy of Mathematics – III

B.Ed.: Sem. IV   **Course Code: BPM3**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher

1. examines the principles of curriculum construction in Mathematics. (BTL 3)
2. analyses the different methods of organization of content. (BTL 4)
3. states the qualities of a Mathematics Teacher. (BTL 1)
4. applies the implication of learning theories in classroom situation. (BTL 3)
5. prepares a plan for organizing a field trip. (BTL 6)
6. appraises the various learning resources in Mathematics. (BTL 5)
7. infers knowledge about Mathematics competitions (BTL 6)
8. integrates the provision for individual differences in Mathematics classrooms. (BTL 6)

Unit I: Curriculum Construction (L.8, T.2, P.3)

Curriculum: Definition - Principles of curriculum construction in Mathematics - Methods of organization of content: Psychological, logical, unitary, integrated, topical and spiral – Curriculum development in Mathematics

Unit II: Mathematics Teacher (L.10, T.2, P.3)

Professional qualification of a Mathematics teacher - Qualities and characteristics of Mathematics Teacher: Individual, professional and Social – Duties of a Mathematics teacher- In-service training - Evaluation of teachers: Rating by supervisor or peers- Self-evaluation - Evaluation by prospective teachers - Online Assessment tools for teachers

Unit III: Models of Teaching (L.12, T.2, P.3)

McCarthy's 4 MAT model of teaching and learning - Concept attainment model (Reception, Selection and unorganized), advanced organiser model and inquiry training model – constructivist approach: 5E Model- Mathematical theory: Repair theory of learning

Unit IV: Co-curricular Activities (L.9, T.2, P.3)

Mathematics club: Functions, organisation and activities - Field trip and its Advantages - Mathematics laboratory: Need, material and equipment – Mathematics Websites - Mathematics Competitions

Unit V: Provision for Individual Differences (L.11, T.2, P.3)

Managing individual differences - Developing speed and accuracy in Mathematics - Remedial measures for slow learners, the differently abled and dyscalculia in the classroom - Meaningful learning: Principles - Drill and review: Principles and advantages - Self-study: Meaning, importance - Group work - Supervised study: Meaning, merits and limitations – Collaborative learning

Practicum (any two)

1. Conduct a quiz competition in Mathematics and write a reflective report.
2. Critically analyse the Mathematics text books to identify the vertical and horizontal linkage.
3. Organize a field trip and write a reflective report based on it.

4. Write an analytical report on any one of the laurels of Mathematics.
5. Identify and prepare a list of Mathematics websites.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	describes the historical developments leading to concepts in modern.	Remembering (BTL 1)	4, 6,9,10
CLO 2	summarises the contributions of Indian and Western Mathematicians.	Understanding (BTL 2)	4,6,9,10
CLO 3	examines the principles of curriculum construction in Mathematics.	Applying (BTL3)	4, 6, 7, 9, 10
CLO 4	analyses the different methods of organization of content.	Analysing (BTL 4)	4, 6, 7, 9, 10
CLO5	applies the implication of learning theories in classroom situation.	Applying (BTL3)	4, 6, 7, 9, 10
CLO 6	prepares a plan for organizing a field trip.	Creating (BTL 6)	4, 6, 7, 9, 10
CLO 7	appraises the various learning resources in Mathematics.	Evaluating (BTL5)	4,5,6,7,9,10
CLO 8	integrates the provision for individual differences in their classrooms.	Creating (BTL 6)	4, 6, 7, 9, 10

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B.Ed.: Sem. IV   **Course Code: BPP3**   **Credits: 3**

Course Learning Outcomes:

The prospective teacher
1. examines the principles of curriculum construction in Physical Science. (BTL 3)
2. analyses the different approaches of curriculum organization. (BTL 4)
3. compares the various models of teaching Physical Science. (BTL 5)
4. analyzes the emerging strategies in teaching Physical Science. (BTL 4)
5. designs a physical science laboratory of their own interest. (BTL 6)
6. selects appropriate remedial measures for common laboratory mishaps. (BTL 1)
7. prepares instructional cards for science laboratory. (BTL 6)
8. identifies the various roles and responsibilities of Physical Science teacher. (BTL 3)

Unit I: Curriculum Construction (L.10, T.2, P.3)

Meaning and Scope - Principles of Curriculum Construction, Selection and Organization of Science Content, Types of Curriculum - Approaches to Curriculum Organization: Spiral Approach, Concentric Approach, Nature Study, Topic Method - Curriculum Improvement Projects in India - UNESCO, UNICEF - Curriculum Improvement Project Abroad - PSSC, CHEM Study and Nuffield projects

Unit II: Physical Science Teacher (L.9, T.2, P.3)

Qualities of a Good Science Teacher - Duties and Responsibilities of a Science Teacher - Teaching as a Profession - Professional Growth of Physical Science Teachers: In-service Training - Different Roles of Science Teacher: Mentor, Scaffolder, Social Engineer, Knowledge Worker, Supervisor, Facilitator and Leader

Unit III: Models of Teaching (L.8, T.2, P.3)

Models: Meaning, Definition, Nature, Elements, Uses - Concept Attainment Model, Advanced Organiser Model, Inductive Thinking Model, Inquiry Training Model with one Illustration for each type of Model - Gagne and Piaget Theory in Science Teaching

Unit IV: Co-curricular Activities (L.8, T.2, P.3)

Co-curricular Activities: Need and Importance - Science Club: Need, Importance, Aims and Objectives, Types and Organization - Science Exhibition and Fair: Importance and Values, Organization - Field Trip: Values, Organization –National Science Day

Unit V: Physical Science Laboratory (L.15, T.2, P.3)

Physical Science Laboratory - Structure and Design: White House Plan, Organization and Maintenance of Physical Science Laboratory, Administration, Grouping of Pupils, Instruction to Pupils, Discipline in the Laboratory, Laboratory Manual - Stock Registers, Instruction Cards - Safety Precautions - Some Common Laboratory Mishaps and their Remedies, Preparation of Indent - Science Kits

Practicum (any two)
1. Critically analyze the different roles of science teacher in the context of your internship practice.

2. Write an instructional plan from standard VIII or IX based on models of teaching.
3. Develop a multimedia package on any one content in Physical Science.
4. Prepare a laboratory instructional card (2 experiments).
5. Write a reflective report on the National Science Day Celebration.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	examines the principles of curriculum construction in Physical Science.	Applying (BTL3)	1, 4, 6,9,10
CLO 2	analyses the different approaches of curriculum organization.	Analysing (BTL 4)	1, 4,6,9,10
CLO 3	compares the various models of teaching Physical Science.	Evaluating (BTL 5)	2, 3, 6,7, 9, 10
CLO 4	analyses the emerging strategies in teaching Physical Science.	Analysing (BTL 4)	1,2,3,5,6,7,9,10
CLO5	designs a physical science laboratory of their own interest.	Creating (BTL 6)	3, 4, 6,7, 9, 10
CLO 6	selects appropriate remedial measures for common laboratory mishaps.	Remembering (BTL 1)	4, 6, 7, 9, 10
CLO 7	prepares instructional cards for science laboratory.	Creating (BTL 6)	4, 5, 6, 7, 9, 10
CLO 8	identifies the various roles and responsibilities of Physical Science teacher.	Applying (BTL3)	1, 4, 6, 7, 8, 9, 10

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Course XX: சிறப்புத்தமிழ் கற்பித்தல் - III

B.Ed.: Sem. IV　　　　　　　　**Course Code: BPT3**　　　　　　　　**Credits: 3**

கற்றல் விளைவுகள்:

ஆசிரியமாணவர்

1. கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் பற்றி பகுத்தாய்கிறார். (BTL 4)
2. ஒலியின் வகைகளை ஒப்பிட்டுப் பார்க்கிறார். (BTL 5)
3. மொழியியல் கோட்பாடுகளை விவரிக்கிறார். (BTL 1)
4. மொழியின் பல்வேறு வளர்ச்சி நிலைகளைப் பயன்படுத்துகிறார். (BTL 3)
5. தமிழ் வளர்த்த சான்றோர்களைப் பற்றி விளக்குகிறார். (BTL 2)
6. வகுப்பறைத்திறன்கள் மேம்படுத்துதல் பயிற்சிதிறன் பெறுகிறார். (BTL 3)
7. தகவல் தொழில்நுட்பத்தைப் பயன்படுத்துக்கிறார். (BTL 3)
8. தமிழ் இணையவழி கல்வியை மதிப்பீடு செய்கிறார். (BTL 5)

அலகுI: கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் (L.12,T.2,P.3)

கலைத்திட்டம், கல்வியின் நோக்கங்கள், தேசியக் கல்விக்கொள்கை: நோக்கங்கள், குறிக்கோள்கள், பரிந்துரைகள், கலைத்திட்டத்தில் தாய்மொழியின் இடம்,கலைத் திட்டம் உருவாக்குவதில் அடிப்படைகொள்கைகள் - கலைத்திட்டத்திற்கும் பாடத்திட்டத்திற்குமுள்ள வேறுபாடுகள்

அலகுII: மொழியியல் கோட்பாடு (L.14,T.2,P.3)

மொழி தோற்றகொள்கைகள், ஒலிமொழியாதல், தமிழ் ஒலிகளின் பிறப்பு, பேச்சு உறுப்புகளும் செயல்பாடுகளும், ஒலியனியல், ஒலியன்களைக் கண்டறிவதற்குத் துணைபுரியும் கொள்கைகள், பிறப்பு அடிப்படையில் உயிரொலிகள், மெய்யொலிகள், வகைகள் (அடைப்பொலி (அ) தடையொலி, மருங்கொலி (அ) பிரிவளி ஒலி, வருடொலி (அ) அடியொலி, அரையுயிர்கள், உரசொலி, மூக்கொலி, ஆடொலி)

அலகுIII: மொழியின் பல்வேறு வளர்ச்சிநிலைகள் (L.8, T.2,P.3)

மொழிபெயர்ப்பு: விளக்கம், நோக்கங்கள், வகைகள், சிக்கல்கள், நன்மைகள் - மொழிபெயர்க்கும்போது கடைப்பிடிக்க வேண்டியவை - அறிவியல் தமிழ்: அறிவியல் தமிழ் முதன்மைப்பெற செய்யவேண்டுவன, ஆக்க வழிமுறைகள் - தமிழ் ஆட்சிமொழி, நீதிமன்றமொழியாய் செயல்படுவதால் ஏற்படும் பயன்கள் - பிறமொழிச் சொற்கள் - தமிழ் வளர்த்த சான்றோர்கள்: உமறுப்புலவர், வீரமாமுனிவர், டாக்டர் கால்டுவெல், ஜி.யு. போப், தேவநேயப்பாவாணர், புதுமைப்பித்தன், வரதராசனார், கி. ராஜநாராயணன், ஜெயகாந்தன், அப்துல் ரகுமான், அ. லூர்துசாமி, சே.ச.

அலகுIV: வகுப்பறைத் திறன்களை மேம்படுத்துதல் (L.8,T.2,P.3)

இலக்கிய கழகங்களின் அமைப்பும் செயல்முறையும், பயன்கள், எழுத்தாற்றலை வளர்த்தல்: பள்ளி இதழ், கையெழுத்து இதழ்கள் தயாரித்தல், படைப்பாற்றல் வளர்க்க உதவும் சூழல், படைப்பாற்றல் வடிவம், தலைப்புத் தருதல், குறிப்புத் தருதல், முடிவை மாற்றித் தருதல் - வகுப்பு நூல், வகுப்பு நூலகங்களில் வைப்பதற்கான நூல் தேர்ந்தெடுக்கும்போது கவனத்தில் கொள்ளத்தக்கவைகள், பள்ளி நூலகம், மேற்கோள் நூலகம் - பார்வை நூல்கள்: நிகண்டுகள், அகராதி, கலைக் களஞ்சியம், அபிதானசிந்தாமணி, மொழியாசிரியர் கடமை

அலகுV: தமிழ் கற்பித்தலில் தகவல் தொழில் நுட்பம் (L.8, T.2, P.3)

மொழிப்பயிற்றாய்வு கூடம் அமைப்பு, பயன் - கணினித் தமிழ்: கணினி வழி மொழிக் கற்பித்தல், பயன்கள் - இலக்கண இலக்கியம் கற்பித்தல், இணையம்: இணையவழிகல்வி, தமிழ் இணையத்தின் சிறப்பு, தமிழ் இணையப் பல்கலைக்கழக நோக்கம், குறிக்கோள் - பல்லூடகம் வழி தமிழ் கற்பித்தல்

செய்முறை பயிற்சிகள் (ஏதேனும் இரண்டு)

1. உயர்தனி செம்மொழி பண்புகளைப் பட்டியலிட்டு எழுதுக.
2. பேச்சுறுப்பு செயல்பாடுகள் குறித்து நழுவல் ஒன்று தயாரிக்க.
3. அறிவியல் கலைச்சொற்களைத் தொகுத்தெழுதுக.
4. கையெழுத்து இதழ் ஒன்றினை உருவாக்குக.
5. ஏதேனும் ஓர் இலக்கிய நூல் பற்றி இணையதள ஒப்பீடு ஒன்று எழுதுக.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் பற்றி பகுத்தாய்கிறார்.	பகுப்பாய்வு (BTL 4)	3,6,9,10
CLO 2	ஒலியின் வகைகளை ஒப்பிட்டுப் பார்க்கிறார்.	மதிப்பீடு (BTL 5)	3,4,8,9,10
CLO 3	மொழியியல் கோட்பாடுகளை விவரிக்கிறார்.	நினைவாற்றல் (BTL 1)	3,4,8,9,10
CLO 4	மொழியின் பல்வேறு வளர்ச்சிநிலைகளைப் பயன்படுத்துகிறார்.	பயன்பாடு (BTL 3)	3,4,8,9,10
CLO5	தமிழ் வளர்த்த சான்றோர்களைப் பற்றி விளக்குகிறார்.	புரிதல் (BTL 2)	2,3,4,8,9,10
CLO 6	வகுப்பறைத்திறன்கள் மேம்படுத்துதல் பயிற்சிதிறன் பெறுகிறார்.	பயன்பாடு (BTL 3)	2,3,4,8,9,10
CLO 7	தகவல் தொழில்நுட்பத்தைப் பயன்படுத்துக்கிறார்.	பயன்பாடு (BTL 3)	2,3,4,8,9,10
CLO 8	தமிழ் இணையவழி கல்வியை மதிப்பீடு செய்கிறார்.	மதிப்பீடு (BTL 5)	2,3,4,8,9,10

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Course XXI: Education of Exceptional Children

B.Ed.: Sem. IV   **Course Code: BEEC**   **Credits: 2**

Course Learning Outcomes:

The prospective teacher

1. explains the knowledge on different perspectives in the area of education of children with disabilities. (BTL 2)
2. reframes attitudes towards children with special needs. (BTL 5)
3. identifies the needs of children with diversities. (BTL 3)
4. plans need-based programmes for all children with varied abilities in the classroom. (BTL 6)
5. integrates innovative practices to respond to education of children with special needs. (BTL 6)
6. reviews the policy and legislative frameworks promoting inclusion. (BTL 2)
7. estimates the ways to create inclusive classrooms using inclusive pedagogy. (BTL 5)
8. develops the skills of adapting curriculum to meet the need of the students with diverse needs. (BTL 6)

Unit I: Understanding Diversity (L.5, T.2, P.2)

Special Needs: Define – Diversity due to disability: Nature, characteristic, needs – Exceptional Children: Definition, characteristics, needs and problems – Concept of impairment, disability and handicap by WHO – Growth and development – Influence of Heredity and Environment – Normality & Abnormality

Unit II: Identification of Diverse Learners (L.7, T.2, P.2)

Sensory impairment: Visual, hearing – Physical impairment: Ortho, neuromuscular – Cognitive impairment: Gifted, slow learners, retarded, ASD – Learning disabled: Characteristics, causes and needs – Socially disabled: Causes, problems and educational measures

Unit III: History of Inclusion and Special Schools (L.5, T.2, P.2)

Paradigm shift: Segregation to inclusion – Approaches: Cross disability approach, Charity model, bio-centric model, functional model and human rights model – Concept of Special, integrated and inclusive schools

Unit IV: Policy perspectives (L.7, T.2, P.2)

Rehabilitation Council of India Act (RCI, 1992) – Persons with Disabilities Act (PWD Act) 1995 – National Trust Act 1999 – Education of Special Group of Children with SSA (2000) – Comprehensive Action Plan for Children with Disabilities (2005) – UN Convention on the Rights of Person with Disabilities (UNCRPD, 2006) – Integrated Education for Disabled Children (IEDC, 2007) – Inclusive Education for Disabled at Secondary School (IEDSS, 2009)

Unit V: Inclusive Practices in Classroom (L.6, T.2, P.2)

Components of Inclusive Classrooms – Adaption of curriculum – Implication for Instructional planning: Lesson Plan – Individualized Education Plan (IEP): Definition, development and implementation – TLM for CWSN – Role of special teacher, speech therapist, psycho therapist, occupational therapist and counsellor in inclusive education – Assistive Technology

Practicum (any two)

1. Critically review any one of the Disability Act and examine how the Act will satisfy the needs of PWD in an inclusive society.

2. Identify any one topic from the textbook and prepare write up as to how the given content can be adapted for children with sensory impairment and suggest teaching learning aids to be required by the teacher.
3. Identify various types of schools available for children with disability and make a note on educational facility available for them.
4. Visit a nearby special and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices.
5. Prepare a plan of teaching activities for any one category of the children with special needs in the school.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	explains the knowledge on different perspectives in the area of education of children with disabilities.	Understanding (BTL 2)	1,4,6,9,10
CLO 2	reframes attitudes towards children with special needs.	Evaluating (BTL 5)	1,4,6,9,10
CLO 3	identifies the needs of children with diversities.	Applying (BTL3)	1,4,6,7, 9,10
CLO 4	plans need-based programmes for all children with varied abilities in the classroom.	Creating (BTL 6)	1,4,6,7,9,10
CLO5	integrates innovative practices to respond to education of children with special needs.	Creating (BTL 6)	1,4,6,7,9,10
CLO 6	reviews the Policy and legislative frameworks promoting inclusion.	Understanding (BTL 2)	1,4,6,7,9,10
CLO 7	estimates the ways to create inclusive classrooms using inclusive pedagogy.	Evaluating (BTL 5)	1,4,5,6,7,9,10
CLO 8	develops the Skills of Adapting Curriculum to meet the need of the Students with Diverse needs.	Creating (BTL 6)	1,4,6,7,9,10

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B.Ed.: Sem. IV   **Course Code: BEGI**   **Credits: 2**

Course Learning Outcomes:

The prospective teacher
1. explains the core concepts of gender studies. (BTL 2)
2. identifies the gender role in family, society, caste and religion. (BTL 3)
3. recognises the role of teachers in reinforcing gender equality. (BTL 1)
4. examines the major shift in gender studies. (BTL 3)
5. summarises the various theories on gender. (BTL 2)
6. negotiates with the gender issues in education. (BTL 6)
7. illustrates the gender violence and their remedies. (BTL 3)
8. criticizes the Protection of children from sexual offences act 2012. (BTL 5)

Unit I: Concepts of Gender Studies (L.5, T.2, P.2)

Meaning and definition: Gender, sex, sexuality, transgender, patriarchy, matriarchy, masculinity and feminism - Gender bias - Gender stereotype - Gender role: Family, Society, Caste and Religion

Unit II: Gender Issues (L.6, T.2, P.2)

Gender inequality: Meaning and definition and causes - Gender inequality across the: Family, society, educational institutions and work place - Role of teachers in reinforcing gender equality - Gender identity: Meaning, definition and role of teacher in identity formation

Unit III: Theories on Gender (L.6, T.2, P.2)

Gender theories: Functionalist approach, conflict theory and symbolic interaction theory - Feminist theory: Liberal feminism, Radical feminism and Black feminism

Unit IV: Gender Issues in Education (L.6, T.2, P.2)

Gender issues: Curriculum, Text book, enrollment, retention participation and classroom transaction - Role of teachers in maintaining gender equality in classroom- Schooling of girls - Empowerment of girl

Unit V: Gender violence and Remedies (L.7, T.2, P.2)

Gender violence: Meaning and definition - Types of violence against women - Factors restricting progress of women and Remedies - The sexual harassment of women at workplace act 2013 - Protection of children from sexual offences act 2012 (POCSO)

Practicum (any two)
1. Prepare a digital presentation on any one of the concepts of gender studies.
2. Choose a short film related to gender issues and present a critical report.
3. Critically analyse the Power Structure of men and women as portrayed in various gender theories.
4. Make posters on gender issues in Education.
5. Take a survey on gender violence of your locality and submit the reflective report.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	explains the core concepts of gender studies.	Understanding (BTL 2)	1,4,6,9,10
CLO 2	identifies the gender role in family, society, caste and religion.	Applying (BTL3)	1,4,6,9,10
CLO 3	recognises the role of teachers in reinforcing gender equality.	Remembering (BTL1)	1,4,6,7,9,10
CLO 4	examines the major shift in gender studies.	Applying (BTL3)	1,4,6,7,9,10
CLO5	summarises the various theories on gender.	Understanding (BTL 2)	1,4,6,7,9,10
CLO 6	negotiates with the gender issues in education.	Creating (BTL 6)	1,4,6,7,9,10
CLO 7	illustrates the gender violence and their remedies.	Applying (BTL3)	1,4,5,6,7,9,10
CLO 8	criticizes the protection of children from sexual offences act 2012.	Evaluating (BTL 5)	1,4,6,7,9,10

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Course XXI: Vision of Education in India

B.Ed.: Sem. IV   **Course Code: BEVI**   **Credits: 2**

Course Learning Outcomes:

Theprospective teacher

1. recognizes the vision of Indian Education at different levels. (BTL 3)
2. analyses the vision 2023 of Tamil Nadu government. (BTL 4)
3. evaluates the role of education relevant to Indian society. (BTL 5)
4. recognizes the issues and challenges of contemporary Indian schooling. (BTL 3)
5. analyses the causes for wastage and suggests the remedial measures. (BTL 4)
6. prepares the plan for environmental conservation and regeneration. (BTL 6)
7. explains the role of various educational agencies. (BTL 2)
8. interprets the functions of various national agencies. (BTL 3)

Unit I: Education in India (L.8,T.2,P.2)

Aims and Objectives of Education at National Level - Vision of Indian Education at Different Levels - Vision of Sri Aurobindo Ghosh - Vision 2020 of Dr. A.P.J. Abdul KalamandVision2023ofTamilNaduGovernment

Unit II: Indian Society and Education (L.6,T.2,P.2)

Aspirations of Indian Society: Nationalism, Social Order, Social Justice and Universalism - Role of Education Relevant to Indian Society - Problems of Indian Society - Education and Indian Social Structure – School as a Social Unit – Vision of Teacher Education

Unit III: Contemporary Indian Schooling: Concerns and Issues (L.5,T.2,P.2)

Rightto Education bill and its Provisions – Equality and Equity: Challenges - Wastage: Causes and Remedies - Medium of Instruction - Evaluation and Examination Patterns: Trends and Challenges

Unit IV: Emerging Global Concerns and Education (L.6,T.2,P.2)

Education for Peace: Issues of National and International Conflicts, Social Injustice, Communal Conflict and Individual Alienation - Pro-active Role of Individuals for Peace - Way of Life – Education for Environmental Conservation - Environmental Crises: Global and Local – Action for Environmental Conservation and Regeneration

Unit V: Educational Agencies and Schemes (L.5,T.2,P.2)

Role of educational agencies - Ministry of Education: UGC, DEB, NUEPA, NCTE, NAAC, NCERT, NTA - TANSCHE, SCERT – Schemes: RUSA, Integrated Scheme of School Education (ISSE): Samagra Shiksha

Practicum (any two)

1. Design a digital presentation on any one of the topics from the above units.
2. Identify the issues in school and prepare a report on the strategies to overcome it.
3. Write a reflective report on the criteria to assess a school in terms of quality.
4. Prepare a report on your pro-active role for Universal peace.
5. Analyse the pollution in the river Thamirabarani and suggest the ways and means to protect it.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	recognizes the vision of Indian Education at different levels.	Applying (BTL3)	1,4,6,9,10
CLO 2	analyses the vision 2023 of Tamil Nadu government.	Analysing (BTL4)	1,4,6,9,10
CLO 3	evaluates the role of education relevant to Indian society.	Evaluating (BTL 5)	1,4,6,7,9,10
CLO 4	recognizes the issues and challenges of contemporary Indian schooling.	Applying (BTL3)	1,4,6,7,9,10
CLO5	analyses the causes for wastage and suggests the remedial measures.	Analysing (BTL 4)	1,4,6,7,9,10
CLO 6	prepares the plan for environmental conservation and regeneration.	Analysing (BTL 4)	1,4,6,7,9,10
CLO 7	explains the role of various educational agencies.	Understanding (BTL 2)	1,4,5,6,7,9,10
CLO 8	interprets the functions of various national agencies.	Applying (BTL 3)	1,4,6,7,9,10

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Course XXI: Peace Education

B.Ed.: Sem. IV   **Course Code: BEPE**   **Credits: 2**

Course Learning Outcomes:

The prospective teacher
1. describes the concept of peace education. (BTL 1)
2. recognizes the aims and objectives of peace education. (BTL 3)
3. examines the Practical steps to build peace culture in schools. (BTL 3)
4. recognizes the nature of conflicts and their resolutions. (BTL 3)
5. identifies the role of peace education in resolving conflict. (BTL 3)
6. analyses the factors affecting peace. (BTL 4)
7. criticizes the role of world organizations in promoting peace. (BTL 5)
8. decide to practice classroom activities to cultivate peace among students. (BTL 5)

Unit I: Peace Education (L.4,T.2,P.2)

Peace education: Meaning, concepts and nature – Aims and objectives of peace education - Significance of peace education in the curriculum – Determinants of peace

Unit II: Integration of Peace Education in Curriculum (L.4,T.2,P.2)

Modes of integration: Subject content, subject perspectives, teaching methods, co-curricular activities, staff development, classroom management, school management - Practical steps to build peace culture in schools

Unit III: Conflict Resolution (L.8,T.2,P.2)

Bases of conflicts - Positive and negative aspects of conflicts - Types of conflict - Conflict management - Conflict resolution - Role of peace education in resolving conflict - Reducing conflicts among students

Unit IV: Global Issues and Peace Movements (L.8,T.2,P.2)

Factors affecting peace: Human rights, ecology, population, economy, culture, religion and politics - Contributors to peace: Gandhi, Thalailama and Mother Theresa - Non-aligned movement - Campaign for nuclear disarmament - Role of world organizations in promoting peace: UNO, SAARC and Common Wealth organization

Unit V: Education for a Culture of Peace (L.6,T.2,P.2)

Ecological thinking and respects for life (age 8-12) - Tolerance and respect for human rights (age between 11-16) - Critical thinking and active non-violence (age 12+) – Social justice and civic responsibility (age 14+) - Leadership and global citizenship (age 16+)- Classroom activities

Practicum (any two)
1. Identify the peace concept in Thirukkural (any ten) and submit a report.
2. Prepare a report on any one of the NGOs promoting peace.
3. Identify a personality at international level who stood for peace and prepare a report.
4. Find out the factors that affect peace in your area and prepare a report on it.
5. Write a report on cultural barriers in promoting peace.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	describes the concept of peace education.	Remembering (BTL 1)	1, 4, 6,9,10
CLO 2	recognizes the aims and objectives of peace education.	Applying (BTL3)	1, 4,6,9,10
CLO 3	examines the Practical steps to build peace culture in schools.	Applying (BTL3)	1, 4,6,7, 9, 10
CLO 4	recognizes the nature of conflicts and their resolutions.	Applying (BTL3)	1, 4,6,7, 9, 10
CLO5	identifies the role of peace education in resolving conflict.	Applying (BTL3)	1, 4, 6,7, 9, 10
CLO 6	analyses the factors affecting peace.	Analysing (BTL 4)	1, 4,6,7, 9, 10
CLO 7	criticizes the role of world organizations in promoting peace.	Evaluating (BTL 5)	1, 4,5,6,7, 9, 10
CLO 8	decide to practice classroom activities to cultivate peace among students.	Evaluating (BTL 5)	1, 4,6,7, 9, 10

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Course XXI: Disaster Management

B.Ed.: Sem. IV   **Course Code: BEDM**   **Credits: 2**

Course Learning Outcomes:

The prospective teacher
1. recalls the Historical Perspectives of Disasters Management. (BTL 1)
2. identifies the role of different agencies of Disaster Management. (BTL 3)
3. describes the natural disasters and its kinds. (BTL 1)
4. recognizes the type of man-made disasters. (BTL 3)
5. discriminates between natural and man-made disasters. (BTL 4)
6. creates awareness on the procedures of Disaster Preparedness and Mitigation. (BTL 6)
7. applies the strategies of rehabilitation, reconstruction and recovery. (BTL 3)
8. develops the skill of coping with disaster management. (BTL 6)

Unit I: Introduction to Disaster Management (L.6, T.2, P.2)

Disaster: Meaning, Nature and History - History of Disaster Management - United Nations International Strategy for Disaster Reduction (UNISDR) - Role of National Disaster Management Authority (NDMA) - National Executive Committee (NEC) - The Disaster Management Act (2005) - National Policy on Disaster Management (2009)

Unit II: Understanding Natural Disasters (L.5, T.2, P.2)

Understanding Natural Disasters, Causes - Geographical: Volcanic Eruptions – Earthquakes – Landslides – Tsunamis - Hydrological: Avalanches and Flood Climatological: Extreme Temperature - Drought – Wildfires – Meteorological: Cyclone – Storms – Waves – Biological: Endemic - Pandemic: Covid 19

Unit III: Understanding Man-Made Disasters (L.6, T.2, P.2)

Understanding Man-Made Disasters – Nuclear Disasters – Chemical Disasters – Biological Disasters – Building Fire – Coal Fire – Forest Fire – Oil Fire – Air Pollution – Water Pollution – Deforestation – Industrial Pollution – Road Accidents – Rail Accidents – Air Accidents – Sea Accidents

Unit IV: Disaster Preparedness (DP) (L.7, T.2, P.2)

Disaster Preparedness (DP): Concept, Nature and Plan - Role and Responsibilities of Central, State, District, and Local Administration, Armed Forces, Police, Para-military Forces, International Agencies, Non-governmental Organizations, Community and Media - Use and Application of Emerging Technologies in Disaster Preparedness – Disaster Mitigation - Disaster Mitigation Strategies -National School Safety Project (NSSP) – National Institute of Disaster Management (NIDM)

Unit V: Rehabilitation, Reconstruction and Recovery (L.6, T.2, P.2)

Damage Assessment - Role of Various Agencies in Disaster Management and Development - Parameters of Vulnerability - Development of Physical and Economic Infrastructure - Creation of Long-term Job Opportunities and Livelihood Options - Education and Awareness - Dealing with Victims' Psychology - Long-term Recovery - Long-term Counter Disaster Planning

Practicum (any two)
1. Making Posters on the Disasters of India.
2. Write a Report of on any one of the Recent Disasters of Tamil Nadu.

3. Prepare a Time Line on the Disasters of the Planet Earth in the History.
4. Take a survey on the Awareness on the Disaster Management and Write a Report.
5. Preparing a Digital Presentation on the Covid-19 Pandemic.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	recalls the Historical Perspectives of Disasters Management.	Remembering (BTL1)	1,4,6,9,10
CLO 2	identifies the role of different agencies of Disaster Management.	Applying (BTL3)	1,4,6,9,10
CLO 3	describes the natural disasters and its kinds.	Remembering (BTL1)	1,4,6,7,9,10
CLO 4	recognizes the type of man-made disasters.	Applying (BTL3)	1,4,6,7,9,10

CLO5	discriminates between natural and man-made disasters.	Analysing (BTL4)	1,4,6,7,9,10
CLO 6	creates awareness on the procedures of Disaster Preparedness and Mitigation.	Creating (BTL 6)	1,4,6,7,9,10
CLO 7	applies the strategies of Rehabilitation, Reconstruction and Recovery.	Applying (BTL3)	1,4,5,6,7,9,10
CLO 8	develops the skill of coping with disaster management.	Creating (BTL 6)	1,4,6,7,9,10

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Course XXI: Cyber Crime and Cyber Security

B.Ed.: Sem. IV   **Course Code: BECS**   **Credits: 2**

Course Learning Outcomes

The prospective teacher

1. analyses the various security elements of cyber security. (BTL 4)
2. recognizes the various cyber security terminologies. (BTL 3)
3. argues on the cyber crime against individual. (BTL 5)
4. estimates the effect of cyber crime against individual. (BTL 5)
5. criticizes the cyber crime against property. (BTL 5)
6. describes the cyber security policy of India. (BTL 1)
7. identifies the different types of security controls. (BTL 3)
8. examines the different intellectual property crimes. (BTL 3)

Unit I: Cyber Security (L.6, T.2, P.2)

Meaning and concept - Cyber security terminologies: Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker - Various elements of cyber security: Application Security, Information security, Disaster Recovery / Business continuity planning, Operational security (OPSEC), Network Security, End-user education.

Unit II: Cyber Crime against Individual (L.5, T.2, P.2)

Harassment via electronic mails, Dissemination of obscene material, Cyber –stalking, Defamation, Indecent exposure, Cheating, Unauthorized control/access over computer system, Email spoofing, Fraud

Unit III: Cyber Crime against Property (L.6, T.2, P.2)

Computer vandalism, Transmitting Virus, Net-trespass, Unauthorized access/control over computer system, Internet thefts, Intellectual Property crimes: Software piracy, Copyright infringement, Trademark infringement

Unit IV: Cyber Crime against Governments or Organizations (L.7, T.2, P.2)

Child pornography, Indecent exposure of polluting the youth financial crimes, Sale of illegal articles, Trafficking, Forgery, Online gambling, Web jacking

Unit V: Cyber Security Management, Compliance and Governance (L.6, T.2, P.2)

Cyber security Plan- cyber security policy, cyber crises management plan, Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy

Practicum (any two)

1. Prepare password policy for computer and mobile device.
2. List out security controls for computer and implement technical security controls in the personal computer.
3. List out security controls for mobile phone and implement technical security controls in the personal mobile phone.
4. Log into computer system as an administrator and check the security policies in the system.
5. Prepare a collage of cyber crime existing in the local community.

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Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	analyses the various security elements of cyber security.	Analysing (BTL 4)	1, 4,5,6,7, 9, 10
CLO 2	recognizes the various cyber security terminologies.	Applying (BTL3)	1, 4,5,6,7, 9, 10
CLO 3	argues on the cyber crime against individual.	Evaluating (BTL 5)	1, 4,5,6,7, 9, 10
CLO 4	estimates the effect of cyber crime against individual.	Evaluating (BTL 5)	1, 4,5,6,7, 9, 10
CLO5	criticizes the cyber crime against property.	Evaluating (BTL 5)	1, 4,5,6,7, 9, 10
CLO 6	describes the cyber security policy of India.	Remembering (BTL 1)	1, 4,5,6,7, 9, 10
CLO 7	identifies the different types of security controls.	Applying (BTL3)	1, 4,5,6,7, 9, 10
CLO 8	examines the different intellectual property crimes.	Applying (BTL3)	1, 4,5,6,7, 9, 10

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<h1 align="center">Course XXI: Parenting Education</h1>

B.Ed.: Sem. IV   **Course Code: BEPAE**   **Credits: 2**

Course Learning Outcomes

The prospective teacher

1. identifies the sensitivity of family life and parenting education. (BTL 2)
2. compares the approaches of parenting education (BTL 5)
3. recognizes the responsibilities in parenting. (BTL 1)
4. estimates the sources of parenting. (BTL 5)
5. analyses the social resources in parenting. (BTL 4)
6. examines the skills needed for parenting. (BTL 3)
7. evaluates different styles of Parenting. (BTL 5)
8. describes the new trends in parenting education. (BTL 4)

Unit I: Introduction to Family Life and Parenting Education (L.8, T.2, P.2)

Family life education: concept and need - Interpersonal relationships - Internal dynamics of families - Family resource management - Pre-parenting education- Parenting: Concept and Scope - Fatherhood - Motherhood - Parenting education: Meaning, definitions, nature, scope and goals -Approaches of parenting education: Behavior-Management and Relationship-Enhancement approaches- Parenting education in India

Unit II: The basics and responsibilities in parenting (L.6, T.2, P.2)

Responsibilities of parents in child development- Theories of parenting: Attachment theory and Behaviourism – Parenting of: Toddlers, children, adolescents and exceptional children - Sources of parenting - Family types in parenting: Nuclear and Joint Family - The role of Grandparents in parenting - Healthy parenting practices

Unit III: The Social Resources in Parenting (L.6, T.2, P.2)

Individual Parenting Education - Role of care takers – Other partners in parenting: Peers, schools, religious institutions, cultural organisations, and electronic media-Culture and parenting - Need and role of parent-teacher associations in educational institutions - Parent-teacher associations in India.

Unit IV: Skills and Styles in Parenting (L.6, T.2, P.2)

Organisation of Home Environment and Routine in parenting - Communication skills in parenting Contemporary - Socio-Economic and cultural status of parents on parenting - Positive parenting Strategies - Coping with Parenting Stress Styles of parenting - Indian and International Styles of Parenting - Ways and means of enhancing Parent-child-teacher relationship

Unit V: New trends in Parenting Education (L.4, T.2, P.2)

Role and responsibilities of parents in 21st Century –Work-Life balance in Parenting Virtual parenting: Interaction and reward – Kids have no gender - Current strategies for parenting education – Future parenting.

Practicum (any two)

1. Conduct a survey of 20 parents to identify the parenting awareness among them and submit a reflective report.
2. Conduct a survey of 20 parents to identify their style of parenting and submit a reflective report.
3. Conduct a survey of 20 parents to find the influence of Peers, School and Electronic Media on Parenting and submit a reflective report.
4. Conduct a survey of 20 parents to find the level of Parent-Child relationship and submit a reflective report.
5. Conduct a survey of 20 parents to find the role of mothers and fathers in parenting and submit a reflective report.

Reference:

1. Gupta Sangeetha (2006). *The Joy of Parenting*. Unicorn Books: New Delhi.
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4. Simposon, A.R. (1997). *The Role of the Mass Media in Parenting Education*. Boston: Harvard, Centre for Health Communication.
5. www.http://.parentingbytrialanderrer.com
6. www.http://..goodparenting.com
7. www.http://.parentingwebsites.org

Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes

(CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	identifies the sensitivity of family life and parenting education.	Understanding (BTL 2)	3,4,6,9,10
CLO 2	compares the approaches of parenting education	Evaluating (BTL 5)	3,4,6,7,9,10
CLO 3	recognizes the responsibilities in parenting.	Remembering (BTL 1)	3,4,6,9,10
CLO 4	estimates the sources of parenting.	Evaluating (BTL 5)	3,4,6,9,10
CLO5	analyses the social resources in parenting.	Analysing (BTL 4)	3,4,6,9,10
CLO 6	examines the skills needed for parenting.	Applying (BTL 3)	2,3,4,6,9,10
CLO 7	evaluates different styles of Parenting.	Evaluating (BTL 5)	3,4,6,9,10
CLO 8	describes the new trends in parenting education.	Analysing (BTL 4)	3,4,6,9,10

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Course XXII: Strengthening English Language Proficiency - III

B.Ed.: Sem. IV   **Course Code: BES3**   **Credit: 1**

Course Learning Outcomes:

The prospective teacher
1. articulates in English with confidence at any situation. (BTL 3)
2. prepares a complain to the corporation. (BTL 6)
3. discusses the ways of giving advice. (BTL 2)
4. practises to offer and decline help. (BTL 3)
5. writes a situation when they are offered help. (BTL 6)
6. expresses obligations. (BTL 6)
7. differentiates making offers in formal, semi-formal, informal situations. (BTL 4)
8. prepares themselves in different tasks for assessment. (BTL 6)

Unit I: Making Logical Deductions (L.1, P.4)

Speak on the topic for two minutes: A shop in your neighbourhood was gutted in a fire accident, what do you think may have happened? You come home and find that all the plants have been uprooted and the flowers are missing, what do you think might have happened?

Unit II: Complaining and Apolozing (L.1, P.4)

Complaining about something – Offering solution to the problem caused- Speak on any one of the topics: You have broken the window of your neighbour's house while playing cricket. Apologize them: The Street near your school is full of potholes. Complain to the corporation

Unit III: Advising (L.1, P.4)

To give advice in a particular situation – What advice would you give in these situations: I am getting fat, I hate Mathematics, my parents want me to study Engineering

Unit IV: Expressing Obligation (L.1, P.4)

To ask a question and suggest a possible answer before the listener replies – Talk for two minutes: Describe a time when you had offered to help someone, describe a time when a stranger had offered to help you

Unit V: Making Offers (L.1, P.4)

Making offers in formal, semi-formal, informal situations – Making announcements – Expression accepting and declining offers – Making offers with elders, strangers and people in authority

References

1. Agarwal, Shalini. (2014). *Essential communication skills.* Trivandrum: One book.
2. Bhargava, Mahesh & Singh, Promila. (2012). *Managing interpersonal communication.* Rakhi Prakashan.
3. Mahony, David. (2018). *Fundamentals of English.* New Delhi: Viva Books.
4. Mohan, Krishna & Banerjee, Meera. (2014). *Developing communication skills.* Trinity Press.

5. Sangeetha & Sharma. (2015). *Communication skills for Engineer and Scientist.* New Delhi: PHI.
6. Sharma, Ritesh. (2013). *Communication skills and career building.* Global Vision Publication.
7. Vincent, S. & Lawrence, M. (2018). *One bridge remedial course.* Madurai: Sandra Publications.
8. Yadugiri, M.A. (2018). Making *sense of English.* New Delhi: Viva Books.

Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes

(CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	articulates in English with confidence at any situation.	Applying (BTL 3)	1, 4,5,6,7, 9, 10
CLO 2	prepares a complain to the corporation.	Creating (BTL 6)	1, 4,5,6,7, 9, 10
CLO 3	discusses the ways of giving advice.	Understanding (BTL 2)	1, 4,5,6,7, 9, 10
CLO 4	practices to offer and decline help.	Applying (BTL3)	1, 4,5,6,7, 9, 10
CLO5	writes a situation when they had offered to help someone.	Creating (BTL 6)	1, 4,5,6,7, 9, 10
CLO 6	expresses obligations.	Creating (BTL 6)	1, 4,5,6,7, 9, 10
CLO 7	differentiates among making offers in formal, semi-formal, informal situations.	Analysing (BTL4)	1, 4,5,6,7, 9, 10
CLO 8	prepares themselves in tasks for assessment.	Creating (BTL 6)	1, 4,5,6,7, 9, 10

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Course XXIII: Subject Knowledge Competency (SKC)

B.Ed.: Sem. IV **Course Code: BSKC** **Credit: 1**

Course Learning Outcomes:

The prospective teacher
1. prepares to appear for Teacher Eligibility Test (TET).
2. extends the comprehensive knowledge of Tamil at secondary level.
3. acquires the knowledge of English at secondary level.
4. acquires the knowledge of Mathematics at secondary level.
5. acquires the knowledge of Science at secondary level.
6. acquires the knowledge of Social Science at secondary level.

Unit I: Tamil (L.2, P.3)

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

Unit II: English (L.2, P.3)

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

Unit III: Child Development and Pedagogy (Relevant to Age Group 11 – 14) (L.2, P.3)

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

Unit IV: Mathematics & Science (L.2, P.3)

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

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

Unit V: Social Science (L.2, P.3)

Syllabus prescribed for Standard VI, VII, VIII, IX and X by Government of Tamil Nadu (From time to time) in Social Science Subject

References
1. Aggarwal, R.S. (2011). *Objective Arithmetic*. New Delhi: S. Chand and Co.
2. Gupta, R. (2010). *Quantitative Aptitude*. New Delhi: Ramesh publishing house.
3. Sung, Abraham. (2004). *New First Aid in English Grammar made simple*. Malaysia: Minerva Publications, Seeremban.
4. Reddy, G.S.(Ed.). (2007). *Vocabulary Builder – Compound Words*. Hyderabad: Neelkamal Publications Pvt. Ltd.
5. Jagdison, S. et.al. (2010). *Common Errors in English*. Hyderabad: Neelkamal Publications Pvt. Ltd.
6. Kalpana Rajaram. (2012). *Constitutional of India and Indian Policy*. (9thEdition). Spectrum India Books Pvt. Ltd.

7. Department of Education. (2009-2010). *Hand book of Regulation and Syllabus of Degree of Bachelor of Education*. Chennai: Tamil Nadu Teachers Education University.
8. Department of Education. (2018). *Sixth to Tenth Standard Tamil Text Books*. Chennai: Tamil Nadu Textbook Corporation.
9. Department of Education. (2018). *Sixth to Tenth Standard English Text Books*. Chennai: Tamil Nadu Textbook Corporation.
10. Department of Education. (2018). *Sixth to Tenth Standard Mathematics Text Books*. Chennai: Tamil Nadu Textbook Corporation.
11. Department of Education. (2018). *Sixth to Tenth Standard Science Text Books*. Chennai: Tamil Nadu Textbook Corporation.
12. Department of Education. (2018). *Sixth to Tenth Standard Social Science Text Books*. Chennai: Tamil Nadu Textbook Corporation.
13. Mangal, S.K. (2010). *Psychology of Teaching and Learning*. Ludhiana: Tandon Publishers.
14. Mangal, S.K. (2015). *Essentials of Educational Psychology*. New Delhi: Prentice Hall of India.
15. Nagarajan, K. (2015). Childhood and Growing up. Chennai: Sriram Publishers.
16. Nagarajan, K. (2013). Educational Psychology. Chennai: Sriram Publishers.
17. Kakkar, S.B. (2010). Educational Psychology. New Delhi: Prentice Hall of India.

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Evaluation

Evaluation would be of a comprehensive and continuous nature. Its purpose would be to improve the performance of student teacher and improve teaching competencies and performance skills. It should be formative and summative in nature. The art of self-evaluation and evaluation by peer groups will have to be learnt by prospective teachers who will have to be convinced about the advantages of the continuous evaluation.

For each course of all the programmes, there are both Continuous Internal Assessment (CIA) during the semester by the course teachers and an External at the end of the semester by an outside examiner. The Internal and External ratio will be 30:70. There is no passing minimum for CIA. The students will be declared to have passed a course if he/she secures 45% in the external and 50% in the aggregate.

Internal Evaluation

This is done by the course teachers and this will have two components.

1. Internal Tests-2 : 15 Marks

2. Other modes (15 Marks)

   (1) Assignments (Compulsory) : 5 Marks

   (2) Other modes of internal assessments : 10 Marks

List of other modes of internal assessments

(For Practicum - Refer the Syllabus in the College Website)

1. Quiz announced / unannounced
2. Individual viva / group viva
3. Short duration objective type test / snap tests.
4. Short answer / Problem Solving
   (15 to 30 Minutes for periodical assessment of cognitive ability)
5. Long answer / Essay (30 to 60 Minutes for periodical assessment of higher order cognitive ability)
6. Guided individual / Group Projects.
7. Lab / Field / Practical work / Case Study (to assess practical skills in handling instruments, experiments, reporting, etc.)
8. Group discussion (Once a month to assess his originality, creativity, initiative, communication skills, etc.)
9. Preparing computer animated package and CAI package to assess the ICT skills in teaching

External Evaluation

External examination will be of three hours each for all the core and pedagogy courses and one and half hours for elective courses. The practical commission will be held for two days in the third semester for B.Ed. programme. In general, all theory courses question papers for the semester examination will be set by external examiners.

Internal and Semester Question Paper Designs

Each course question paper will be designed for 1½ hours for Internal and 3 hours for Semester with the number of questions and allotments of Marks as described below.

Internal Question Paper Design for Core and Pedagogy Courses

B.Ed.			
Time: 1½ Hours			Max: 30 Marks
Part	Type of Questions	Marks	Total Marks
A	Objective Type - 4 Questions	01	04
B	Very Short Answer Type (30 words each) – 3 Questions	02	06
C	Short Answer Type (200 words each) – 2 Questions	05	10
D	Long Answer Type (800 words each) – 1 Question	10	10
Total Marks			**30**

Semester Question Paper Design for Core and Pedagogy Courses

B.Ed.			
Time: 3 Hours			Max: 70 Marks
Part	Type of Questions	Marks	Total Marks
A	Objective Type - 10 Questions (Compulsory)	01	10
B	Very Short Answer Type (30 words each) – 5 Questions (Compulsory)	02	10
C	Short Answer Type (200 words each) – 4 Questions out of 6	05	20
D	Long Answer Type (800 words each) – 3 Questions with Internal Choice	10	30
Total Marks			**70**

XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)

[Re-accredited (4th Cycle) at 'A+' Grade by NAAC]

PALAYAMKOTTAI - 627 002.

Register. No.

Course Code

BCEP1

B.Ed. DEGREE EXAMINATION
FIRST SEMESTER - FIRST INTERNAL TEST
COURSE – II (CORE COURSE)- EDUCATIONAL PSYCHOLOGY – I

Time: 1$\frac{1}{2}$ hours   Maximum: 30 marks

Part – A (4 x 1 = 4)

Choose the best answer.

1. Cephaulocaudal Principle is related to _____ (CLO 2)
   a. The development from the head to toe   b. The Development from the trunk to limb
   c. The Development from head to limb   d. The Development from the limb to toe

2. The oldest method of studying the behaviour of an individual in Psychology is _____ (CLO 1)
   a. Case Study   b. Experiment
   c. Observation   d. Introspection

1. The in-depth study about an individual is called _____ (CLO 1)
   a. Psychology   b. Experiment
   c. Case Study   d. Introspection

3. According to Psychologists, the Early Childhood age is called _____ (CLO 2)
   a. Troublesome age   b. Pre-school age
   c. Pre-gang age   d. Questioning age

Part – B (3 x 2 = 6)

Answer ALL the following questions in about 30 words each.

4. What is Educational Psychology? (CLO 1)
5. Define: Maturation (CLO 2)
6. List out the Branches of Psychology. (CLO1)

Part – C (2 x 5 = 10)

Answer ALL the following questions in about 200 words each.

7. Explain the Case Study Method in Psychology with an example. (CLO 1)
8. Differentiate Growth, Development and Maturation. (CLO2)

Part – D (1 x 10 = 10)

Answer the following question in about 800 words.

9. Discuss the physical, emotional, cognitive, moral and social development during infancy. (CLO 3)

ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI - 627 002.

Register. No.

Course Code

BCEP1

B.Ed. DEGREE EXAMINATION
FIRST SEMESTER - SECOND INTERNAL TEST
COURSE – II (CORE COURSE)- EDUCATIONAL PSYCHOLOGY – I

Time: 1^1/$_2$ hours   Maximum: 30marks

Part – A (4 x 1 = 4)
Choose the best answer.
1. Generally children is egocentric in the stage of (CLO 5)
   a. Sensorimotor period   b. Formal operational period
   c. Pre-operational period   d. Concrete operational period

2. Insight in other words can be understood as (CLO 7)
   a. Sudden awakening of thought   b. Delayed awakening of thought
   c. Forceful awakening of thought   d. Planned behaviour change

3. In Pavlovian experiments the NS is always (CLO 7)
   a. Food   b. Saliva
   c. Bell   d. Light

4. Step-wise thinking with a purpose or goal in mind is (CLO 5)
   a. Creative thinking   b. Divergent Thinking
   c. Attention   d. Reasoning

Part – B (3 x 2 = 6)
Answer ALL the following questions in about 30 words each.
5. What do you mean by Hallucination? (CLO 5)
6. Mention the steps involved in problem solving method. (CLO 5)
7. Draw the positive accelerated learning curve and explain. (CLO 7)

Part – C (2 x 5 = 10)
Answer ALL the following questions in about 200 words each.
8. Explain the factors affecting Attention.(CLO 5)
9. Describe the different types of transfer of learning with suitable examples. (CLO 8)

Part – D (1 x 10 = 10)
Answer the following question in about 800 words.
10. Explain in detail Erickson's Social Development Theory. (CLO 4)

ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)
[Re-accredited (4ᵗʰ cycle) at 'A⁺' Grade by NAAC]
PALAYAMKOTTAI - 627 002.

Register. No.

Course Code
BCEP1

B.Ed. PROGRAMME
FIRST SEMESTER EXAMINATION
COURSE – II (CORE) - EDUCATIONAL PSYCHOLOGY - I

Time: 3 hours   Maximum: 70 marks
Part – A (10 x 1 = 10)

Choose the best answer.

1. The word 'Psychology' was derived from ………. Language (CLO 1)
   a. Greek   b. Latin   c. Italian   d. None of the above

2. The Father of Experimental Psychology is ……………… (CLO 1)
   a. G. Jung   b. Wilhelm Wundt   c. Freud   d. Piaget

3. The child starts to speak during ………….. (CLO 2)
   a. Infancy   b. Later childhood   c. Early Childhood   d. Child hood

4. Among the following, ……….. is not a characteristic of an early childhood.(CLO 2)
   a. Pre-gang age   b. Imitation age   c. Questioning age   d. Play age

5. Among the following ………. is the predominant strategy to develop creative thinking among students. (CLO 5)
   a. Seminar   b. Debate   c. Group discussion   d. Lecture

6. The process by which you become aware of messages through your sense is called….. (CLO 5)
   a. Evaluation   b. Organization   c. Sensation   d. Perception

7. Law of readiness corresponds to ……….. (CLO 7)
   a. Schema   b. Motivation   c. Stimulus   d. Response

8. Among the following ………. has not proposed any learning theory.(CLO 7)
   a. Thorndike   b. Skinner   c. Kohler   d. B.S. Bloom

9. Which of the following factor does not help in 'Transfer of Learning'? (CLO 8)
   a. Will-power   b. Proper environment c. Maturation   d. Fatigue

10. According to Piaget, stages of cognitive development are……….. (CLO 5)
    a. 5   b. 4   c. 3   d. 6

Part – B (5 x 2 = 10)

Answer ALL the following questions in about 30 words each.
11. Define: Educational psychology. (CLO 1)
12. What are the characteristics of adolescence? (CLO 2)
13. Write any four factors responsible for attention. (CLO 5)
14. What do you mean by Social maturity? (CLO 6)
15. Draw a learning curve. (CLO 7)

Part – C (4 x 5 = 20)

Answer any FOUR of the following questions in about 200 words each.
16. Differentiate introspection from observation method. (CLO 1)
17. Briefly explain the concept of perceptual errors. (CLO5)
18. Bring out the features of concept formation. (CLO 5)
19. Highlight the role of a teacher in problem solving. (CLO 5)
20. Write a short note on emotional intelligence. (CLO 6)
21. Explain the Developmental task during adolescence. (CLO 2)

Part – D (3 x 10 = 30)

Answer the following question in about 800 words.
22. a. What is psychology? Elucidate different branches of Psychology. (CLO 1)
(Or)
b. Discuss the dimensions of development. (CLO 3)
23. a. Explain Piaget's theory of cognitive development and list out its educational implications.
(Or)
b. Describe the types of transfer of learning? List out its educational implications. (CLO 8)
24. a. Discuss on Erikson's stages of psycho-social development. (CLO 6)
(Or)
b. Explain the classical conditioning theory. List out its educational implications. (CLO 7)

CLASSIFICATION OF CANDIDATES

The Candidates shall be classified separately for theory and practical as per the table given below.

GRADING OF THE PROGRAMME (B.Ed.)

MARKS	GRADE POINT (GP)	CGPA	LETTER GRADE	CLASSIFICATION OF FINAL RESULT
100	10	9.51 AND ABOVE	O	FIRST CLASS WITH DISTINCTION
95-99	9.9			
90-94	9.4	9.01-9.50		
85-89	8.9	8.51-9.00		
80-84	8.4	8.01-8.50		
75-79	7.9	7.51-8.00		
70-74	7.4	7.01-7.50	A++	FIRST CLASS
65-69	6.9	6.51-7.00	A+	
60-64	6.4	6.01-6.50	A	
55-59	5.9	5.51-6.00	B+	SECOND CLASS
50-54	5.4	5.01-5.50	B	
BELOW 50	0	BELOW – 5.0	RA	REAPPEAR