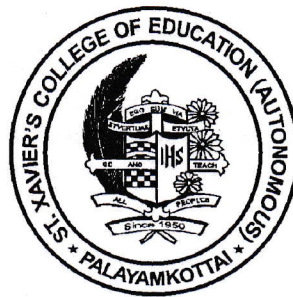


**SYLLABUS
FOR TWO-YEAR
BACHELOR OF EDUCATION
(B.ED.)**



**ST. XAVIER'S COLLEGE OF EDUCATION
(AUTONOMOUS)**

[Re-accredited (3rd Cycle) at 'A' Grade by NAAC with CGPA: 3.67]
Palayamkottai - 627 002, Tirunelveli,
Tamilnadu.

2016 - 2018

Principal

St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

B.Ed. Syllabus

B.Ed. Syllabus

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SEMESTER - I

PAPER - I : PHILOSOPHICAL FOUNDATIONS OF EDUCATION

B.Ed. : SEM - I

Sub. Code : BCPF

Objectives:

The prospective teacher

1. understands concept of education and their premises.
2. acquires the knowledge of Philosophy of Education and Educational Philosophy.
3. realizes the importance and role of education in the Indian society.
4. understands different schools of philosophy in terms of Eastern and Western thinkers.
5. understands the educational system in ancient and contemporary India.

UNIT - I : EDUCATION: NATURE AND VALUES

Education: Meaning, Definition, Concept, Nature and Purpose
- Types of Education: Formal, Informal and Non-formal Education -
Functions of Education - Aims of Education: Individual, Social and
Vocational - Value Education: meaning, definition, characteristics,
importance and types - Inculcation of values in school programmes
- Role of the teachers.

UNIT - II : PHILOSOPHY: EDUCATION AND ITS SCHOOLS

Philosophy: Meaning, Definition and Nature -
Philosophy of Education: Meaning, definition, scope and branches -
Educational Philosophy: Meaning, definition - Relation between
Philosophy and Education - Different Schools of Philosophy: Ideal-
ism, Naturalism, Pragmatism and its educational implications.

UNIT - III : EDUCATIONAL THINKERS

Eastern thinkers: Thiruvalluvar, Swami Vivekananda,
Rabindranath Tagore, J. Krishnamurthi and Dr. A.P.J. Abdul Kalam
- *Western thinkers:* Froebel, Rousseau, John Dewey and Montessori.

UNIT - IV : EDUCATION IN POST INDEPENDENT INDIA

Education in Post Independent India: University Education Commission 1948-49 (Dr. Radhakrishnan) - Secondary Education Commission 1952-53 (A.L. Mudaliar) - Indian Education Commission 1964-66 (Kothari) - National Policy on Education 1986 - Revised National Policy on Education 1992 - National Curriculum Framework Teacher Education (2009).

UNIT - V : VARIOUS BODIES FOR QUALITY EDUCATION / EDUCATIONAL AGENCIES

Role of Educational Agencies: MHRD: RUSA and SSA, NUEPA, UGC, NCTE, NCERT, NAAC, TANSCH, DTER and TNTEU.

PRACTICUM

1. Collection of life history of any two great philosophers.
2. Power point presentation on any one of the topics.
3. Critical Analysis of any one of the educational philosophies.
4. Prepare a report on Montessori schools at present.
5. Prepare an album of Dr. A.P.J. Abdul Kalam.

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PAPER - II : LEARNER AND LEARNING

B.Ed. : SEM - I

Sub. Code : BCLL

Objectives:

The prospective teacher

1. understands the learners as developing individual.
2. recognizes the relationship between development and learning.
3. applies the theories of learning in enhancing learning.
4. understands the concept of constructivism.
5. understands the individual differences among learners.

UNIT - I : LEARNER AS A DEVELOPING INDIVIDUAL

Heredity and environment : Meaning, definition, difference - interaction between heredity and environment in development - growth and maturation- Role of cognitive and affective process such as perception, attention, memory, language, thinking, problem solving, emotions and motivation in the development of learner and their applications in classroom teaching.

UNIT - II : DEVELOPMENT AND LEARNING

Development: Meaning, Principles - Relationship between development and learning - dimensions of development: physical, cognitive, language, affective, social and moral - stages of development and developmental task: infancy, childhood, adolescence and their educational implications.

UNIT - III : THEORETICAL PERSPECTIVES ON LEARNING

Learning - concept, characteristics, learning process, learning curve - Theories of Learning: Trial and Error, Classical Conditioning, operant conditioning and insight learning - Piaget, Roger, Vygotsky: concept, principles and educational implications.

UNIT - IV : LEARNING IN CONSTRUCTIVIST PERSPECTIVE

Constructivism: meaning, definition - Types: cognitive, radical, social - difference between traditional and constructivist classroom - Social - constructivist perspective: Bruner and Ausubel - Construction of Knowledge: experiential learning and reflection, social mediation, cognitive negotiability, situated learning and cogni-

tive apprenticeship, meta-cognition - Advantages of constructivist classroom environment.

UNIT - V: INDIVIDUAL DIFFERENCES AMONG LEARNERS

Individual difference: meaning, definition and causes - Intelligence: meaning, characteristics - Multiple intelligence: Gardner theory and its educational implications - Emotional intelligence and its educational implications - Learning styles - Gregoric styles of learning - Exceptional children: meaning, definition - Types: gifted, mentally retarded, differently abled - Learning disabled: dyslexia, dysgraphia and dyscalculia.

PRACTICUM

1. Prepare PowerPoint slide on the developmental stages of an individual.
2. Conduct an experiment to measure the attention among peers.
3. Critically analyse an article in a refereed journal and prepare a report on that.
4. Identify the learning style among peers and write a report.
5. Prepare a Life Sketch of any one of the Psychologists.

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PAPER - III : SPECIAL ENGLISH EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPE1

Objectives:

The prospective Teacher

1. acquires the knowledge of Micro Teaching skills.
2. gains the basics of Phonetics.
3. acquires the skills of Transcription.
4. practices the grammatical concepts as prescribed in the Tamil Nadu Govt. Text books.
5. prepares Lesson Plan for teaching English at the high school level.

UNIT - I : LEARNING HOW TO TEACH ENGLISH

- 1.1 Micro Teaching: Meaning and cycle - Skill of Probing Questioning, Skill of Explaining, Skill of Increasing Pupils Participation, Skill of Closure, Skill of Use of Block Board and Skill of Reinforcement - Link Lesson.
- 1.2 Introduction to Link Practice Teaching - Lesson Plan writing for Link Practice - Practicing link practice.
- 1.3 Demonstration of Macro Teaching - Observing Demo Teaching and recording their observations.
- 1.4 Introduction to Peer Teaching: Concept and Advantages.

UNIT - II : TEACHING OF PHONETICS

- 2.1 Meaning and definition of Phonetics, Phoneme, Phonology, Received Pronunciation (R.P.), International Phonetic Alphabets (IPA).
- 2.2 Syllable: Meaning, syllable division, types - mono-syllabic, disyllabic, tri-syllabic and polysyllabic words.
- 2.3 Organs of Speech, Speech mechanism.
- 2.4 Classification of consonant sounds according to place and manner of articulation, description of each phoneme according to place and manner.
- 2.5 Classification of 44 English Sounds on the basis of voiced and voiceless sounds, differences between voiced and voiceless sounds.

- 2.6 Cardinal Vowel Scale - Classification of vowels - diphthongs - Differences between vowel and consonant sounds.
- 2.7 Transcription of a given passage in phonetic script.
- 2.8 Analysis of phonetic exercises given in the Tamilnadu State Board English Text.
- 2.9 Stress: Meaning, primary and secondary stress, rules of stress marking, word stress and sentence stress.
- 2.10 Intonation: Meaning, types - falling, rising, falling - rising and rising - falling, usage, intonation marking.

UNIT - III : TEACHING THE GRAMMATICAL CONTENT OF ENGLISH (X Std.)

- 3.1 Conjugation
- 3.2 Kinds of sentences
- 3.3 Finite and Non-finite verbs
- 3.4 Prefixes and suffixes

UNIT - IV : TEACHING THE GRAMMATICAL CONTENT OF ENGLISH (X Std.)

- 4.1 Verbal and 'Wh' Question formation
- 4.2 Question Tags
- 4.3 Active and Passive Voice
- 4.4 Sentence Pattern

UNIT - V : LESSON PLAN WRITING AND EVALUATION

- 5.1 Bloom's Taxonomy of Educational Objectives – Objective formulation for ELT.
- 5.2 Writing Lesson Plan for teaching Prose, Poetry, Grammar, Composition and Supplementary Reader.
- 5.3 Evaluation: Meaning and need - Diagnostic Test: Need and item preparation - Achievement Test: Need - Designing the Blue Print - Question Item preparation of different questions for testing of English.

PRACTICUM

- 1. Preparation of an ICT integrated lesson plan.
- 2. Select a poem from Class IX and transcribe in phonetics.

3. Choose a paragraph from a Newspaper of your choice and syllabify.
4. Design the Blueprint for the IX Standard term-end examination.
5. Collect English language related materials from the news papers.

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PAPER - III : rpwGj j kp; - I

B.Ed. : SEM - I

Sub. Code : BPT1

Nehf;fqfs;

Mrhpæ khz thfs;

1. j kpgghl g; nghUs; fwggj j y; gwwp mwpe;J nfhsS j y;
2. j kpgghl g; nghUs; fwggj j y; nfhs;i ffi s mwpe;J gpdgwWj y;
3. j kponkhopf; fy;tpapd; rpwgkkrqfi s tsHj j y;
4. fwggj j y; j pwdfs> gapwrp j pwdfi s tsHj j y;
5. ghl j j pl;l k; mi kggj wfhdf; Nfhl ghLfi sg; Ghpe;J nfhsS j y;

myF - I : j kp; nraAs> ci uei lgghl g; nghUs; fwggj j y;

thoj;J - j pUf;Fws; - GwehD}W - KJ nkhopf;fhQrp - j dpgghl y; - j pUth&H ehdkz pkhi y - VHKi d - mkkhi d - Kf;\$I wgsS - rPt frpej hkz p - ci uei l fs; - Vohk; tFgG ghl g; nghUs;

myF - II : j kp; , yffz ggghl k> Ji z ggghl g; nghUs; fwggj j y;

rhHngOj;J ti ffs; - ehy;ti frnrhwfs; - ngaHrnrhy; - tpi dKwW - NtwWi k mi l nkhop - Nghyp - mz p , yffz k; , ayG etpwrp c aHT etpwrp - Ji z ggghl k; Vohk; tFgG ghl g; nghUs;

myF - III : j kponkhopf;fy;tpapd; rpwGfs;

j hankhoj; j kpopd; rpwGfs; - nkhopapd; gz Gfs; - nkhopAk; r%fKk; - nkhop tshrrpary; Røepi yapd; gqF - nkhoj; Nj hww nfhs;i f - nkhop tshrrpary; Røepi yapd; gqF - j puhtpl nkhopapd; rpwggpayGfs; - j hankhopf; fwggj j y;

Nehf;fq;fs; - j kpo; fwggj j y; Nehf;fk; - j hankhop; fwgj hy;
VwgLk; gad;fs; - c aHj ; j d; nrknkhop rpwgG - gz Gfs;

myF - IV : fwggj j y; j p;dfs; gapwrp

Ez z pi yf;fwggj j y; tpsf;fk; - Nj hwwk; - gbfs; -
Rowrp - edi kfs; - j l kfs; - j p;wd; tpsf;fk; - f;psH tpdh
- tpsf;Fj y; j p;wd; - J}z l y; khWghl ;Lj j p;wd; - j p;wd;
c l ;\$Wfs;pd; tpsf;fk; gapwrp - epfo;T vOj g; gapwrp

myF - V : ghl j j pl ;k; mi kggj wfhdf; Nfhl ghLfs;

GS kpd; Nfhl ghLfs; - n` HghHbd; gbfs; - Mz ;Lj ;
j pl ;k; - myFj ; j pl ;k; - mi kgG - , dwpai kahi k -
gad;fs; - ghl j j pl ;j j pd; Nehf;fk; mi kf;Fk; Ki w kwWk;
ghl j j pl ;j j pd; c l ;\$Wfs; - ghl j j pl ;j j pd; edi kfs; -
khj rhggghl j j pl ;k; vOj g; gapwrp

nraKi w gapwrp;fs;

1. j kpo; vz ; gl bay; j ahhp;f;f.
2. nrhwfsQrpak; nj hFgG j ahhj j y;
3. typkpFk; typ kpfh , l qfi sg; gl baypLf.
4. myFj j pl ;k; j ahhp;f;f.
5. Mz ;L j pl ;k; j ahhp;f;f.

ghhi t E}yfs;

1. muqffhkp; G+ (2006). j kpo; nkhop fwggj j y; kJ i u;
khepyh gj ;ggfk;
2. MWKfehtyh. (2001). j kpo; , yf;fz k; nrdi d: Kyi y
epi yak;
3. fz gj p t. rej pfh uh[; Nkhfd; (1992). ewwkp; fwgpf;Fk;
Ki wfs; nrdi d: rhej h gj ;ggfk;
4. fz gj p t; & n[auhkd; G+ (2005). ewwkp; fwgpf;Fk;
Ki wfs; - gFj p 2. nrdi d: rhej h gj ;ggfk;
5. fi yrnry;t; nt. (2007). fy;t;papay; j kpo; fwggj j y;
<NuhL: rQr;t; nts;paL.

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7. fi ymry;tp nt. (2009). *j kpo; gapwyy; El gqfs;* <NuhL: rQrPt; ntsjaL.
8. RgGnul bahH e. (2000). *ewwkp; gapwW Ki w. rj kguk;* nkaaggd; j kpha;tfk;
9. j z l ghz p R. (2012). *j kpo; - fwgjj y; rpwGj j kpo;* kJi u: kbh gj jggfk;
10. j kpehl ghl E}y; eWtdk> xdgj hk; tFgG> vl l hk; tFgG ghl E}y;
11. nghpaz z d> Nfh. (2016). *j kponkhop fwgjj y; Gj pa mZ FK i wfs;* - gFj p 1. nrđi d: tdj h gj jggfk;
12. kbhl rp Rej uk> m. (2010). *j kpo; fwgjj y; nghJ j kpo;* j pz Lff; fhtahkhyh gj jggfk;
13. kbhl rp Rej uk> m. (2010). *j kpo; fwgjj y; rpwGj j kpo;* j pz Lff; fhtahkhyh gj jggfk;
14. tp[ayl Rkp t. (2016). *Ez z pi y fwgjj y;* nrđi d: rhuj h gj jggfk;
15. NtZ Nfhghy> , . gh.> & rhej Fkhhp f. (2013). *j kpo; fwgjj y; GJi kfs;* rpwGj j kpo; nrđi d: rhuj h gj jggfk;
16. n[gh> v. MH. (2014). *j kpo; fwgjj y; GJi kfs;* fddpahFkhp nuj j pd gj jggfk;

PAPER - III : COMPUTER SCIENCE EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPC1

Objectives:

The prospective teacher

1. acquires the knowledge of XI standard computer science text books, Volume-I.
2. understands the windows XP, web design and C programming of XI Standard computer science text book, volume-II.
3. acquires knowledge of the nature of computer science teaching.
4. understands the aims and objectives of teaching computer science.
5. masters the methods and techniques of teaching computer science.

UNIT - I: BASICS OF COMPUTER SCIENCE XI STD. (VOLUME - I)

Introduction to Computers - Number Systems - Computer Organization - Working Principle of Digital Logic - Operating Systems - Computer Communications.

UNIT - II : APPLICATIONS OF COMPUTER SCIENCE XI STD. (VOLUME - II)

Introduction to Windows XP - Windows Explorer - Linux - Problem Solving Techniques and C-Programming - Introduction to Web Design.

UNIT - III : AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE

Aims and objectives of teaching computer science at different levels: Primary, Secondary and Higher Secondary - Blooms Taxonomy of Educational objectives - Attainment of the objectives of Computer Science Teaching - Nature, Importance and scope of computer science - Values of teaching computer science - Computers in Education - Planning for developing Year plan, Unit Plan, Lesson Plan - Principles of lesson planning - Importance -

Herbartian steps - Activity Based Learning (ABL) - Active Learning Methods (ALM).

UNIT - IV : METHODS AND TECHNIQUES OF TEACHING

Microteaching: Meaning and cycle - Skill of Probing Questioning, Skill of Explaining, Skill of Increasing Pupils Participation, Skill of Closure, Skill of use of Block Board and Skill of Reinforcement - Link Lesson - Lecture method - Lecture - cum - demonstration - Individual lab work - Discussion - Inductive - Deductive - Heuristic Project - Programmed learning - Computer Assisted Instruction.

UNIT - V : TECHNOLOGY IN COMPUTER SCIENCE

Use of Audio-Visual Aids - Dale's cone of Experience: importance and uses - Educational broadcasts (Radio & TV) - Use of Internet - Text Books - Computer Science Club - Exhibition - Field Trip and Excursion - EDUSAT - Interactive whiteboard - Virtual Reality and Teleconferencing.

PRACTICUM

1. Preparation of CAI package for a topic in the intensive teaching.
2. Designing a branching program for any one topic.
3. Critically evaluate an educational website.
4. Prepare different charts using MS EXCEL for the achievement of your students in the intensive teaching practice.
5. Preparation of Mind-Maps.

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PAPER - III : MATHEMATICS EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPM1

Objectives:

The prospective teacher

1. understands the nature of mathematics.
2. understands the aims and objectives of teaching mathematics.
3. improves his/her competencies in teaching secondary level mathematics.
4. understands the various instructional strategies and their appropriate use in teaching mathematics at the secondary level.
5. develops the competencies in the pedagogical analysis of content of various branches of mathematics.

UNIT - I : NATURE AND VALUES OF MATHEMATICS EDUCATION

Nature of mathematics - Precision and Accuracy, logical sequence, abstractness, symbolism and logical structure of Mathematics - Values of teaching mathematics - Practical, social, cultural and disciplinary - Integration of Mathematics with other school subjects (Science, Social Science, Language and Literature, Art and Architecture).

UNIT - II : INSTRUCTIONAL STRATEGIES AND EVALUATION IN TEACHING MATHEMATICS

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 Reinforcement - Link Lesson - Inductive and deductive method- Analytic and synthetic method - Heuristic and Project method - Problem solving method - Characteristics of a good test in mathematics - validity, reliability and objectivity - Different types of test items: objective type, short answer, essay type - Nature and constructions of diagnostic test and achievement test - Error analysis - remedial teaching - Action research in mathematics teaching.

UNIT - III : AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Aims and objectives of teaching Mathematics at primary, secondary and higher secondary level - Blooms Taxonomy of Educational objectives - Writing GIO's and SIO's - Year plan - Unit plan- Characteristics, steps and advantages - Lesson plan: Preparation, characteristics and advantages – Herbartian steps - Activity Based Learning (ABL) - Active Learning Method (ALM): TIGER method - Applications of ABL and ALM.

UNIT - IV : ALGEBRA AND TRIGONOMETRY

Algebra: Algebraic expressions - Factorization - Solving linear equation in one variable and two variables - Algebraic identities - Trigonometry: Trigonometric ratios (special angles and complementary angles) - Trigonometric tables.

UNIT - V : REAL NUMBER SYSTEM AND SETS

Real Number system: Real numbers, Surds - Basic operations, Rationalization - Set: Set operations, Representation using Venn diagram - Geometry: Congruent and similar triangles.

PRACTICUM

1. Prepare a unit plan for any topic from IX Standard.
2. Prepare an album on how maths is correlated with other subjects.
3. Prepare a model question paper.
4. Prepare an ALM lesson plan.
5. Pedagogical analysis of secondary mathematics.

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PAPER - III : PHYSICAL SCIENCE EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPP1

Objectives:

The prospective teacher

1. acquires the knowledge of the nature and scope of Physical Science.
2. understands the objectives of teaching Physical Science in Secondary and Higher Secondary Schools.
3. acquires the skills relating planning the lessons and presenting them effectively.
4. applies the knowledge of the various methods and techniques of teaching of physical science.
5. acquires the knowledge about physical and chemical nature of matter.

UNIT - I : NATURE AND SCOPE OF PHYSICAL SCIENCE

Nature and scope of science, science as a product and a process - a way of knowledge, a way of investigation, a way of thinking: values of teaching physical science: correlation between various branches of science; interdisciplinary approach.

UNIT - II : AIMS, OBJECTIVES AND EVALUATION OF TEACHING PHYSICAL SCIENCE

Developing scientific attitude and scientific temper - Aims and Objectives of teaching Physical Science - General and Specific Objectives of teaching Physical Sciences - Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor) - Aims and Objectives of teaching Physical Science at different levels - Primary, Secondary, Higher Secondary; year plan, unit plan; lesson plan: criteria of a good lesson - Herbartian steps.

Tests and its types - diagnostic test: item analysis, remedial teaching - achievement test; blue print - principles of test construction - criteria of a good test.

UNIT - III : METHODS OF TEACHING PHYSICAL SCIENCE

Microteaching: Meaning and cycle - Skill of Probing Question-

ing, Skill of Explaining, Skill of Increasing Pupils Participation, Skill of Closure, Skill of use of Black Board and Skill of Reinforcement - Link Lesson - Teacher-centered Method: lecture method - lecture cum demonstration method - Pupil- centered Method: Heuristic method - programmed learning - project method - assignment method - problem solving method - computer assisted instruction - active learning method - activity based learning.

UNIT - IV : FACTS, PRINCIPLES AND APPLICATIONS OF PHYSICS

Measurement: Characteristics of Measuring Instruments - Measuring length - Vernier Calipers - Measuring mass - Measuring Time - Pendulum - Atomic clock.

Motion: Distance and Displacement - Types of motion - Speed - velocity - Acceleration - circular motion - centripetal acceleration - centripetal force.

Sound: Production and Propagation of Sound waves - Types of waves - Reflection of sound waves - ECHO - Reverberation - Sonar - Doppler Effect.

UNIT - V : FACTS, PRINCIPLES AND APPLICATIONS OF CHEMISTRY

Matter: Physical States of Matter - Elements - Compounds - Mixtures: Homogeneous mixtures, Heterogeneous mixtures.

Atomic Structure: Ancient views on Atomic Structure - Discovery of nucleus - Rutherford's model of Atom - Bohr's model of Atom - Atomic number and Mass number - Isotopes.

Chemical Equation: Types of Ions - Ions and Valency - Chemical Formulae: Balancing Chemical Equation.

PRACTICUM

1. Power Point preparation of a life history of any one scientist using internet.
2. Preparation of a unit plan for any one unit from IX Standard science text book.
3. Preparation of 20 objective type questions from IX standard science textbook.

4. Preparation of Mind-Maps.
5. Making improvised apparatus and models.

REFERENCES

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PAPER - III : BIOLOGICAL SCIENCE EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPB1

Objectives:

The prospective teacher

1. understands the nature, scope, aims and objectives of teaching Biological science.
2. develops necessary competence in teaching the subject in terms of methods, skills and techniques.
3. comprehends the methods and techniques of teaching Biological Science.
4. constructs appropriate assessment tools for evaluating learning of Biological science.
5. understands the content related to school curriculum.

UNIT - I : NATURE, SCOPE, AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE

Biological Science: History of Biological Science - Nature and Scope - Concept: Process and Product - Values of teaching Biological Science - Inter-correlation with other subjects - Impact of Biological Science on Community - Aims and Objectives of teaching Biological Science at different levels: Primary, Secondary and Higher Secondary - Benjamin Bloom's approach to the Taxonomy of educational objectives.

UNIT - II : PLANNING, SKILLS AND EVALUATION

Planning: Year Plan, Semester Plan, Trimester plan, Unit plan: Steps in Unit planning, Characteristics of Good Unit Plan - Lesson Plan: Essential features of Lesson planning, Preparing Lesson Plan, Steps in Lesson Planning (Herbartian) - Distinguishing Lesson plan and Unit plan - Microteaching: Meaning and cycle - Skill of Probing Questioning, Skill of Explaining, Skill of Increasing Pupils Participation, Skill of Closure, Skill of use of Block Board and Skill of Reinforcement - Link Lesson - Evaluation: Formative, Summative, Norm-based and Criterion-based - Diagnostic Testing and Remedial teaching - Construction of unit test- Design and blue print, Item Construction and marking scheme.

UNIT - III : METHODS AND TECHNIQUES OF TEACHING BIOLOGICAL SCIENCE

Criteria for selection of a method: Levels of the class - size of the class - time availability and subject matter - General Methods of Teaching Biological Science: Lecturer method - Demonstration method - Scientific method - Project method - Heuristic method - Biographical and Assignment method - Activity Based Learning (ABL) - Active Learning Methods (ALM) - Programmed Learning - Development of Programmed Learning Material - Teaching Machines - Computer Assisted Instruction - Modular approach.

UNIT - IV : CROP PRODUCTION AND MANAGEMENT (VIII Std.)

Agricultural Practices - Basic Practices of Crop production - Preparation of soil and sowing - Adding Manure and fertilizers - Irrigation: Methods of Irrigation - Protection from weeds - Storage and Marketing - Crop Rotation - Biotechnology in Agriculture - Biotechnology in Food Processing.

UNIT - V : REACHING THE AGE OF ADOLESCENCE (VIII Std.)

Adolescence and Puberty - Secondary sexual characters - Ductless glands - Role of Hormones in Reproduction - Reproductive phase of life in humans - Sex determination - Reproductive Health: Nutritional needs, personal hygiene, Prevention and protection from sexual and other abuses, smoking hazards, sprouting, Cancer and its prevention.

PRACTICUM

1. Prepare power point slides on a topic.
2. Prepare a unit plan for a unit in Biology.
3. Prepare a Mind-map.
4. Make charts, improvised apparatus and models.
5. Prepare an ICT integrated lesson plan.

REFERENCES

1. Anju soni (2005). *Teaching of Bio-Science*. Ludhiana: Tandon Publications.
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16. Sood, J.K. (1987). *Teaching Life Sciences*. Chandigarh: Kohli Publishers.
17. Sood, J.K. (1989). *New Direction in Science Teaching*. Chandigarh: Kohli Publishers.

PAPER - III : HISTORY EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPH1

Objectives:

The prospective teacher

1. acquires knowledge about meaning, nature and scope of History.
2. understands the objectives of teaching History at varied levels.
3. develops competence in employing different methods of teaching.
4. gets acquainted with content knowledge of history, geography, civics and economics.
5. Inculcates knowledge of theories about men and nature.

UNIT - I : HISTORY: MEANING, NATURE AND SCOPE

History: Meaning, Definition and different Conceptions - Nature of history - Dimensions of History: Time, Place, Ideas, Continuity, Development - Correlation: Meaning, Types and Importance - Correlation of History with other Subjects - Values of learning History: Disciplinary, Practical, Cultural and Ethical.

UNIT - II : OBJECTIVES OF TEACHING HISTORY AND LESSON PLANNING

Aims and Objectives of teaching history at different levels: Primary, Secondary and Higher secondary - Bloom's Taxonomy of educational objectives - Writing Instructional Objectives - Planning: Year plan, Unit plan and Lesson Plan and its importance - Preparation of Year plan, Unit plan and Lesson Plan.

UNIT - III : TEACHING STRATEGIES IN HISTORY

Microteaching: Meaning and cycle - Skill of Probing Questioning, Skill of Explaining, Skill of Increasing Pupils Participation, Skill of Closure, Skill of use of Block Board and Skill of Reinforcement - Link Lesson - Traditional Methods: Lecture, Story Telling, Biographical, Textbook and Dramatization - Modern Methods: Programmed Learning, CAI and Team Teaching.

UNIT - IV : ANCIENT AND MEDIEVAL AGE (IX Std.)

Ancient Civilizations: Indus valley, Nile Valley, Mesopotamian and Hwang-Ho Valley Civilization - Intellectual Awakening of 6th Century B.C.: Confucianism, Zoroastrianism, Jainism and Buddhism - Medieval Age: Medieval Europe, Causes for the down fall of the Roman Empire, Decline of the Roman Empire, Barbarian Invasions, Feudalism, rise of papacy, rise of Islam and Crusades (1095-1444).

UNIT - V : TAMILNADU: HISTORY, PHYSIOGRAPHY AND CLIMATE (IX Std.)

Tamil Nadu: Administrative division and History of Tamil Nadu - Physiography of Tamil Nadu: The hilly region, the plateau, the plain and the coastline - Climate of Tamil Nadu: rainy seasons, South West Monsoon, North East Monsoon, Cyclonic Rainfall, Types of Forests: Tropical evergreen forests, Tropical deciduous forests, Thorny shrub forests, Mangrove forests and Hill forests.

PRACTICUM

1. Prepare PowerPoint Slides for a topic from any one of the units.
2. Prepare a Drama based on a Historical Event.
3. Read a Biography of a Historian and prepare a report.
4. Prepare a Scrap Book.
5. Prepare a Unit Plan for any one of the unit from IX Standard Syllabus.

REFERENCES

1. Agarwal, J.C. (1996). *Teaching of Social Studies - A practical Approach*. New Delhi: Vikas Publishing House Pvt. Ltd.
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PAPER - IV : GENERAL ENGLISH EDUCATION - I

B.Ed. : SEM - I

Sub. Code : BPGE1

Objectives:

The prospective teacher

1. acquires the knowledge of Micro Teaching techniques.
2. constructs General and Specific Objectives for teaching English.
3. develops the skill of writing Lesson Plans for Prose, Poetry, Grammar, Composition and Supplementary Reader.
4. prepares a Diagnostic Test Question Paper.
5. constructs an Achievement Test Question Paper.

UNIT - I : LEARNING HOW TO TEACH ENGLISH

- 1.1 Introduction to Micro Teaching - Explanation of micro teaching skills and their components - Demonstration of three micro teaching skills- Episode writing for teaching and re-teaching - Practicing three micro teaching skills.
- 1.2 Introduction to Link Practice Teaching - Lesson Plan writing for Link Practice - Practicing link practice.
- 1.3 Demonstration of Macro teaching - Observing Demo Teaching and recording their observations.
- 1.4 Merits of Peer Teaching.

UNIT - II : METHODOLOGY OF TEACHING PROSE

- 2.1 Instructional objectives: Meaning, significance, formulation of instructional objectives based on Bloom's Taxonomy and LSRW skills, differences between general instructional objectives and specific instructional objectives.
- 2.2 Teaching of Prose: Objectives, stages of teaching prose, steps involved in teaching prose, selecting the unit of teaching (unitization), writing a lesson plan for the selected prose unit, significance of preparing an outline to write the first draft, to review the first draft and to finalize the fair draft.
- 2.3 Teaching of Vocabulary: Types of vocabulary - active and passive - Techniques of teaching and improving vocabulary.

UNIT - III : METHODOLOGY OF TEACHING POETRY

- 3.1 Teaching of Poetry: Objectives, stages and steps involved in teaching poetry, selecting the unit, writing of lesson plan for a poetry unit.
- 3.2 Comparisons and contrasts of prose and poetry.

UNIT - IV : METHODOLOGY OF TEACHING GRAMMAR AND COMPOSITION

- 4.1 Teaching of Grammar: Objectives, two types of grammar - formal and functional, methods of teaching grammar - deductive method and inductive method, merits and demerits of each method, writing a lesson plan for teaching grammar – use of Mind Maps in teaching grammar.
- 4.2 Teaching of Composition: Objectives, principles of teaching composition, types of composition - pictorial, guided and non-guided; oral and written, importance of correction, follow up, symbols commonly used in correction, advantages and disadvantages.

UNIT - V : METHODOLOGY OF TEACHING SUPPLEMENTARY READER AND EVALUATION

- 5.1 Teaching of Supplementary Reader: Objectives, steps involved in teaching Supplementary Reader, writing a lesson plan for Supplementary Reader unit.
- 5.2 Evaluation: Meaning, characteristics of a good test - Need for skill based evaluation.
- 5.3 Diagnostic Testing - Nature and Need - Preparation of a diagnostic test item in English.
- 5.4 Achievement Testing - Nature and Need - Blue Print Preparation - Preparation of achievement test items in English.

PRACTICUM

- 1. Prepare a Digital Lesson Plan.
- 2. Unitize a lesson from Standard IX.
- 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.

REFERENCES

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PAPER - IV : nghJ j j kp; - I

B.Ed. : SEM - I

Sub. Code : BPGT1

Nehf;fqfs;

Mrhpæ khz thfs;

1. j kp; nraAs; ghl gngHUs; fwgjj j y; El gf; \$Wfi s mwjj y;
2. j kp; c i uei l > , yffz g; ghl gngHUs; fwgjj j y; gad;fi s mwjj y;
3. nkhojj ; j p;wd; fwgjj j y; mwjj y;
4. gbjj j y> vOjj j y> fwgjj j y; j p;wd; tshjj j y;
5. tFggi wj ; j p;wd;fs; tshjj j y;

myF - I : j kp; nraAs> c i uei l g; ghl gngHUs; fwgjj j y;

j pUtUl gh - , d;pai t ehwgJ - j pUts;S tH khi y - esntz gh - t;Ntf rpej hkz p - Nj kghtz p - fkguhkhaz k; - Kj j Fkhurhkpggsi sj j kp; - t;pyyghuj k; - c i uei l vl l hk; tFgG ghl gngHUs;

myF - II : j kp; , yffz k> Ji z gghl g; nghUs; fwgjj j y;

FwwpaYfuk; - Fwwpaypfuk; - tof;F; , ayG> j Fj p - MFngaH - NtwWi k - Gz Hrrp , ayG> tpfhuk; - ahgG - c ti kaz p - vLj j f;fhl L c ti k mz p - Ji z gghl k; vl l hk; tFgG ghl gngHUs;

myF - III : nkhojj p;wd;fs; fwgjj j y;

Nfl l y; j p;wd; Nehf;fk; - Nfl l y; j p;wi d tshggj wFhpa topfs; - Nfl l y; j p;wd; gFj pfs; - Nfl l y; ti ffs; NgRj yj p;wd; thankhop gapw;rapd; Nehf;fk; - gad;fs; - nj hl ff, , i l epi yg; gsspfspy; thankhop; gapw;rp topahf nkhojggHl k; fwgj wfhd Ki wfs; - j pUej pagNgr;rpd; j di kfs> j pUjj kpyyh Ngr;rpd; , ayGfs; - c rnhgggy;

VwgLk; rpfyfs; - ehnefpo> ehgwo; gapwrp %rRg; gapwrp
thankhoggapwrp j Uk; Mrhpahpd; eyypayGfs;

myF - IV : gbjjy> vOJjy; jwdfs; fwggjy;

thrijjy; - njhlff tFggjy; fwgrfFk; Ki wfs; -
thattl;L gbjjypd; Nehffk> epi w> Fi wfs; - thafFs;
gbjjypd; Nehffk; - epi w> Fi wfs; - gbff gapWk; Ki wfs;
(vOj J> nrhy; nrhwnwhl h> fz L nrhy;Yjy> fi j Ki wfs;
epi w Fi wfs;) Moej> mfdw gbggpd; Nehffqfs> epi w>
Fi wfs; - gbggjy; Mhtji jj; J}z Lk; Ki wfs; - kdgghl k;
nrajypd; gadfs> vOJjy; jwdf; vOJjypd; Nehffk; -
vOJtj wFg; gapwrfs; - vOJtj wfhd rpy Kj w; gapwrfs;
- vOJ fUtrfi sg; gbfFk; Ki wfs; - eyy i fnaOjjpd;
eyypayGfs; - vOJggapwrp Ki wfs;

myF - V : tFggi wjjwdfs; tshjjy;

khz tH gqNfwi g mj pfhpfFk; jwdf; - ghl k; nj hl qFjy;
jwdf; - tYTtlly; jwdf; - tpsffk; - gapwrp - epfo;T
vOJjy; - Ez z pi yffwggjy> Nghpay; fwggj YfFKss
NtWghLfs; - , i z gGg; ghl tpsffk; - gapwrp - epfo;T
vOJjy; - Ez z pi yf; fwggjypd; gadfs; - c wW
Nehffy; tpsffk; - \$Wfs; - gadfs; - Nj HT (m) Nrhj i d
tpsffk; - Nj Htpd; ti ffs; - Fi wawj Nj HT tpsffk; -
gadfs;

nraKi wg; gapwrfs;

1. eh gwo> eh nefp; gapwrpfFha nrhy> nj hl Hfs; j ahhpff.
2. tFggi wj; jwdf; gapwrpfspy; VNj DnkhU gapwrp
j ahhjy;
3. nraAs; ghl gnghUS fF c wW Nehffy; xdW vOJf.
4. Fi wawj Nj HT khj php tpdhj j hs; j ahhpff.
5. kuGrnrhwfi sg; gl baypLf.

ghhi t E}yfs:

1. muqffhkp G+ (2006). *j kpo; nkhop fwgjj j y;* kJi u: khepyh gj pggfk;
2. MWKfehtyh. (2001). *j kpo; , yffz k; nrdi d: Kyi y epi yak;*
3. fz gj p t. & rej pufh uh[; Nkhfd; (1992). *ewwkp; fwgrfFk; Ki wfs;* nrdi d: rhej h gj pggfk;
4. fz gj p t. (2010). *ewwkp; fwgrfFk; Ki wfs;* nrdi d: rhej h gj pggfk;
5. fi yrnry;t p nt. (2007). *fy;tpapay; j kpo; fwgjj j y;* <NuhL: rQrPt; ntsaL.
6. RgGnul bahH e. (2000). *ewwkp; gapwW Ki w. rj kguk;* nkaaggd; j kpha;tfk;
7. j z l ghz p R. (2012). *j kpo; - fwgjj j y; nghJ j j kpo;* kJi u: kbh gj pggfk;
8. j kpehl ghl E}y; e}Wtdk xdgj hk; tFgG v l l hk; tFgG ghl E}y;
9. j pUki y> kh. R. (1998). *j kpo; fwgjj j y;* nrdi d: kz pthrfH gj pggfk;
10. nghpaz z d> Nfh. (2016). *j kponkhop fwgjj j ypy; Gj pa mZ FK i wfs;* - gFj p 1. nrdi d: tdj h gj pggfk;
11. kbhl rp Rej uk> m. (2010). *j kpo; fwgjj j y; nghJ j j kpo;* j pz Lffiy; fhtahkhyh gj pggfk;
12. tp[ayl Rkp t. (2013). *Ez z pi y fwgjj j y;* nrdi d: rhuj h gj pggfk;
13. n[gh> v. MH. (2014). *ghl gnghUs; kwWk; j kpo; fwgjj j y;* fddpahFkhp nuj j pd gj pggfk;

PAPER - V : STRENGTHENING LANGUAGE PROFICIENCY

B.Ed. : SEM – I

Sub. Code: BES1

Objectives:

The Prospective Teacher

1. improves Pronunciation through Tongue Twisters
2. acquires Knowledge of using Language Laboratory
3. understands the Basics of Phonetics
4. develops Communicative Skills through Activities
5. gets knowledge of Grammar for Expressions

UNIT - I : TONGUE TWISTERS

Meaning - Role of Tongue Twisters in improving pronunciation and fluency - Demonstration of reciting the Tongue Twisters - Practicing guided recitation of Tongue Twisters in large groups, in small groups and individually - Testing the recitation of Tongue Twisters.

UNIT - II : LANGUAGE LABORATORY

Orientation - Role of language laboratory in developing communicative skills - Learning the functions and operating language laboratory - Listening to recorded communicative software materials pronunciation and speaking skill - Note-taking activities by listening from language laboratory.

UNIT - III : BASICS OF PHONETICS

Meaning and definition - Identifying 44 phonemes - Classification of Phonemes - Difference between alphabet and phoneme - Listening to the consonant sounds, vowel sounds and diphthong sounds - Referring to dictionary and reading the transcription.

UNIT - IV : COMMUNICATIVE SKILL DEVELOPMENT ACTIVITIES

Narrating/describing an account of one's life experience before smaller and larger groups - Introducing self and others - Conversation Writing - Conversing in pairs - Group discussion on pre-prepared and extempore topics - Writing an application for a job - Preparing curriculum vitae - Making announcements - Preparing a write-up for notice board - Report Writing for newspapers.

UNIT - V : GRAMMAR FOR EXPRESSIONS

Verbal Structure and usage of Tenses - Sentence Pattern - Question tags - Active Passive - Transformation of Sentences: Simple, Complex and Compound - Conditional Clauses: Coordinating conjunctions and Subordinating conjunctions - Relative Pronouns.

PRACTICUM

1. Recite Tongue Twisters.
2. Write a Report on any one English language Laboratory Software.
3. Prepare a Phonetics Chart to teach at secondary level.
4. Write a conversation of your own with minimum 30 lines.
5. Prepare a write up for notice Board.

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PAPER - VI : ARTS AND AESTHETICS

B.Ed. : SEM - I

Sub. Code : BEAA

Nehf,fqfs;

Mrhpæ khz thfs;

1. vOj ;Jggapwrrp j pwd;fi sg; ngWj y;
2. gi l ggghwwi y nts;ggLj ;Jj y; gapwrrp msj j y;
3. i ftpi dg; nghUI fs; nraj y;
4. gapwrrp gl i i w top rpwej gof;fqfi s tshj j y;
5. kUj ;Jtggapwrrp msj j y;

myF - I : vOj ;Jg; gapwrrp

t;sf;fggl mli l aly; vOJ k; gapwrrp Mqf;ry vOj ;J ffs> j kpo; vOj ;J ffs> fUkgyi fa;ly; vOJ k; gapwrrp %qf;ry; Fm;aly; vOJ k; gapwrrp ghj ;J ti uj y; - tz z ggl k; ti uj y; (Ngh] i h; fyh)> vOj ;Jggapwrrp (Ngdh i k).

myF - II : gi l ggghwwi y nts;ggLj ;Jj y;

uqNfhyp ti uj y> fs;kz z ;y; c Utk; nraj y> ngapz bq; nraj y> Nghl NI h kwWk; t;BNah vLf;Fk; gapwrrp el dk> fUtp , i r> nghkkyhl ;l k> ehl fk; gapwrrp msj j y> gi l ggghwwy; gapwrrp

myF - III : i ftpi dg; nghUI fs; nraj y;

myq;fhug; nghUI fs> t;dhz nghUI fi sf; fi yg; nghUshf khwWj y> fhf;ij j j ;y; myq;fhug; nghUI fs; nraj y> g;sh] b;f; Ngggup; kyHnfhj ;Jj ; j ahhj j y> Fshghdq;fs; j ahhj j y; gapwrrp Nki l myq;fhuk; nraj y;

myF - IV : gapwrrp gl i i w

et;bf; fi y Fw;ij j gl q;fs; ti uAk; gapwrrp Kfmyq;fhuk; nraAk; gapwrrp r;Wnj hopy;fs; fwg;f;Fk; gapwrrp (12)> fi y kwWk; i ftpi dg; nghUI fs; gadg;Lj ;Jk; gss;f;fi s ghhi tap;ly> fi yfy;tp;f;Fk; fy;tp Ki wf;Fk; c ss NtWghL> fy;tp nj hl hGi l a ghukghpa , ej pa

i f t p i d g n g h U I f i s m w p a r n r a j y > , e j p a g g h u k g h p a
j p U t p o h f f s ; k w W k ; f i y f s p d ; K f f p a j J t k ; m w j y ;

myF - v : kUj:Jtggawrp

g y t j N e h a f i s f ; F z k h f F k ; m f F g Q r h ; g a w r p
c l y e y k ; f h f F k ; % r R g g a w r p M a p y ; G y y p q ; k w W k ; c z T
f l L g g h L g a w r p N e h a ; j h f F k ; K j j p i u g g a w r p c l y ; R j j k >
j p a h d k > e p i d t h w w y > k d m O j j k ; F i w j j y ; k w W k ; c l y ;
l j l f ; F i w j j y ; g a w r p

nraKi wg; gapwrfS:

1. t p s f f g g l m l j l a y ; M q f p y v O j J f f s > j k p ;
v O j J f f s ; v O J j y ;
2. g i l g g h w w i y n t s g g L j J j y ;
3. i f t p i d g n g h U I f s ; n r a j y ;
4. f y t j ; n j h l h G i l a g h u k g h p a , e j p a f ; i f t p i d g ;
n g h U I f i s r ; n r a j y ;
5. , e j p a g g h u k g h p a j p U t p o h f f s ; t z z g g l k ; t i u j y ;

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PAPER - VII : TEACHING OF PHYSICAL EDUCATION

B.Ed. : SEM - I

Sub. Code : BETP

Objectives:

The prospective teacher

1. acquires the knowledge of the physical education.
2. develops the teaching qualities in physical education.
3. creates awareness of health hazard and protective measures.
4. keeps the body fit and healthful.
5. experiences the effects of yogic practices in day today life.

UNIT - I : FOUNDATION OF PHYSICAL EDUCATION

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

Teaching Methods in Physical Education: Command, Demonstration, Imitation, Dramatization, At Will Method, Whole-Part - Whole Method and Visualization and Observation Method - Intramural and Extramural Competitions - Fixtures: Knock Out and League Tournaments - Lesson Plan - Lead Up Activity - Minor Games - Rhythmic Activities – Gymnastics.

UNIT - III : NUTRITION AND SAFETY EDUCATION

Health: Meaning, Definition and Concepts - Factors Influencing Health - Mental Health - Health Needs for Children, Adolescents and Differently - Abled Children - Nutrition: Meaning - Essentials of Nutrition - Diet: Balanced Diet - Diet Adulteration - Malnutrition - Principles of Safety Education - Safety in Playground, Road, Home and School - Safety for Fire and Water Accident - First Aid - Snake Bite - Dog Bite.

UNIT - IV : PHYSICAL FITNESS COMPONENTS

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.

UNIT - V : YOGA FOR WELLNESS

Yoga: Meaning, Origin and Development - Need and Importance - Eight Limbs of Yoga - Procedures and Benefits of Basic Standing, Sitting and Lying Asanas - Pranayama: Puraka, Abhyantara Kumbhaka, Rechaka and Bahya Kumbhaka - Kriyas in Yoga.

PRACTICUM

1. First Aid for road, water and fire accidents.
2. Organizing the sports meet and games.
3. Demonstration of asanas and pranayamas.
4. Organizing a health check-up programme.
5. Prepare a report on a traditional game of Tamilnadu.

REFERENCES

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SEMESTER - II

PAPER - VIII : SCHOOLING, SOCIALIZATION AND IDENTITY

B.Ed. : SEM - II

Sub. Code : BCSS

Obectives:

The prospective teacher

1. understands the sociological foundations of education.
2. understands the socialization processes, socialization of families, schools and various parenting styles and their impact on learners.
3. understands the meaning of identity formation, its determining factors such as caste, class, gender, religion, language on their own sense of identity as a teacher.
4. understands the influence of education on democracy, secularism and other social issues.
5. understands his own identity as a teacher.

UNIT - I : EDUCATIONAL SOCIOLOGY

Meaning, Characteristics, Scope of Educational sociology - Sociological functions of a school, Inter relationship between School and Community - Social groups: Primary, Secondary and Tertiary - Social processes: Social stratification, Social mobility and Social change.

UNIT - II : SOCIALIZATION AND DEVELOPMENT OF SELF

Socialization: Meaning, definition, characteristics - processes, types - Agencies/institutions of socialization and their function: Family and Extended family, Community: Neighborhood, religion and school - the necessity and relevance of family in socializing the child - Parenting styles and their impact: meaning and types: Authoritative, Authoritarian, Indulgent, Neglectful - Role of teacher in socializing the child.

UNIT - III : SELF AND EVALUATION PRACTICES

Self and Self concept: definition, meaning and dimensions -

Construction of a Positive and Productive Sense of Self - Pillars of self concept: self-esteem, self-efficacy - Self-Evaluation practices: self-understanding, Self-assessment, self-enhancement, self regulation and self-monitoring.

UNIT - IV : IDENTITY DEVELOPMENT AND SOCIAL ISSUES

Identity: Meaning, Definition, Nature and Types - Determinants and their Impact: Caste, Class, Gender, Religion, Language, Media and Culture - Identity development: Erik Erikson's psycho-social development theory, James Marcia's identity status theory - schooling as a process of identity formation - Hidden curriculum for identity formation - Role of school in developing rational, secular and humanistic identities - Social issues: Education and democracy, liberalisation, privatisation, globalisation, Right to education and Women's right.

UNIT - V : TEACHER'S PROFESSIONAL IDENTITY

Teacher's professional identity: meaning, definition and characteristics - Development of teachers self efficacy: Orientation programmes, In-service training, Personal enrichment courses - impact of teacher efficacy on classroom learning - Professionalism: meaning, definition, ethics and development.

PRACTICUM

1. Analyse a social issue and prepare a report.
2. Prepare a report on the socio-economic status of rural people.
3. Organise a seminar, debate and panel discussion on a social issue and prepare a report.
4. Make a Poster on personal and social identity.
5. Evaluate your own identity and prepare a report.

REFERENCES

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PAPER - IX : INNOVATIONS IN EDUCATION

B.Ed. : SEM - II

Sub. Code: BCIE

Objectives:

The prospective teacher

1. acquires adequate understanding in the importance of technology in education.
2. knows various forms of educational technology and its educational implications.
3. develops skill in the development and utilization of technology in education.
4. learns to use different types of educational accessories.
5. attains the knowledge of the various models of teaching and levels of teaching.

UNIT - I : THE CONCEPT OF EDUCATIONAL TECHNOLOGY

Educational Technology: Concept, Definition, Need, Importance and Scope - Technology in Education and Technology of Education - Forms of Educational Technology: Teaching Technology, Instructional Technology, Behavioural Technology, Systems Approach and their educational implications.

UNIT - II : INSTRUCTIONAL MEDIA

Instructional media: Need, Importance and Classification - Edgar Dale's Cone of experience - Types of media: Print and Non-print media - Educational Radio - Educational Television - Selection and integration of media in teaching learning process - Multimedia Package - Models of teaching: Glaser Basic model, Bruner's Concept attainment model and Integrated Pedagogical Paradigm.

UNIT - III : HARDWARE AND SOFTWARE TECHNOLOGY

Difference between software and hardware technologies - Programmed Instruction: Linear and Branching - CAI - Classware technologies: LCD, IWB and Language Laboratory - Introduction to E-content - National Repository of Open Educational Resources (NROER).

UNIT - IV : COMMUNICATION, INTERACTION AND

EMERGING EDUCATIONAL TECHNOLOGIES

Meaning and types of communication - Communication cycle - Factors affecting communication - Techniques of Good communication - Classroom Interaction Analysis: FIACS: Concept, Assumptions, Coding and Decoding procedures - Emerging Educational Technologies: Mobile Learning, i-pad Computing, Gamification of Learning and Educational uses of 3D Printing.

UNIT - V : EDUCATIONAL TECHNOLOGY IN DISTANCE EDUCATION

Educational Technology for Distance Education - Open learning system: NIOS, IGNOU and TNOU - Modes of Open Learning: MOOCs, SIM, Educational Resource Centers, Virtual Classroom and Virtual University - Online examinations - Educational uses of Blogs and Social Networks.

PRACTICUM

1. Coding and decoding classroom interaction through Flanders (two sessions).
2. Two sample lesson plans on models of teaching.
3. Development of a linear programme with 15-20 frames.
4. Power-point presentation with narration on any topic.
5. Prepare a report on the Merits and Demerits of any one Social Media.

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PAPER - X : ICT (DIGITAL PEDAGOGY)

B.Ed. : SEM - II

Sub. Code : BCIT

Objectives:

The prospective teacher

1. understand the nature and scope of ICT in Education.
2. understand the impact of ICT on society today.
3. plan for effective ICT instruction.
4. use appropriate instructional system in ICT Education.
5. acquires the basic knowledge of computers.

UNIT - I : BASICS OF COMPUTER

Concept: Information Technology and Communication Technology - Introduction to Computer - Generations of Computer - Computers based on classification: Type, Purpose and Memory Size - Characteristics of Computers - Functional Components of a Computer - Hardware: Input devices - Output devices - Storage devices - Software: Definition, Types and Uses - Types of Computer virus.

UNIT - II : NETWORKING AND INTERNET

Basics of Computer Networking : Meaning and Types of Network - Internet: Origin, Requirements and Applications - Search Engines - E-mail: Meaning and Types - Using Blogs in Teaching and Learning - Social Networking: Meaning, Merits and Demerits - Recent communication technologies used in Education - Cloud computing - Impact of Computerization and Information Technology in Education.

UNIT - III : ICT IN EDUCATION

ICT: Meaning and Importance - Virtual Reality - Classroom and laboratory - E-learning - E-Resources in teaching: E-Book - E-Journal - Uses of Office 365 in Education - Teleconferencing - IWB: Meaning and Types - HTML and its Tag - Websites: Meaning and Types, Educational websites: Meaning and Evaluation.

UNIT - IV : ARTIFICIAL INTELLIGENCE (AI) IN EDUCATION

Artificial Intelligence (AI) - Difference between AI and

Human Intelligence - Intelligent Tutoring System (ITS) - Natural Language Processing (NLP): Stages and Application - Bio-metric Classroom attendance - Using Computer Simulation in Teaching - Using Artificial intelligence applications in Education.

UNIT - V : ICT - INTEGRATED PEDAGOGY

ICT: System and Components - Project based learning - Co-operative learning - Modeling ICT - Mapping the Model - ICT - integrated Lesson Plan - ICT for Testing and Evaluation - ICT supportive tools for a teacher - Role of Teacher in ICT enabled classroom - Challenges in integrating ICT in school education.

PRACTICUM

1. Prepare an Album on Generation of Computers.
2. Evaluate an E-mail Service Provider.
3. Evaluate an Educational Website.
4. Create a Blog of your own.
5. Prepare an ICT integrated Lesson Plan.

REFERENCES

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PAPER - XI : ASSESSMENT OF LEARNING

B.Ed. : SEM - II

Sub. Code : BCAL

Objectives:

The prospective teacher

1. acquaints with the basic concepts and practices adopted in educational measurement and educational evaluation.
2. understands the relationship between measurement and evaluation in education and the existing models of evaluation.
3. applies the tools and techniques of measurement and evaluation.
4. develops the skills and competencies in constructing and standardizing a test.
5. understands how various requirements of education are measured, evaluated, interpreted and how their results are recorded to help learners.

UNIT - I : MEASUREMENT, ASSESSMENT AND EVALUATION

Measurement, Assessment and Evaluation: Concept, Scope, Need, Difference, Functions and Types - Tests: Definition, Purpose and Types. Subjective Techniques: Questionnaires and Inventories - Observation Technique - Objective Techniques: Rating Scales, Schedules and Check Lists - Peer Rating - Projective Techniques.

UNIT - II : TEST CONSTRUCTION

General Principles of Test Construction - Guidelines for writing test items: Objective, Short, Essay and Interpretive type - Item Analysis: Discrimination and Difficulty Levels - Characteristics of good measuring instrument: Validity, Reliability, Objectivity and Usability - Standardization of a measuring instrument.

UNIT - III : EDUCATIONAL DIAGNOSIS AND ACHIEVEMENT TEST

Meaning and Importance of Educational Diagnosis - Diagnostic Test: Construction, Purpose and Uses - Areas and Content of Diagnostic Testing - Remedying Learning Difficulties: Steps and Strategies - Achievement Test: Blue Print Preparation, Test administration, Scoring and Interpretation of test results.

UNIT - IV : STATISTICS AND EVALUATION

Forming Frequency Table - Measures of central tendency: Mean, Median and Mode - Measures of Variability: Range, Quartile Deviation and Standard Deviation - Normal probability: Class room applications - Correlation: Types - Rank Order and Product Moment Correlation: Calculation and Uses - Graphical representation of data: Histogram, Frequency polygon and Ogive curve.

UNIT - V : EXAMINATION REFORMS

Examination Reforming Efforts By : Kothari Commission (1964-66), NPE(1986) and National Curriculum Framework (2009) - Continuous and Comprehensive Evaluation (CCE) - Continuous Internal Assessment (CIA), Semester, Trimester - Question Bank - On-line Examination and Open Book Exams Grading - Progress Report - Student's Profile : Cumulative Record.

PRACTICUM

1. Prepare a rating scale to assess a classroom climate.
2. Prepare a model cumulative record for the students of your class.
3. Prepare a report on the grading system followed in any one of the colleges in your area.
4. Write a report on the evaluation or examination system followed by any other college or University.
5. Prepare an observation Schedule to assess the learning of the students.

REFERENCES

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PAPER - XII : SPECIAL ENGLISH EDUCATION - II

B.Ed. : SEM – II

Sub. Code : BPE2

Objectives:

The Prospective Teacher

1. develops the reading skills.
2. acquires the knowledge of developing extensive reading.
3. develops study skill techniques.
4. understands the XI and XII standard English Grammar.
5. applies the learnt Grammar in Expressions.

UNIT - I : READING SKILLS

- 1.1 Purpose of reading: reading for pleasure, reading for information.
- 1.2 Classroom activities to develop reading skill, application of SQ3R study technique, reading club, classroom library, span of attention, intensive and extensive reading activities. Increasing reading speed, do's and don'ts in mastery reading, word - attack skill.
- 1.3 English for competitive examinations: classification of errors, identifying and overcoming common errors in English, classroom discussions and activities.
- 1.4 Action Research: concept, steps and advantages – Action Research in ELT.

UNIT - II : EXTENSIVE READING

- 2.1 Word formation devices
- 2.2 Spelling: Nature of phonetic and un-phonetic languages - Intricacies of English spelling - Spelling rules.
- 2.3 Reading and critically reviewing any short stories and novels - Guidelines for reviewing a book.
- 2.4 ELT curriculum: principles of curriculum development, steps of curriculum construction - contents of ELT curriculum, different types of curriculum in English.

UNIT - III : STUDY SKILLS

- 3.1 Meaning, need for training the students in study skills, three types of study skills – gathering skills, storage skills and retrieval skills.
- 3.2 Developing study skills, exploring the dictionary, examination of different types of Dictionaries, use of Thesaurus.
- 3.3 Skill of note-making and note-taking, need, difference between note-making and note-taking, tips for development.
- 3.4 Preparation of bibliography card, collecting data and relevant materials from primary and secondary sources.

UNIT - IV : TEACHING THE GRAMMATICAL CONTENT OF ENGLISH (XI Std.)

- 4.1 Homophones
- 4.2 Primary and Modal Auxiliaries
- 4.3 Relative Clause
- 4.4 'If' clause
- 4.5 Phrase and Clause

UNIT - V : TEACHING THE GRAMMATICAL CONTENT OF ENGLISH (XII Std.)

- 5.1 Negative formation.
- 5.2 Verb division and sentence construction.
- 5.3 Direct and Indirect Speech.
- 5.4 Simple, Compound and Complex sentences.
- 5.5 Transformation of sentences.

PRACTICUM

1. Collect 'Worksheets' from the websites on 'Word Formation' and work out.
2. Critically review a short story you read.
3. Collect a list of commonly misspelt words and identify the probable causes.
4. Make a comparative analysis of a Tamil Nadu Govt. Text-books and a CBSE Textbook.
5. Select a passage and identify whether the sentences are Simple, Compound or Complex.

REFERENCES

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PAPER - XII : rpwGj j kp; - II

B.Ed. : SEM - II

Sub. Code : BPT2

Nehffqfs;

Mrhpa khz thfs;

1. j kpogghl g; nghUs; fwgjj j y; Nfhl ghLfi s mwjj y;
2. j kpogghl g; ghTfi sf; fwgpf;Fk; Nehffk> Ki wfs; mwjj y;
3. nkhoggawrpapd; , dwpai kahi ki a c z HeJ gapwrp ngWj y;
4. , yffpa eaKk; c j j pfS k> nkhopapd; gadghLfs; gwwp mwjj y;
5. mstlL kj pggL gadghLfs; gwwp mwjj y;

myF - I : j kp; nraAs> ci uei lg; ghl gnghUs; fwgjj j y;

FWen; j hi f - rpWgQ;r%yk; - kz pNkfi y - ghQrhyprgj k; - j pUtpi sahl wGuhz k; - Kj nj hsshapuk; - fyprfj j gguz p - , ul rz pa ahj j hpfk; - c kHfaahk; ghl yfs; - ngz i k - ci uei l - xdgj hk; tFgG ghl gnghUs;

myF - II : j kp; , yffz k> Ji z gghl g; nghUs; fwgjj j y;

vOj j - gj k; gFgj k> gfhgj k; - ahgG; vOj j> mi r> rth j i s> mb> nj hi l - MFngaH: vz z y> vLj j y> Kfj j y> el l y> nrhyyhF ngaH - mz p , ynghUsz p NtwWnghUs; i tgGmz p - xdgj hk; tFgG ghl gnghUs;

myF - III : j kpogghl ggphTfi sf; fwgpf;Fk; Nehffqfs> Ki wfs;

nraAs; fwgjj j y; Nehffqfs; - nraAs; fwgpf;Fk; Ki wfs; - nraAs; nj hl qFk; Ki wfs; - nraAs; fwgjj j ypy; NkwnfhsS k; topKi wfs; - ci uei l fwgjj j y; Nehffqfs; - ci uei l , ayG - fwgjj j y; Ki wfs; - gadfs; -

ci uei l nraAs; fwggj j y; Ki wapYss NtWghLfs; -
 , yffz k; fwggj j y; Nehffk; - fwgpfFk; Ki wfs; -
 epi w>Fi wfs; - , yffz k; fwgpfFk; Ki wfs pi l NaAss
 NtWghLfs; - , yffz k; ntWffggLtj wfhd fhuz qfs;
 - , yffz k; , dpi kahfFk; topKi wfs; - ci uei l >
 nraAs> flLi ugghl j j py; , yffz j i j , i z j J fwgpfFk;
 Ki wfs; - Ji z gghl k; fwggj j y; Nehffqfs; - j di kfs;
 - gapwrfFs; - Mrhpah; nrayghLfs; - Ji z ffUtprfspd;
 gqF.

myF - IV : tpdhffs;

tpdhffs; Nfl iL fwggj j y; Nehffk> gadfs; kwWk;
 , dwpai kahi k - tpdhffs; tpdTj y; j pi kfs; -
 tpdhti ffs; - tpdhffs; pd; rpwggpayGfs; - tpdh tpdhTk;
 Ki wfs; - tpdhffs; Nfl iFk; NghJ ftdprfF Ntz bai t -
 ed;D}yhH nfhs; i f - Nj HT tpdhffs; j ahhj j y; - Nj HT
 tpdhffs> tFggi w tpdhffS fpi l NaAss NtWghLfs;
 - tpdhtqfpa; gadfs;

myF - V : mstL kwWk; kj ggL

mstL> kj ggL tpsffk; - kj ggL bd; mbggi l f; \$Wfs;
 - Nehffqfs; - gadfs; - NtWghLfs; - eyyj; Nj htpd;
 , dwpai kahj g; gz Gfs; - Nj htpd; gadfs; - Mrhpah
 j ahhpFk; Nj HTfs; - thankop. vOj Jj; Nj hT epi w
 Fi wfs; - rhj i dj Nj hT (m) mi l Tj Nj hT tpsffk; -
 gadfs; - Fi wawp mi l Tj Nj hT , uz bwFKss NtWghLfs;
 - tpdhj j hs; mi kgG - tpdhj j hs; mi kggpy; ftdprfF
 Ntz bai t - Gwtatpdh> FWtpdh> flLi u tpdhffs; pd;
 epi w>Fi wfs; - Nj hT rhj pUj j k; - tpdhj j hs; tbt i kgG
 tpsffk; - j ahhj j y;

nraKi w gapwrfFs;

1. xdgj hk; tFgG ghl E}ypy; nraAs; gFj papYss
 mz pfi sj; nj hFj J vOJ f.

2. xdgj hk; tFgG ghl E}y; nraAs; gFj p xdi wf; fhl rpggLj J f.
3. GJ fftpi j nj hFj J vOJ f. (xdgj hk; tFgG ghl E}y; Mrhpahfs; kl Lk)
4. tpdhtq;fp j ahhpff.
5. tpdhj j hs; tbt i kgi gj ; j pl l kplf.

ghhi t E}yfs:

1. muqfrhk p G+ (2006). *j kpo; nkhop fwgij j y;* kJ i u: khepyh gj pggfk;
2. MWK fehtyh. (2001). *j kpo; , yffz k; nrdi d: Kyi y epi yak;*
3. fz gj p t. & rej pfh uh[; Nkhfd. (1992). *ewwkpo; fwgpfFk; Ki wfs;* nrdi d: rhej h gj pggfk;
4. fi yrnry;tp nt. (2007). *fy;tpapay; j kpo; fwgij j y;* <NuhL: rQrt; ntsjalL.
5. fi yrnry;tp nt. (2009). *fy;tpapay; rpwgGj ; j kpo.* <NuhL: rQrt; ntsjalL.
6. fi yrnry;tp nt. (2009). *j kpo; gapwyy; El gqfs;* <NuhL: rQrt; ntsjalL.
7. rqfud> gh. *j kpo; , yffz E}y;* nrdi d: Ruh fgNy[; Mg; fhk gb\ d;
8. RgGnul bahh e. (2000). *ewwkpo; gapwW Ki w. rj kgu;* nkaaggd; j kphatfk;
9. j z l ghz p R. (2012). *j kpo; - fwgij j y; rpwgGj j kpo;* kJ i u: kldh gj pggfk;
10. j kpoz z y; (2000). *j wfhyrf , yffpa tuyhW.* kJ i u: kldh rj gj pggfk;
11. j kpehl ghl E}y; eWtdk> xdgj hk; tFgG> vl l hk; tFgG ghl E}y;
12. nghpaz z d> Nfh. (2016). *j kponkhop fwgij j y; Gj pa mZ FK i wfs; - gFj p 1.* nrdi d: tdij h gj pggfk;

13. કલ્હલ રૂપ રેજ યુક> મ. (2010). *જ કપો; ફવગ્ગી જ ય; ન્ગહજ જ કપો;*
જ પઝ લફ્ય; ફહતઝહક્યહ ગ્જ પ્ગ્ગફક;
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જ પઝ લફ્ય; ફહતઝહક્યહ ગ્જ પ્ગ્ગફક;
15. ન્તઝ ન્ફહ્ગ્ય; , . ઘ> & રહેજ ફકહ્પ. ફ. (2013). *જ કપો;*
ફવગ્ગી જ ય્પ; ગ્જી કફસ; રપ્વગ્ગી જ કપો; ન્દી દ: રહુજ હ
ગ્જ પ્ગ્ગફક;
16. ન[ઘ> વ. મ્હ. (2014). *જ કપો; ફવગ્ગી જ ય્પ; ગ્જી કફસ;*
ફદ્દપહફકહ્પ નુજ જ પ્દ ગ્જ પ્ગ્ગફક;

PAPER - XII : COMPUTER SCIENCE EDUCATION - II

B.Ed. : SEM - II

Sub. Code : BPC2

Objectives:

The prospective teacher

1. applies the methods and techniques of evaluation in teaching computer science.
2. understands the principles of curriculum construction and examine critically the computer science syllabus of the higher secondary course.
3. familiarizes themselves with the problems of organizing and maintaining a computer science laboratory.
4. understands the specific qualities of a good teacher.
5. understands the use of computer science textbook.

UNIT - I : SOFTWARE TOOLS FOR PROCESSING INFORMATION

An Introduction to Star office Writer : Text Formatting - Correcting Spelling Mistakes - Working with Tables - Page Formatting - Spreadsheet - Database - Introduction to Multimedia Presentation.

UNIT - II : C++ AND COMPUTER ETHICS

Object Oriented Concepts Using C++ - Overview of C++ - Basic Statement - Functions C++ Enhancements - Structured Data Type - Arrays - Classes and Objects - Polymorphism - Constructors And Destructors - Inheritance - Impact of Computers on Society - It Enabled Services - Computer Ethics.

UNIT - III : MEASUREMENT AND EVALUATION

Measurement and Evaluation- Types of evaluation: Formative and summative - Types of tests: diagnostic, prognostic and achievement tests - Characteristics of a good test - Computer Assisted Evaluation - Analysis and interpretation of scores - Measures of central tendency, Measures of variation and rank correlation - Graphical Representations.

UNIT - IV : CURRICULUM CONSTRUCTION IN COMPUTER SCIENCE

Curriculum Vs Syllabus, Trends in Curriculum Construction - Principles Of Curriculum Construction - Selection and Organization of Computer Science Content - Approaches in Curriculum Construction - New Education Policy 1986 - UNESCO - CLASS Project - Programmed Logic Automated Teaching Operation (PLATO).

UNIT - V : COMPUTER SCIENCE LABORATORY

Computer Science Laboratory - Importance of Laboratory Design - Lecture - Cum Lab Plan - Organization of Practical Work : Administration, Grouping of Pupils, Instruction to Pupils, Discipline in the Lab - Care and Maintenance of Hardware and Software in the Computer Science Laboratory - Stock Registers.

PRACTICUM

1. Preparation of record using Visual Basic.
2. Creating a student database for complete reference.
3. Preparation of Power point to evaluate computer science textbook.
4. Prepare a Design of a modern Computer Science Laboratory.
5. Write a report on the initiatives of UNESCO for Computer Literacy.

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8. John Milin Sandeep (2014). *Teaching of Computer Science*. New Delhi: Neelkamal publication Pvt. Ltd.
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PAPER - XII : MATHEMATICS EDUCATION - II

B.Ed. : SEM - II

Sub. Code : BPM2

Objectives:

The prospective teacher

1. understands the historical developments leading to concepts in modern mathematics.
2. understands the modern approach in mathematics education.
3. develops the skill in writing VB programmes.
4. understands the role of electronic media in mathematics teaching.
5. develops the competencies in the pedagogical analysis of content of various branches of mathematics.

UNIT - I : HISTORICAL DEVELOPMENTS IN MATHEMATICS

Historical development of Notations and Number systems (Egyptians, Babylonians, Chinese, Greeks, Romans, Mayans, Hindu); Biography and Contributions of Indian Mathematicians: Aryabhata, Bhaskaracharya, Ramanujam, Euler, Euclid, Pythagoras.

UNIT - II : TECHNOLOGY IN MATHEMATICS EDUCATION

Importance of Audio visual aids, role of electronic media in teaching - Radio, TV, CCTV, Computer and Internet - Individualised Instruction: Meaning, Characteristics and advantages - Programmed Learning Material (PLM), CAI: Meaning, Steps, Modes, advantages and limitations - Development of CAI package in Mathematics teaching - Intelligent Tutoring system (ITS) in teaching mathematics - Smart classroom - Use of improvised aids in mathematics teaching.

UNIT - III : INTRODUCTION TO VISUAL BASIC PROGRAMMING

Visual Basic - Integrated development environment - project window - tool box - Control Structure: If - then else, do while, select case - 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 - IV : MATRIX AND GEOMETRY

Matrices: Types, operations, Properties of matrix multiplication. Co-ordinate geometry: Mid point of line segment, Centroid of triangle, Area of triangle, Colinearity of 3 points, Area of quadrilateral. Algebra: System of linear equation in two numbers (Elimination method, Cross multiplication method), Quadratic polynomials, Synthetic division.

UNIT - V : LIFE MATHEMATICS

Life mathematics: Profit, loss, Simple interest and compound interest. Measurements: Area of triangle, quadrilateral, Parallelogram, Rhombus, Trapezium, circle and path way (Rectangular, Circular), Area of combined figures.

PRACTICUM

1. Prepare PowerPoint slides about a mathematician and his contributions.
2. Prepare a time line on the historical development of notations and symbols.
3. Prepare a Lab record on Visual Basic.
4. Prepare a CAI package for any topic from IX standard mathematics syllabus.
5. Prepare a list of mathematics website names.

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PAPER - XII : PHYSICAL SCIENCE EDUCATION - II

B.Ed. : SEM - II

Sub. Code : BPP2

Objectives:

The prospective teacher

1. acquires the understanding of the various concepts, facts, terms and developments in the field of science education.
2. acquires the knowledge of Physical Science at secondary level.
3. understands the technology of teaching Physical Science and give them practice in the use of audio visual aids.
4. develops the competency of student teachers in selection, preparation and use of teaching aids.
5. organizes different co-curricular activities in Science.

UNIT - I : FUNDAMENTALS OF PHYSICS

Work - Power - Energy - The Law of conservation of Energy - Mechanical energy - chemical energy - Electric energy - Heat energy - solar energy - kinetic energy - potential energy. Heat: The Gas laws - Boyle's law - Charle's law - Gas Equation. Electricity: Electric cell - Electric circuit - kinds of circuits - Electric switch-conductors and insulators - Electro magnet - conduction of electricity in liquids - chemical effects of electric current. Force & Pressure: Action of Force and its effects - contact force - Non - contact force - Magnetic force - Gravitational force - Electrostatic force - Pressure exerted by liquids & gases - Pascal's law - Atmospheric pressure - Friction.

UNIT - II : FUNDAMENTALS OF CHEMISTRY

Periodic classification of elements: Lavoisier's Classification of elements - Newland's classification of elements - Mendeleev's periodic table - metals and non-metals - alloys and its uses. Chemical Bonds: Octet rule - types of chemical bond - formation of ionic and covalent bond - co-ordinate covalent bond. Separation of substances: methods used to separate mixture of solids - magnetic separation - separation of insoluble solids from liquids. Chemistry in

Daily life: Cement and its uses - Plastics - types and uses of plastics - glass and its uses - soap - Fibers.

UNIT - III : TECHNOLOGY IN TEACHING PHYSICAL SCIENCE

Hardware and software approaches - audio-visual aids: Definition, principles, qualities and importance - Multimedia - Educational broadcasts: radio, television, films - LCD projector - PowerPoint presentation - use of internet - e-learning - smart classroom - science club - improvised aids - science exhibition - National Talent Search Scheme.

UNIT - IV : MODELS OF TEACHING PHYSICAL SCIENCE

Models of teaching Physical Science: Definition, Meaning, Nature, 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 - V : RECENT TRENDS IN PHYSICAL SCIENCE EDUCATION

Recent trends in physical science education - Research: Meaning, need, types of research - Action research: Steps - Science teaching and globalization.

PRACTICUM

1. Prepare a Linear programme on any topic in Physics or Chemistry.
2. Prepare Power point slides for any topic from IX standard science syllabus.
3. Prepare a report on Action Research.
4. Evaluate science websites and prepare a report.
5. Conduct a group discussion on Mendeleev's periodic table and submit a report.

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PAPER - XII : BIOLOGICAL SCIENCE EDUCATION - II

B.Ed. : SEM - II

Sub. Code : BPB2

Objectives:

The prospective teacher

1. understands various biologists and their contributions.
2. acquires the knowledge relating to the organization and administration of a Biology laboratory.
3. applies effectively different activities / experiments / demonstrations / laboratory experiences for teaching - learning of Biological science.
4. acquires skills in making aids, preparing instructional materials and using audio visual aids.
5. knows different models of teaching Biological science and content related to school curriculum.

UNIT - I : BIOLOGISTS AND LEARNING RESOURCES IN BIOLOGICAL SCIENCE

The Great Biologists: Louis Pasteur, Charles Darwin, Gregor Mendel, Christian Bernard, Ian Wilmut, Hargobind Khorana and their contributions - Laboratory: General Laboratory - Designing Biology Laboratory - Developing Science kit - Laboratory Planning - Apparatus and Equipments: Purchase and maintenance - Organizing practical work - Laboratory rules - Laboratory accidents and remedies - Laboratory Registers - Laboratory Manuals - Instruction cards - Laboratory techniques in preserving specimens - Using community resources for biology learning - Virtual Biology Laboratory.

UNIT - II : TECHNOLOGY IN TEACHING BIOLOGICAL SCIENCE

Projected Aids - Audio Visual Aids - Audio Video Players - CDs - Liquid Crystal Display (LCD), Radio and TV (Broad Cast and Telecast) - Interactive White Board (IWB), Document Reader - Non Projected aids: Charts, Models (Static and working), Flash cards, Pictures, Chalk, Flannel, Magnetic and Bulletin Boards - Exhibits - Improvised aids.

UNIT - III : MODELS OF TEACHING BIOLOGICAL SCIENCE

Models of Teaching: Introduction - Definition - Characteristics - Functions - Sources - Elements of a model - Types: Concept attainment model, Advance organizer model, Synectics and Biological Science Enquiry Training model.

UNIT - IV : IMPROVEMENT IN FOOD RESOURCES (IX Std.)

Improvement in Crop yields - Nutrient Management - Uses of Manure and Fertilizers - Protection from Pests and Diseases: Insect Pests, Diseases of Crop Plants, Methods of Insect Pest control, Precautions for applying Pesticides – Storage of Grains - Hybridization in Plants and Animals - Animal Husbandry - Poultry Farming - Pisciculture - Apiculture - Aquaculture.

UNIT - V : HUMAN BODY ORGAN SYSTEM (IX Std.)

Integumentary system: Skin - Muscular system - Skeletal system - Digestive system - Urinary system - Circulatory system - Respiratory system - Reproductive system - Development of Embryo.

PRACTICUM

1. Write the life history and contributions of any two Nobel Prize winners in Biological Science.
2. Visit a Poultry farm and prepare a report.
3. Collect and preserve biological specimens.
4. Write any two techniques of preserving specimens.
5. Plan and conduct any four practical classes in Biology and maintain a record of practical work.

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PAPER - XII : HISTORY EDUCATION - II

B.Ed. : SEM - II

Sub. Code : BPH2

Objectives:

The prospective teacher

1. becomes acquainted with technology in teaching history.
2. gets training in the art of preparation and utilization of instructional aids.
3. gets practical knowledge in the preparation and the administration of test and interpretation of test results.
4. acquires knowledge of evaluating the knowledge of History.
5. understands the content knowledge for teaching social science at varied levels.

UNIT - I : TECHNOLOGY IN TEACHING HISTORY

Audio Visual Aids: Meaning, characteristics, principles and importance - Traditional aids: Black board and Text book - Modern aids: Radio, TV, Computer, Internet, PowerPoint presentation, Motion pictures, Maps, Charts, Time lines, Models, Cutouts, Pictures, Atlas and Globe.

UNIT - II : RECENT TRENDS IN TEACHING LEARNING HISTORY

Recent Trends in Teaching: Mind mapping - Activity Based Learning (ABL) and Active Learning Methods (ALM). Class room seminar, Assignment and Action Research - Recent trends in learning: Field Trip to related fields: Temples, Museums and Art Galleries - Educational Tours and Community Camps - Problems in Learning of History.

UNIT - III : EVALUATION

Examination and Evaluation: Meaning, Difference, Objectives of Evaluation, Functions of Evaluation and Advantages of Evaluation - Evaluation Devices: 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 : THE UNION AND STATE GOVERNMENT (IX Std.)

The Union Government: Union Legislature, Rajya Sabha, President of India, Vice President, Prime Minister and Judiciary - The State Government: Governor, Chief Minister, Council of Ministers and Legislature - Right and Duties of Citizens: Fundamental rights: Right to equality, freedom against exploitation, freedom of religion, Cultural and educational - constitutional remedies and directive principles of state policy.

UNIT - V : ECONOMICS IN EVERYDAY LIFE (IX Std.)

Demand and Supply: Supply - Law of demand and law of supply - Law of supply. Equilibrium Price: Meaning, and changes in equilibrium price - Market period and short period. Money, Savings and Investment: Value, nature, functions and economic significance of money - Savings and Investment.

PRACTICUM

1. Prepare a radio program.
2. Prepare a Mind Map for a topic from IX Standard History Syllabus.
3. Construct an achievement test.
4. Build up a picture album.
5. Narrate the Historical Background of your own Locality.

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PAPER - XIII : GENERAL ENGLISH EDUCATION - II

B.Ed. : SEM - II

Sub. Code : BPGE2

Objectives:

The prospective teacher

1. acquires knowledge about the methods of teaching English.
2. acquires the knowledge of approaches in English Language Teaching.
3. applies the resources for teaching English.
4. understands the VII standard English Grammar.
5. understands the VIII standard English Grammar.

UNIT - I : METHODS OF TEACHING ENGLISH

- 1.1 Objectives of teaching English at Primary level, Secondary level and Higher level - Scope of B.Ed. English course.
- 1.2 Grammar Translation Method (GTM): Principles, procedure, merits and demits.
- 1.3 Direct Method (DM): Principles, advantages and disadvantages.
- 1.4 Play-way Method: Principles, procedure, techniques, a few games, advantages and challenges.
- 1.5 Activity Based Learning (ABL) - Active Learning Method (ALM).
- 1.6 Total Physical Response Method.

UNIT - II : APPROACHES IN ENGLISH LANGUAGE TEACHING

- 2.1 Structural Approach: Features - word order, inflexions, structural and content words, principles, types of structures, criteria for the selection of structures, teaching of structures - oral method and situational method, drilling of structures using substitution table, evaluation.
- 2.2 Oral Approach : Principles, question-answer method, characteristics of a good questioning, types of questions, relationship with Socratic method, activities employed in oral approach, evaluation.
- 2.3 Situational Approach: Concept, kinds of situation, different ways of creating situation, evaluation.

- 2.4 Communicative Approach: Principles of Communicative Approach, activities employed in Communicative Approach - discourse chain and role play, integration of skills to master oral and written communication skills, evaluation.

UNIT - III : RESOURCES FOR TEACHING ENGLISH

- 3.1 Audio-Visual aids.
3.2 Blackboard: Guidelines for usage and writing, do's and don'ts on the black board.
3.3 Stick diagrams: developing the skill to draw stick diagrams to explain situations.
3.4 ELT websites.
3.5 PLM: principles, types, preparation of ELT materials in PLM.

UNIT - IV : TEACHING THE GRAMMATICAL CONTENT OF ENGLISH (VII Std.)

- 4.1 Adjectives.
4.2 Adverbs.
4.3 Agreement of the Verb with the Subject.
4.4 Punctuation.
4.5 Regular and Irregular verb forms.

UNIT - V : TEACHING THE GRAMMATICAL CONTENT OF ENGLISH (VIII Std.)

- 5.1 Gerund.
5.2 Infinitives.
5.3 Participles.
5.4 Phrases and Clauses.
5.5 Transitive and Intransitive Verbs.
5.6 Tenses.
5.7 Direct and Indirect Speech.

PRACTICUM

1. Collect a profile of communicative activities in English.
2. Prepare a Role Play Integrating LSRW skills.
3. Prepare a stick diagram on a concept.
4. Prepare a report on ELT Website.
5. Prepare a Linear Programme for ELT Material on a Topic.

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PAPER - XIII : nghJ j j kpo; - II

B.Ed. : SEM - II

Sub. Code : BPGT2

Nehffqfs;

Mrpha khz thfs;

1. j kpo; nraAs; ghl gngHUs; fwgpfFk; gyNtW Ki wfi s mwj y;
2. j kpo; c i uei l f; fUj j f fi s mwj y;
3. nkhoj ; j p d; fwgjj j y; gadghl bi d mwj y;
4. j p d; fwgjj j y p d; Nehffqfi sAk; gadfi sAk; mwj y;
5. ghl j j p l k; j ahhoj j y; c j j p fi s mwj y;

myF - I : j kpo; nraAs> c i uei l g; ghl gngHUs; fwgjj j y;

ehybahH - ehdkz pf; fbi f - , i raKJ - gonkhop ehD}W - rj j Hghl yfs; - nraAk; nj hoNy nj a;tk; - j dgghl y; - mej f; fhyk; , ej f; fhyk; - Fwwhyf; FwtQrp - kuKk; gi oa Fi l Ak;

myF - II : j kpo; , yffz k> Ji z gghl g; nghUs; fwgjj j y;

nghUsNfhs; , yffz k; - ti ffs; - MFngalH; j hdpahFngalH> fUtpahFngalH> fhhpathFngalH> tO - ngaHrrrh; - %tpl gngalHfs; - mz p VFNj r c Utk> epuyepi u mz pfs; - nkhojgapwrp j p d;fs;

myF - III : j kpo; nkhoAk; tpOkggj pTfSk;

tpOkf; fy;tp - ti ffs; - MrphaH gqF - Nj i tfs; - Nehffqfs; - gapwrpKi wfs; - c stpay; c j j pfs; - Nj rpa;fy;tp Muharrp kwWk; gapwrp FO ghpe;Ji ufFk; tpOkqfs; - j kpo; , yffpaj j py; r qf fhy Kj y; gfj p , yffpa fhyk; ti uf; fhz gngWk; tpOkqfs;

myF - IV : Kj j kpo; tshrrp epi y

, ay; j kpo; , yffpak; tpsffk; - kuG> GJ fftpi j -

ftpi j Nkdhl l hh> j kpowQhfs; j Uk; tpsffk; - fwgi d -
 ti ffs; - c z hrrp - tbt k; - ghLgnghUs; - c sSi w
 c t k k; - , i wrrp - nraAs; eyk; ghuhl l y; - , i rj j kpo; -
 nj hy;fhggpak> rpyggj pfhuj j py; fhz ggLk; , i rf;FwpgGfs;
 - Nj thu , i rf;\$Wfs; - gwfhy tshrrp epi y - ehl fj j kpo;
 Nj hwwk; - tshrrp - rpyggj pfhuj j py; fhz ggLk; ehl fr;
 nraj pfs; - nraAi s ehl fkhffpf; fwggj j y; - ehl f c j j pfs;
 - ehl f ti ffs;

myF - v : ghljjplk; mi kggjwfhd NfhlghLfs;

ghl f;FwpgG - , dwpai kahi k - edi kfs; - Mrhpah
 kdj pw; nfhss Ntz bad - ghl f;FwpgG j ahhj j y; nraAs;
 - c i uei l - , yffz k; - Ji z gghl k; - flLi u vOj g;
 gapwrp - ghl j j pl l j j pwFk> Mrhpah fwggj j y; FwggwFKss
 NtWghLfs; - fbj k; - ti ffs; - ghl j j pl l k;

nraKi w gapwrp

1. kj pgGffyt;tp j Uk; rpw fi j xdW j ahhj j y;
2. Ji z gghl j i j ehl fkhf khwwp vOJ f.
3. , yffpaeak; ghuhl l y; xdW vOJ f.
4. gonkhopfi sj ; nj hFff.
5. , yffz j j pwFg; ghl f;FwpgG j ahhpff.

ghhi t E}yfs;

1. muqffhkp Gt (2006). j kpo; nkhop fwggj j y; kJi u;
 khepyh gj pggfk;
2. MWK fehtyH. (2001). j kpo; , yffz k; nrddi d: Kyi y
 epi yak;
3. MWK fehtyH. (2004). ed;D}y; fhz bi f c i u
 nrhyyj pfhuk; nrddi d: Kyi y epi yak;
4. MWK fehtyH. (2004). ed;D}y; fhz bi f c i u
 vOj j j pfhuk; nrddi d: Kyi y epi yak;
5. fz gj p t. & rej pufh uh[; Nkhfd; (1992). ewwkp;
 fwgpfFk; Ki wfs; nrddi d: rhej h gj pggfk;

6. fZ gj p tþ (2010). ewwkp; fwgpfFk; Ki wfs; nrdi d: rhej h gj pggfk;
7. fZ gj p tþ & n[auhkð G+ (2005). ewwkp; fwgpfFk; Ki wfs; gFj p - 2. nrdi d: rhej h gj pggfk;
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10. j z l ghz p R. (2012). j kþ; - fwgji j y; nghJj j kþ; kJ i u: kbh gj pggfk;
11. j kþehL ghl E}y; eþWtdk xdgj hk; tFgG v l l hk; tFgG ghl E}y;
12. j þUKUfd , uh. Vopi r vz z qfs; nrdi d: kz þthrfk; gj pggfk;
13. GypAH Nfrpfð; c i u nj hy;fhggþak; nrdi d: ghþ eþi yak;
15. nghþaz z dþ Nfh. (2016). j kþonkþop fwgji j yþy; Gj þa mZ FK i wfs; - gFj p 1. nrdi d: tðþ h gj pggfk;
16. kbhl rþ Rej uk m. (2010). j kþ; fwgji j y; nghJj j kþ; j þz Lffý; fhtahkhyh gj pggfk;
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18. tuj uhrðhþ K. (2006). , yf;fþa kuG. nrdi d: ghþ eþi yak;
19. n[gh v. MH. (2014). ghl gnghUs; kwWk; j kþ; fwgji j y; fd;ðþahFkþ nuj j þd gj pggfk;

PAPER - XIV : PHYSICAL AND HEALTH EDUCATION

B.Ed. : SEM - II

Sub. Code : BEPH

Objectives:

The prospective teacher

1. gets the scientific knowledge of various parts of human body.
2. identifies the rules and regulation of sports and games.
3. acquires knowledge of health and safety education.
4. obtains information about the healthy food for healthy life.
5. procures the skill of unifying body, mind and soul to create elasticity in the body movements.

UNIT - I : FUNCTIONAL ANATOMY AND PHYSIOLOGY

Meaning and Definition of Anatomy and Physiology - Classification of Bones - Forms and Functions of Joints - Structure and Function of Muscles - Effect of Exercise on Muscular, Circulatory, Respiratory and Digestive Systems - Human Body: Growth and Development - Body Types: Ectomorph, Endomorph and Mesomorph.

UNIT - II : FUNDAMENTAL SKILLS AND RULES OF SPORTS AND GAMES

Layout, Fundamental Skills, Rules and Regulations: Badminton, Basketball, Football, Hockey, Kabaddi and Volleyball - Layout, Techniques, Rules and Regulations of 400 Meters Standard Track, Long Jump, Shot Put and 4 x 100 Meters Relay.

UNIT - III : HEALTH AND NUTRITIONAL DIET

Health: Definition and Dimensions - Concepts of Health: Physical Health, Mental Health and Community Health - Hygiene - Personal Hygiene - School Health Programmes: Health Services, Health Instruction and Health Supervision - Nutrition: Sources of Nutrition - Factors Affecting Nutrition - Balance Diet - Forms of Food Safety - Food Components needed for Growing Children.

UNIT - IV : MANAGING HEALTH DISORDERS AND SPORTS TRAUMA

Life style Disorders: Causes and Prevention of Blood Pressure, Cancer, Diabetes Mellitus and Back Pain - Harmful Effects of Alcohol, Drugs, Doping and Smoking - Impact of Pollu-

tion on Human Health - Communicable Diseases: Causes, Symptoms and Prevention of Dengue, Malaria, Cholera, Tuberculosis, Swine Flu, Small Pox and Chicken Pox - Sexually Transmitted Infections: RTI and HIV / AIDS - Common Sports Injuries - Exposed Injuries: Abrasion, Laceration, Incision, Avulsion, Blister and Puncture Wound- Unexposed Injuries: Contusion, Sprain, Strain, Dislocation and Fractures.

UNIT - V : YOGA FOR HEALTHY LIFE

Yoga: Definition and Stages - Difference between Physical Exercises and Yoga - Procedure, Physical and Psychological effects of Asanas: Padmasana, Paschimottanasana, Vakrasana, Trikonasana, Vajrasana, Dhanurasana, Savasana and Makarasana - Procedure and Benefits of Surya Namaskar - Phases and Types of Pranayama - Kriyas in Yoga.

PRACTICUM

1. Prepare an album for sports and games.
2. Organize a sports meet and prepare a report.
3. Prepare a report on safety measures for sports injuries.
4. Demonstrate the asanas and pranayamas.
5. Prepare a PowerPoint presentation on any one of the topic from above units.

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PAPER - XIV : GUIDANCE AND COUNSELLING

B.Ed. : SEM - II

Sub. Code : BEGC

Objectives:

The prospective teacher

1. understands the concept of guidance and counselling.
2. acquires knowledge of counselling process.
3. identifies the different types of guidance in schools.
4. knows the different techniques for collection of information.
5. develops skills in organizing guidance programme in their schools.

UNIT - I: FUNDAMENTALS OF GUIDANCE AND COUNSELLING

Guidance and Counselling: Meaning, definitions, aims, nature, principles and needs - Difference between guidance and Counselling - Benefits- Drawbacks - History of guidance movement in India - Present Status of guidance movement in India - Ways to improve guidance movement in India.

UNIT - II : COUNSELLING PROCESS

Stages in Counselling: Preparation stage, Counselling stage, Termination stage - Counselling Skills: Attending skills, Responding skills, Skill of personalising, Initiating Skills - Types: Directive Counselling, Non-Directive Counselling, Eclectic Counselling - group counselling - Counsellor: Qualification, Qualities, Training and Professional Ethics.

UNIT - III : GUIDANCE IN SCHOOL

Types of Guidance - Educational, vocational, social and personal: Need, objective, process and role of teachers - Guidance of children with special needs: Gifted and creative, under achievers, disadvantaged and learning disabled.

UNIT - IV : TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELLING

Psychological tests: meaning, need, limitations - Testing: Intelligence, Aptitude, Attitude, Interest, Personality - Interview: types, procedure - Case Study, Cumulative Record, Anecdotal Record and Questionnaire.

UNIT - V : ORGANIZATION OF A GUIDANCE PROGRAMME

Principles of organization - Various 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 - Evaluation of Guidance Programme - Role of guidance personnel in school: Headmaster, counsellor, school psychologist, and health specialist.

PRACTICUM

1. Collect Career information and display it in the Notice Board.
2. Conducting interest inventory and writing a report.
3. Power point presentation for a topic in the syllabus.
4. Collecting information about a vocation.
5. Write the Procedure of Establishing a Guidance Cell in your School.

REFERENCES

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PAPER - XIV : LIBRARY AND INFORMATION SCIENCE MANAGEMENT

B.Ed. : SEM - II

Sub. Code : BELI

Objectives:

The prospective teacher

1. acquires knowledge about library.
2. knows about available resources in the library.
3. understands the techniques for organizing the library.
4. develops the knowledge in the day to day functions of the library.
5. comprehends the Use of ICT in Libraries.

UNIT - I : LIBRARY AND SOCIETY

Library – Definition – Father of Library Science in India - Laws of Library Science- Academic Libraries – College Libraries – Importance of Libraries in Teacher Education Institutions – Importance of Libraries in two year curriculum - Library Associations - SALIS- IATLIS.

UNIT - II : CLASSIFICATION, CATALOGUING AND RESOURCES SHARING

Classification – Schemes of Classification: Colon Classification – Dewey Decimal Classification – Universal Decimal Classification - Cataloguing – Importance of Cataloguing - Types of Cataloguing: Classified Catalogue Code – AACR I – AACR II - Resource Sharing – Functions of Resource Sharing - Resources Sharing in India.

UNIT - III : USAGE OF INFORMATION SOURCES AND INFORMATION SERVICES

Information Sources – Types of Information Sources: Primary Sources – Secondary Sources – Tertiary Sources – Electronic Resources - Information Services – Types of Information Services: Reference Service - Current Awareness Services - Reprographic Services - Extension Services - Role of Teacher and Librarian in the Use of Library.

UNIT - IV : LIBRARY ADMINISTRATION AND MANAGEMENT

Library Management - POSDCORB System of Management - Library Registers and Files - Library Rules - Acquisition Section - Book Selection - Accessioning - Processing - Maintenance Section - Serial Section Circulation Section – Library Finance - Library Statistical Reports - Stack Verification - Preservation and Conservation of Information Materials - Binding.

UNIT - V : ICT IN LIBRARIES

Digital Libraries - DELNET – NISSAT – Library Automation – OPAC - KOHA - ROVAN LMS - RFID Technology in Libraries – 2CQR - RAPIDRADIO – Consortia - UGC-N-List Consortium- INFLIBNET Shodganga Project - Institutional Repositories - IAS-IIS.

PRACTICUM

1. Prepare the Report on National Importance Library and its functions.
2. Prepare Power Point presentation on LMS.
3. Writing a report on any one of the topics from any unit.
4. Prepare a catalogue for the books in your home.
5. Write a review on any five books you read.

REFERENCES

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PAPER - XV : HUMAN RIGHTS AND DUTIES EDUCATION

B.Ed. : SEM - II

Sub. Code : BEHD

Objectives:

The prospective teacher

1. acquires knowledge of human rights and duties and its types.
2. masters the methods and techniques of teaching Human Rights Education.
3. understands the concept, meaning and theories of human rights.
4. understand and analyze the issues related to human rights violations with regard to the marginalized sections.
5. understands the role of Government and Non-governmental agencies in Human Rights and duties.

UNIT - I : INTRODUCTION TO HUMAN RIGHTS

Definition: Rights and Duties - 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.

UNIT - II : HUMAN RIGHTS EDUCATION

Human Rights Education: Meaning, Need and Principle - Human Rights Education at different levels: Primary, Secondary and Higher Education - Methods of Human Rights Teaching: 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

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 Eve Teasing Act (1998) - Right to Education Act (2009) - Transgender Act (2014).

UNIT - IV : HUMAN RIGHTS VIOLATIONS

Human rights violation against women, children, Differentialy

abled, refugees, religious minorities, SC/STs. and Transgenders - Policies and programmes designed to prevent such atrocities.

UNIT - V : ROLE OF GOVERNMENT AND NON GOVERNMENTAL AGENCIES

Role, Structure and Functions: UNO, National Human Rights Commission and State Human Rights Commission, Amnesty International, International Red Cross Society, Peoples watch and AIDWA.

PRACTICUM

1. Prepare a report on a documentary film on human rights violation.
2. Preparation of scrap book on human rights issues.
3. Preparation of PowerPoint slides on any Human Rights Issues.
4. Organize a seminar on Human rights issues and prepare a report.
5. Prepare a Collage using newspaper cuttings on a theme of Human Rights Violation.

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PAPER - XV : ENVIRONMENTAL EDUCATION

B.Ed. : SEM - II

Sub. Code : BEEE

Objectives:

The prospective teacher

1. understands the concept, nature and scope of Environmental Education.
2. understands the causes of Environmental Degradation.
3. applies the remedial ways to protect the environment in daily life.
4. grasps the concept of population education.
5. understands the need for conservation of natural resources.

UNIT - I : ENVIRONMENT AND ENVIRONMENTAL ISSUES

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 : POPULATION EDUCATION

Population Education: Meaning, Definition, Need and Objectives - Population Education in India - Role of Teacher in Population Education - Population Ecology: Natality and Mortality - Population Explosion: Meaning, Reasons and Impact of Population Explosion over the Environment.

UNIT - III : METHODS IN ENVIRONMENTAL EDUCATION

Methods in Environmental Education: Discussion, Seminar, Workshop, Problem-solving, Projects, Exhibitions, Field trip - Role of school in environmental conservation and sustainable development - Role of women in conservation.

UNIT - IV : INFORMATION TECHNOLOGY AND ENVIRONMENTAL EDUCATION

Role of Information Technology in Environment: Data base, Environmental Information System (ENVIS), Remote sensing, Geo-

graphical Information System (GIS), Global Positioning System (GPS), United Nations Environment Programme (UNEP).

UNIT - V : ENVIRONMENTAL MANAGEMENT

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 - Solid Waste - Water Management: Rain Water Harvesting - Environmental Protection Acts - National Disaster Management Act (2005) - Role of UN bodies and other NGOs.

PRACTICUM

1. Prepare a Photo Album with Narration on the History of River Thamirabarani.
2. Collage and Poster making on Environmental Education.
3. Prepare a report on Global warming / Disaster management / Population in India.
4. Organization of any activity of enhancing environmental awareness.
5. List out the contributions of Nammalvar to Natural Agriculture.

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PAPER - XV : VALUE EDUCATION

B.Ed.: SEM - II

Sub. Code : BEVE

Objectives:

The prospective teacher

1. understands the importance of values.
2. acquires the knowledge of qualities of teacher.
3. understands the need of value education in schools.
4. acquires the knowledge of methods of teaching value education.
5. familiarizes with different ways evaluation of values.

UNIT - I : INTRODUCTION TO VALUES

Values: Meaning, Definition, Nature - Classification of values: instrumental values and intrinsic values - Sources of Values: Socio-Cultural tradition, Religion and Constitution.

UNIT - II : VALUE EDUCATION IN SCHOOLS

Value Education: Meaning, definition - objectives-status of value education in the curriculum - need for value education in 21st century - Inculcating Values: Role of parents, teachers, peer group, mass media and government - strategies: primary level and secondary level.

UNIT - III : METHODS OF TEACHING VALUE EDUCATION

Methods: Value inculcation, value - clarification, Value analysis, simulation model, Jurisprudential model, Direct, integrated concurrent, critical inquiry, media approach- teaching strategies: Value based curricular and co-curricular programmes, Activities: storytelling, dramatization, episode writing, identification of values in learning prose and poetry.

UNIT - IV : MEASUREMENT AND EVALUATION OF VALUES

Measurement of values- Meaning, need - Allport - Vernon study of values, Edward personal preference schedule- Evaluation of values: meaning, need, tools and techniques: Questionnaire, Problem Solving, Check List, Art Computation - methods: Self Evaluation by Students, Evaluation by Teachers and peer Group evaluation.

UNIT V : QUALITIES OF TEACHER FOR VALUE EDUCATION

Accountability: Meaning, Definition, Characteristics and Components - Assessment of Accountability in School Education - Accountability of State and Central authorities in School Education - Professional Norms: Meaning, Characteristics, Types, Factors affecting professional Norms, Advantages - Professional Ethics: Meaning, Components, Essential qualities of Teachers in Relation to their Students.

PRACTICUM

1. Identify the Educational value concept in Thirukkural.
2. Prepare a report on any one value and Illustrate it in art form.
3. Critically analyse the Democratic values in India and give a report.
4. Prepare a Questionnaire to evaluate the values of your peers.
5. Prepare a report on a documentary film on value education.

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SEMESTER - IV

PAPER - XVI : CURRICULUM AND SCHOOL

B.Ed. : SEM - IV

Sub. Code : BCCS

Objectives:

The prospective teacher

1. understands the concept of curriculum.
2. acquires knowledge about curriculum determinants and considerations.
3. acquires knowledge about curriculum development at school level.
4. understands the Distinctive Features of progressive school.
5. understands the importance of school based curriculum.

UNIT - I : CONCEPT OF CURRICULUM

Curriculum: Meaning, Definition - Changing concept of curriculum - components of curriculum and syllabus - Types of curriculum - Curriculum design process - Curriculum and cultural heritage - Determinants of curricular changes.

UNIT - II : CURRICULUM DETERMINANTS AND CONSIDERATIONS

Determinants of curriculum making (at the nation or state - wide level): Philosophy, Scientific, Political Sociology, Psychology. Considerations in curriculum development (at the school level): Teaching - Learning Process, Environment School Community, Societal Needs.

UNIT - III : CURRICULUM DEVELOPMENT AT SCHOOL LEVEL

Introduction- Major Categories of curriculum Approach: Subject - Centred Approach, Broad - Field approach, Social - problem Approach, Learner-centred Approach. Process of curriculum : Curriculum development as a dynamic process - Principles of Curriculum development - Criteria for selection and Organization of Content - Involvement of Teachers - Curricular development agencies : NCERT, DTER, University. Board of

Studies and Academic Council in Universities and Autonomous Colleges - Curricular Evaluation.

UNIT - IV : SCHOOL : THE SITE OF CURRICULUM ENGAGEMENT

Meaning and Definition of School - Need and Importance of School- Role of school philosophy and administration in creating a context for development of curriculum - Available infrastructure, curricular sites and resources, school culture, climate and environment as the context for teacher's work - curriculum construction - curriculum transaction.

UNIT - V : CURRICULUM IMPLEMENTATION AND EVALUATION

Learners at the Center of the Curriculum - Teachers as Curriculum Developers and Implementers - Curriculum Managers and Administrators - Community, Parents, Alumni and Other Stakeholders in Curriculum Development and Implementation - process of curriculum evaluation - curriculum reviewing and renewal.

PRACTICUM

1. Write down the community resources available to the school curriculum.
2. Write a report on an ideal approach of curriculum development.
3. Write a report on the activities of Board of Studies and Academic Council of Your College.
4. Interview a School headmaster about the Curriculum and prepare a report.
5. Take a survey about the merits and demerits of the curriculum followed in Stateboard schools.

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**PAPER - XVII : VISION OF EDUCATION IN INDIA:
CONCERNS AND ISSUES**

B.Ed. : SEM - IV

Sub. Code : BCVE

Objectives:

The prospective teacher

1. acquires knowledge about the Indian education policies pre and post independent.
2. understands the relationship between society and education.
3. is able to recognize the issues and challenges of contemporary Indian Schooling system.
4. understands concerns and challenges of universalization of education.
5. recognizes the emerging global concerns on Education.

UNIT - I : INDIAN EDUCATION POLICIES

Evolution of Indian Education Policies: Elementary, Secondary, Higher Secondary and Higher Education - Constitutional Provisions on Ideals: Democracy, Equality, Liberty, Secularism and Social Justice - Aims and Objectives of Education at National Level - Vision of Indian Education at Different Levels.

UNIT - II : INDIAN SOCIETY AND EDUCATION

Vision on Education: Aurobindo Ghosh and J. Krishnamurthy - Vision 2020 of Dr. APJ Abdul Kalam and Vision 2023 of TamilNadu Government - 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 - Education for Social Change - School as a Social Unit - School and Society.

**UNIT - III : CONTEMPORARY INDIAN SCHOOLING:
CONCERNS AND ISSUES**

Historical Development of School Education in India - Right to Education and Universal Access -Issues of : Universal enrolment, Universal retention, Universal success, quality and equity - Equality of Educational Opportunity: Meaning and constitutional provisions - Forms of inequality : Learning Difficulties, and minorities - Inequal-

ity in schooling: Public-private, rural-urban, single teachers' schools and many other forms of inequalities - Variations in School Quality - Idea of common school system - Right to Education Bill and its provisions.

UNIT - IV : EDUCATION AND DEVELOPMENT: AN INTERFACE

Consequences of Inequality in Education - Intervention Strategies Reducing Inequality - Universalization of School Education: Issues and Challenges - Wastage: Causes and Remedies - Medium of Instruction - Education for National development: Education Commission (1964-66). Evaluation and Examination patterns: Trends and Challenges - RUSA - Public - Private Partnership.

UNIT - V : EMERGING GLOBAL CONCERNS AND EDUCATION

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.

PRACTICUM

1. Prepare PowerPoint slides on any one of the topics from the syllabus.
2. Prepare a report on "Strategies to overcome the issues in School".
3. Prepare criteria to assess a school in terms of Quality.
4. Write a report on "My Pro-active Role for Universal Peace".
5. Suggest the ways and means to protect river Thamirabarani.

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PAPER - XVIII : SOFT SKILLS AND PERSONALITY DEVELOPMENT

B.Ed. : SEM - IV

Sub. Code : BCSP

Objectives:

The prospective teacher

1. understands soft skills and hard skills.
2. develops an understanding of effective communication skills.
3. develops effective presentation skills.
4. becomes aware of self.
5. develops confidence in himself and others.

UNIT - I : SOFT SKILLS

Soft Skills: Meaning, definition, hard skills vs soft skills, components, importance, need, identifying, soft skills training, practising soft skill, social soft skills, thinking soft skills, coping soft skills, improving soft skills.

UNIT - II : INTRAPERSONAL SOFT SKILLS

Self awareness - Joe Harry, SWOT Analysis, self confidence - self Esteem: definition, ways of improving, self talk - attitude: meaning, features, formation, change, positive attitude, power of the attitude, developing positive attitude, obstacles - values: meaning, importance, formation, types, personal, cultural and social.

UNIT - III : INTERPERSONAL SOFT SKILLS

Communication: definition, features, Sources, process, element, tools for advanced communication - leadership: Autocratic, Democratic and Laissez fair traits, leader vs manager, styles, delegation and mentoring - Team building: meaning, strategies, advantages - Group dynamics: meaning, need, benefits - Decision making skill: meaning, need, types - Problem Solving Skills (PSS): definition, meaning, effectiveness, developing PSS.

UNIT - IV : PERSONALITY DEVELOPMENT

Personality: meaning, definition, determinants, personality development - Eysenbeck - Assertive skill, coping skills - negotiations, Interview skills - conflict management - stress management: meaning, types, sources, how to manage - Time

Management (TM): meaning, secrets of TM, steps, overcoming procrastination, tips to improve - creativity / lateral thinking skills.

UNIT - V : SKILLS NEEDED FOR TEACHERS

Empathy - presentation skills: meaning, components - listening skills - perception: meaning, factors, how to improve - body language: meaning, types, how to observe, how to improve - Ethics - Etiquette, meaning, benefits - Motivation: meaning, definition, how to develop - emotions - EI, managing emotions - Rational Emotional Behavioural Therapy (REBT), multiple intelligence - disorders - mental disorder.

PRACTICUM

1. Identifying one's soft skills- pencil paper test.
2. Training in self esteem through exercise.
3. Self awareness through SWOT analysis - pencil paper test.
4. Training in assertive skills - group activities.
5. Developing rational beliefs - assignment.

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PAPER - XIX : SPECIAL ENGLISH EDUCATION - IV

B.Ed. : SEM - IV

Sub. Code : BPE4

Objectives:

The Prospective Teacher

1. acquires the Knowledge of phonetics.
2. learns reproductive and creative writing in English.
3. comprehends expressions of concepts in English.
4. develops the skills of classroom English.
5. becomes Competent in remedial English teaching.

UNIT - I : TEACHING OF LINGUISTICS

- 1.1 Linguistics: Meaning and definition - Scope of Theoretical and Applied Linguistics - Components of Linguistics: Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics.
- 1.2 Morphology: Definition - Morpheme: Meaning - Classification of morphemes: Free and Bound morphemes - Difference between Derivational and inflectional morpheme - Allomorph: Analysis of Lexis: Root, Stem and Affixes.
- 1.3 Syntax: Definition - Need for syntax analysis - Two types of ambiguities: lexical and structural ambiguity - 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.
- 1.4 Semantics: Definition - Three levels of meaning: Word meaning, sentence meaning and speaker meaning - Denotative and connotative meaning of lexis.
- 1.5 Pragmatics: Definition - Use of language in academic and social contexts.

UNIT - II : REPRODUCTIVE AND CREATIVE WRITING IN ENGLISH

- 2.1 Essay writing: types of essays, guidelines for writing an essay,

writing essays on given topics, writing a lesson plan for teaching an essay.

- 2.2 Letter writing: types, writing letters for different needs, teaching of letter writing as a guided-composition, writing a lesson plan for letter writing.
- 2.3 Summary writing: Steps, points to be noted while writing a lesson plan for summarizing.
- 2.4 Translation: Guidelines, translating the given passage.
- 2.5 Creative writing: Collection of news paper reports on events and functions, preparation of a report for newspapers, writing for journals.

UNIT - III : EXPRESSIONS OF CONCEPTS IN ENGLISH

- 3.1 Idiomatic Expressions.
- 3.2 Phrasal Expressions.
- 3.3 Phrasal Verb Expressions.
- 3.4 Informal and Formal Expressions.

UNIT - IV : CLASSROOM ENGLISH FOR TEACHERS

- 4.1 Greeting.
- 4.2 Concluding.
- 4.3 Giving Instructions.
- 4.4 Clarifying.
- 4.5 'Wh' question for a class.
- 4.6 Verbal questions for a class.

UNIT - V : ENRICHING ENGLISH

- 5.1 Bridge course: Meaning, designing a bridge course.
- 5.2 Remedial English: Need, planning and organizing different remedial activities at school level.
- 5.3 English for Specific Purposes (ESP): Definition, Classification, English for Academic Purposes (EAP), English for Occupational Purposes (EOP).

PRACTICUM

- 1. Prepare a PowerPoint slide on Phonetics.
- 2. Write a letter to your friend for his achievement in Higher Studies.

3. Select a short story in Tamil and translate it in English.
4. Prepare a report on a function or event organized in our college.
5. Prepare a file on Expressions of concepts in English.

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PAPER - XIX : rpwGj j kpo;- IV

B.Ed. : SEM - IV

Sub. Code : BPT4

Nehffqfs;

Mrhpa khz thfs;

1. fi yj j pl : j j py; j hankhop ngWkpl k; gwwp mwj y;
2. nkhopapay; Nfhl ghLfi s mwj y;
3. nkhopad; gyNtW tshrrp epi yfs; gwwp mwj y;
4. tFggi wj j pwwfs; NkkgLj : j y; c z HeJ gapwrp ngWj y;
5. j kpo; tshj j nghpatHfs; kwWk; fwwj : j thfs; j kpoggz pi a mwpeJ nfhsS j y;

myF - I : fi yj j pl : j j py; j hankhop ngWkpl k;

fi yj j pl : k; - fy:tpad; Nehffk; - Nj rpa; fy:tpf; nfhs: f - Nehffk; - FwrfNfhs; - Nj rpa; fy:tpf; nfhs: fapd; ghpeJi ufs; - fi yj j pl : khwWk; - fi yj j pl : j j py; j hankhopad; , l k; - fi yj j pl : k; c Uthf:Ftj py; mbggi l f; nfhs: ffs; - Nj rpa fy:tpf; nfhs: fap; fi yffyt;

myF - II : nkhopapay; Nfhl ghL

nkhopapay; Nj hww nfhs: ffs; - nkhop tshrrpf; nfhs: ffs; - xyp nkhopahj y; - j kpo; xypfspd; gpwgG - Ngr;R c Wg;GfS k; nray;ghLfS k; - xypadpay; xypad;fi sf; fz : l wptj wFj ; Ji z GhpAk; nfhs: ffs; - gpwgG mbggi l apy; - c apnuhyrfs> nkanahyrfs;

myF - III : nkhopad; gyNtW tshrrp epi yfs;

nkhop; ngahgG tpsf;fk; - ti ffs; - rpf;fy;fs; - Nfhl ghL - Nehffqfs; - edi kfs; - nkhop;ngahf;Fk; NghJ fi l ggboff Ntz bai t - mwptpay; j kpo; mwptpay; , j ofs; - mwptpay; j kpo; Kj di kg; ngw nraa Ntz Ltd - mwptpay; j kpo; Mff topKi wfs; - j kpo; c ss gpwnkhop; nrhwfs;

- j kpo; MI r p nkhop ej p kdw nkhopaha; nraygLtj hy;
VwgLk; gad,fs; - gpwnkhop; nrhw,fs;

myF - IV : tFggi wj j p d f s; NkkgLj : J j y;

, yf;fpa fofq,fs p d; mi kgGk; nray;Ki wAk>
gad,fS k; vOj j hwwi y tshj j y; - gss p , j o; - i fnaOj : J
, j of s; j ahhj j y; - gi l gghwwy; tsh,f f c j Tk; Rø y; -
gi l gghwwy; tbt k; - j i ygGj : j Uj y; - FwpgGj : j Uj y; -
Kbi t khwwj ; j Uj y> fi j . f t p i j - thndhy p -
c i urrj j p k; f t p i j i af; fhl rpggLj : J j y;

**myF - V : j kpo; tshj j nghpatHfs; kwWk;
f p w j : J t H f s;**

tuj uhrdhH n[afhej d; , uh[k; f p U l z d; r p t r q f h p
GJ i kgj j d; F.g uh[Nfhghyd; f p , uh[ehuhaz d;
r p W f i j f s; G j p d q f s; - m w p Q H m z z h r p W f i j f s; - f y ; f p
fi j f s; - j kpo; tshj j f p w j j t h f s; - t l k h K d p t h; - Nghg;
- l h f l h; f h y ; L n t y > - k h A u k; N t j e h a f k; g p s i s - v r; V.
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**PAPER - XIX : COMPUTER SCIENCE
EDUCATION - IV**

B.Ed. : SEM - IV

Sub. Code : BPC4

Objectives:

The prospective teacher

1. understands the need of ICT in education.
2. understands the ICT Integration in teaching learning Process.
3. familiarizes themselves with E-Learning and web based learning.
4. understands the ICT for Professional Development.
5. develops skill in preparing CBI courseware.

UNIT - I : COMPUTER SCIENCE TEACHER

Computer Science Teacher - Special Qualities - In-Service Training - Evaluation By Teacher Self-Evaluation - Evaluation by Pupils - Identification of Talented Pupils, Slow Learners and their Needs - Teacher Competencies - Pedagogy - Technology - Integration - Basic Strategies for Professional Development of Teachers.

UNIT - II : COMPUTER SCIENCE TEXT BOOKS

Meaning - Qualities of Good Computer Science Textbook - Use of Text Book in and outside the Classroom - Criteria for Evaluation Computer Science Textbook - Values of a Computer Science Library.

UNIT - III : ICT IN EDUCATION

Concept, Importance of ICT and ICT in education - Need of ICT in Education - Scope of ICT: Teaching Learning Process, Publication, Evaluation, Research and Administration - Challenges in Integrating ICT in School Education.

UNIT - IV : ICT INTEGRATION IN TEACHING LEARNING PROCESS

Introduction - Project Based Learning - Co-operative Learning - Collaborative Learning - ICT and Constructivism: A Pedagogical Dimension.

UNIT - V : DESIGN AND DEVELOPMENT OF CBI COURSEWARE

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.

PRACTICUM

1. Development of a courseware material at secondary level.
2. Creating a simple personal website.
3. Prepare a report on ICT integration in teaching-learning process.
4. Prepare a student data base using any software.
5. Design a CBI Courseware.

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PAPER - XIX : MATHEMATICS EDUCATION - IV

B.Ed. : SEM - IV

Sub. Code : BPM4

Objectives :

The prospective teacher

1. understands the place of mathematics in school curriculum.
2. understands the psychology of learning.
3. develops the competencies in the pedagogical analysis of content of various branches of mathematics.
4. develops the competencies in curriculum analysis of mathematics.
5. understands the learning theories and their applications in mathematics education.

UNIT - I: PLACE OF MATHEMATICS IN SECONDARY SCHOOL CURRICULUM

Curriculum - Definition and Principles - Content selection - methods of organization of content: psychological, logical, unitary, Integrated, topical and spiral. Critical evaluation of mathematics syllabus at the secondary stage.

UNIT - II : THEORIES OF LEARNING IN MATHEMATICS

Psychological theories - Piaget, Bruner, Mathematical theory - Repair theory of learning - McCarthy's 4 MAT model of teaching and learning - Concept Attainment model (Reception, Selection and unorganized), Advanced Organiser Model and inquiry training model.

UNIT - III : INDIVIDUAL DIFFERENCES IN MATHEMATICS

Role of a mathematics teacher in remedying the differentials in the classroom - Developing speed and accuracy in mathematics, Role of mathematics in developing and maintaining interest in mathematics, Qualities of a good mathematics teacher, professional growth of mathematics teacher.

UNIT - IV : LEARNING RESOURCES IN MATHEMATICS

Mathematics Library- Need and importance, Mathematics Textbook - Need and qualities of good mathematics textbook, Mathematics workbook - Function and Characteristics,

Mathematics club - Functions, Organisation and activities, Field trip
- Advantages, Mathematics laboratory - Need, Material and equipments for mathematics laboratory, Mathematics journal

UNIT - V : MEANINGFUL LEARNING AND ASSIGNMENTS IN MATHEMATICS

Meaningful learning: principles, Drill and review - Principles and Advantages, Graded Assignments - Steps, Uses, Types - Class Assignment and home assignment - Self study - Meaning, Importance, Group work: Meaning, Merits and limitations - Supervised study: Meaning, Merits and limitations.

PRACTICUM

1. Organising quiz competition.
2. Critically analyse X standard mathematics text book.
3. Write an report on field trip.
4. Prepare a booklet on puzzles in mathematics.
5. Prepare a list of book and equipments needed for mathematics library.

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PAPER - XIX : PHYSICAL SCIENCE EDUCATION - IV

B.Ed. : SEM - IV

Sub. Code : BPP4

Objectives:

The prospective teacher

1. understands the principles of curriculum construction and examines critically the physical science syllabus of the secondary course.
2. understands curricular projects attempted in our country and abroad.
3. understands the criteria in selecting a good textbook and to evaluate a science textbook.
4. provides opportunities to familiarize with the problems of organizing and maintaining a general science laboratory.
5. knows the special qualities of a good science teacher, acquires those qualities and evaluates himself or herself.

UNIT - I : PHYSICAL SCIENCE CURRICULUM

Trends and principles of Curriculum construction, selection and organization of science content - spiral approach, concentric approach, nature study, topic method, activity based curriculum, types of curriculum; curriculum improvement projects in India - UNESCO, UNICEF; curriculum improvement project abroad - PSSC, CHEM study and Nuffield projects.

UNIT - II : SCIENCE TEXT BOOK AND SCIENCE LIBRARY

Qualities of a good Science textbook - use of textbooks inside and outside the classroom - Criteria for evaluation of Science text books. Critical analysis of the existing Tamil Nadu Science Text Book at the higher secondary level - Science library - values of science library - journals and other resource materials in physical science Education.

UNIT - III : PHYSICAL SCIENCE LABORATORY

Physical science laboratory - structure and design: Dr. White House plan; organization and maintenance of physical laboratory; administration, grouping of pupils, instruction to pupils, discipline in the laboratory, laboratory Manuel; stock registers, instruction cards;

safety precautions - some common laboratory mishaps and their remedies, preparation of Indent; science kits.

UNIT - IV : PHYSICAL SCIENCE TEACHER

Academic and professional qualification - professional growth of physical science teachers: in-service training, seminars, conferences, workshop, refresher courses; class room climate - type of class room climate.

UNIT - V : ROLE OF PHYSICAL SCIENCE EDUCATION IN INDIA

Great problems facing India: scientific background and role of physical science teacher in solving the problems - over population, spread of diseases, malnutrition, energy crisis, superstitious beliefs, environment degradation - pollution.

PRACTICUM

1. Preparation of laboratory instructional cards.
2. Presenting one demonstration to the peers.
3. Prepare a report on any one of the great problems facing India at present.
4. Prepare a Science album on scientific issues.
5. Prepare a report on Superstitious beliefs of your area and give scientific explanations.

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PAPER - XIX : BIOLOGICAL SCIENCE EDUCATION-IV

B.Ed. : SEM - IV

Sub. Code : BPB4

Objectives:

The prospective teacher

1. understands the recent trends in Biological Science.
2. understands the principles of curriculum construction.
3. understands the importance of text books in the teaching-learning process.
4. familiarizes with various co-curricular activities.
5. comprehences the special qualities of good Biological Science Teacher.

UNIT - I : RECENT TRENDS IN BIOLOGICAL SCIENCE

Concept and Meaning: Plant Science - Animal Science - Microbiology - Applied Science - Physical Science - Biochemistry - Biophysics - Developmental Biology Behaviour and Neurophysiology - Population Genetics and Evolution - Genetic Engineering.

UNIT - II : BIOLOGICAL SCIENCE CURRICULUM

Curriculum: Definition - Concept - Science Curriculum at Different Stages: Primary, Upper Primary, Secondary and Higher Secondary - Principles to be observed in the selection of subject content - Arrangement of Syllabus: Logical, Psychological, Concentric, Topical, Historical and Biographical - NCERT Curriculum - Biological Science Curriculum Studies (BSCS) - Nuffield Science Projects.

UNIT - III : SCIENCE TEXT BOOKS, CURRICULAR AND CO-CURRICULAR ACTIVITIES

Reading Materials - Library - Text Books: Characteristics, Need and Importance - Journals - Magazines - Curricular Activities: Debate, Discussion, Drama, Poster Making on issues related to Biology - Organizing Events on specific day: Earth Day - Environment Day - International Day for the preservation of the Ozone Layer - Role of a Teacher in Organizing Curricular Activities - Co-curricular Activities: Meaning - Definition - Need and Importance - Museum: Importance of Museum, Preparation of

Museum Materials – Biology Club: Objectives, Organization and Activities - Maintenance of Aquarium, Vivarium and Terrarium - Garden: School Garden and Home Garden - Herbarium - Field Trip.

UNIT - IV : HEALTH PROBLEMS

Communicable Diseases: Meaning - Types: Diarrhoea - Malaria - Hepatitis - Typhoid - Female Health Issues: Breast Cancer and Maternal Mortality - Balanced Diet - Sexually Transmitted Diseases: HIV - Chlamydia - Gonorrhea - Syphilis - Viral Diseases: Swine flu and Dengue Fever - Bacterial Diseases: Tuberculosis - Typhus - Causes, Symptoms and treatment.

UNIT - V : PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

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 - Evaluation of Teaching Competency: Self Evaluation, Pupil's Evaluation and Colleagues Evaluation.

PRACTICUM

1. Prepare an album on communicable diseases in your locality and suggest solutions for the same.
2. Prepare a Herbarium.
3. Create a vegetable garden / Herbal garden individually or in group in the college premise.
4. Organize a field trip and prepare a report.
5. Visit to a Zoological park / Botanical garden and prepare a report.

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PAPER - XIX : HISTORY EDUCATION - IV

B.Ed. : SEM - IV

Sub. Code : BPH4

Objectives:

The prospective teacher

1. understands the principles of curriculum designing.
2. understands the importance of resources and equipments in teaching history.
3. develops interest for professional growth and enrichment.
4. caters to the needs of varied categories of learners.
5. acquires practical knowledge about the recent trends in learning history.

UNIT - I : CURRICULUM DESIGNING FOR HISTORY

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, Spiral, Regressive and unit approaches.

UNIT - II : RESOURCES AND EQUIPMENTS

History Classroom Library: Need, importance and essential equipments - Text Book: Meaning, importance and qualities - Collateral Reading: Objectives, Types and Materials - History club: Objectives and Activities - History Room: Need and Essential Equipments - History museum: Importance and Essential Equipments - Community Resources: Guest Lectures and Community Survey - Archaeological Resources.

UNIT - III : HISTORY TEACHER

Essential Qualifications and Qualities - Pre-service and In-service training: Meaning, need, importance, agencies and problems related to in-service training - Professional development - 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 - IV : CATERING TO SPECIAL NEEDS OF STUDENTS

Diagnosis of children with special needs: 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 STUDENTS' PARTICIPATION

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, and Scrap Book, Time Line, Models, Interpreting Pictures and Reading of History Related Books.

PRACTICUM

1. Prepare a role play for any historical event.
2. Write a critical review on a recently read history related book.
3. Conduct a debate on current events and prepare a report.
4. Prepare the life sketch of any one of the freedom fighters.
5. Visit a closeby museum and write a report.

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PAPER - XX : GENERAL ENGLISH EDUCATION - IV

B.Ed. : SEM - IV

Sub. Code : BPGE4

Objectives:

The prospective teacher

1. comprehends the Position of English in India.
2. acquires the knowledge of Teaching, and Testing of Listening and Speaking Skills.
3. acquires the knowledge of Reading and Writing Skill.
4. analyses the content of English Text Book at secondary level.
5. enhances Professional Competencies.

UNIT - I : POSITION OF ENGLISH IN INDIA

- 1.1 English as a colonial language - English in Post-colonial times.
- 1.2 Status of English in India: Need and value of English in the contemporary age - Language policy - Causes for the poor standard of English - Suggestions for improving the standard of English.

UNIT - II : TEACHING, DEVELOPING AND TESTING OF LISTENING AND SPEAKING SKILL

- 2.1 Listening: Types - Active and passive, kinds of listening materials - authentic, recorded and live, listening skills to be developed at Primary, Secondary and Higher level. Three phases of teaching listening skill - pre-listening phase, while listening phase and post-listening phase. Listening activities - dictation, reading for comprehension, listen and do, draw, repeat and answer activities, listening to radio, television, telephone call and writing the message. Role of the teacher.
- 2.2 Speaking: Basic functions of a language, need, activities for developing oral fluency - conversation class, discussion class, tongue-twisters, task-centred group activities, creation of language L2 environment, dialogue, role play, narrating incidents, poem recitation and stories, describing persons and things, speech sounds and their symbols, minimal pairs, stress, testing of spoken English skill.

UNIT - III : TEACHING, DEVELOPING AND TESTING OF

READING AND WRITING SKILL

- 3.1 Reading : Importance, types of reading - silent and loud, intensive and extensive, techniques - skimming and scanning, methods of teaching reading to the beginners - alphabetic method, phonic method, word method, phrase method and sentence method, problems in reading, improving the speed of reading, role of text book in developing reading skill, testing of reading skill.
- 3.2 Writing : Need for good handwriting, types of handwriting - print, italic and cursive, characteristics of a good handwriting, teaching of writing skill at the elementary level, activities for developing writing skill at Primary, Secondary and Higher level - mechanics of writing: good hand writing, spelling and punctuation - contribution of composition - testing of writing skill.

UNIT - IV : TEXT BOOK AND TEACHING OF ENGLISH

- 4.1 Psychological and Linguistic Principles of Teaching English - Merits of Skill based Teaching.
- 4.2 Difference between L1 and L2 Teaching-Learning Process.
- 4.3 Text Book: Need and functions of a Text Book - Characteristics of a good Text Book - Analysis of Text Books and its activities for effective teaching-learning Process.
- 4.4 Language laboratory: concept, requirements - infra structure facility, hardware and software, teacher's role, evaluation.
- 4.5 Computer Assisted Instruction (CAI), Computer Assisted Language Learning (CALL).

UNIT - V : ENHANCING PROFESSIONAL COMPETENCIES OF AN ENGLISH TEACHER

- 5.1 Factors affecting language learning.
- 5.2 Role and competencies of a good English language teacher.
- 5.3 Challenges in Teaching of English for the second language learners.
- 5.4 Developing the professional competencies of an English Teacher.

PRACTICUM

1. Preparation of PowerPoint Slides on the skills needed for an English Teacher.
2. Writing critical review on a recently read Supplementary Reader.
3. Preparation of Vocabulary File based on at least Three Dictionaries (Minimum 10 words).
4. Preparation of Vocabulary Chart based on Intensive Teaching Practice (Minimum 10 words).
5. Prepare a CAI package to teach Grammar at secondary level.

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PAPER - XX : nghJ j j kp;- IV

B.Ed. : SEM - IV

Sub. Code : BPGT4

Nehf,fqfs;

Mrhpæ khz thfs;

1. gz i l Nahh; fz l gapwWKi wfs; j wfhy Ki wfi s mwj y;
2. j wfhy fwgj j y; Ki wfs> Gj pa mZ F Ki wfs; c z heJ gapwrp ngWj y;
3. ghl E}Yk; j di kAk; gwwp mwj y;
4. nkhopggapwrp; , dwpai kahi ki a c z heJ gapwrp ngWj y;
5. j kp; fwgj j ypy; j fty; nj hopy; El gk; j kpoggz pi a mwpeJ nfhs;S j y;

myF - I : gz i l Nahh; fz l gapwWKi wfs> j wfhy Ki wfs;

rqffhy j hankhop gapwW Ki wfs; - nkhopahrhpahfs; mwpej pUff Ntz ba mbggi l tj p nkhopahrhpah; j Fj pfs; - gz Gfs; - gz i la gapwW Ki wf;Fk; j wfhyf gapwW Ki wf;Fk; c ss NtWghLfs; - gz i la gapwW Ki wad; epi w> Fi wfs; - gapwW Ki wapy; nj hy;fhggpah; fUj J - edD}yhh; fUj J ffs; - E}yfS k; mj d; ti ffS k; - Mrhpah> khz th; j Fj p gz G - fwgpf;Fk; Ki w> khz th; Nfl;Fk; Ki w.

myF - II : fwgj j ypy; Gj pa mZ F Ki wfs;

Gj pa Ki wfs; - FOKi wfs; fpz l hfhh; d; Ki w - tpi sahl L Ki w - nrayj pl l Ki w - thHj j hfy;tp Ki w> ebgG Ki w , k;Ki wfspd; nray; Ki wfs; - epi wfs; - Fi wfs; - j dpKi wfs; j dpggapwrp Ki w - l hyl d; j pl l k; - khz bNrhhpKi w - NkwghHi tg; gbgG - fz l wp Ki w - , k; Ki wfspd; nrayghLfs; - epi wfs; - Fi wfs;

myF - III : ghl E}Yk; j di kAk;

ghl E}yfs; - ghl E}ypd; eyypayGfs; - rpwēj ghl E}y;
j ahhpqgpd; NghJ kdj pwnfhssj j ffd - fi yj j pl l j j pwFk;
ghl j j pl l j j pwFk; c ss NtWghL - , yffpaj; j pdha;T
nfhs; i ffs; j pdha;T Nj hwwk; - , di wa j pdha;T epi y
- j pdha;T ti ffs; tpsff Ki w - gi l gG toj; j pdha;T
- kuG top - tj p Ki w - mofpay; - ghuhl ;L - kj pggpl ;L -
tuyhwW - xggL - gFgG - , yffpa Ma;T newpKi wfs;

myF - IV : gssp E}yfk;

nkhopahrphahfs; fli k - tFgG E}yfk; - tFgG
E}yfqs; py; i tggj wfhd E}y; Nj henj Lf;Fk; NghJ
ftdj j py; nfhs; td - gssp E}yfk; - NkwNfhs; E}yfk; -
ghhi t E}yfs; epfz ;Lfs> mfuhj p fi yf; fsQrpak>
mggj hd rpej hkz p c i uE}y> j kponyfrpf; (j kpo;
nrhwfsQrpa nghJ ghhi t E}y).

myF - V : j kpo; fwggj j y; j fty; nj hony; Elgk;

nkhopgapwwha;T \$I k; mi kgG - gad; - rpwgG j di k
- fwggj j y; gapwrp fz pdj; j kpo; fz pdp top nkhop fwggj j y>
fz pdp nkhopf; fy;tp - gadfs; - , yffz , yffpak;
fwggj j y; - fz pdp j kpohrphaUk; - , i z ak; , i z a
topfy;tp - j kpo; , i z a rpwgG j kpo; , i z a gyfi yffof
Nehf;fk> FwrfNfhs; - nkhop fy;tp FWej fL. gy;Y}l fk;
j kpo; fwggj j y;

nraKi w gapwrf;

1. xggi l gGj j hs; xdW j ahhpff.
2. nraAs; xdwpwF , i z aj s xggL j ahh; nraf.
3. thffpa ti ffi sr; rhd;Wl d; vOJ f.
4. nj hi fr; nrhwfs; gl bay; j ahhpff.
5. nkhopgapwwha;Tf;\$I k; gwwp fl ;Li u vOJ f.

ghhi t E}yfs:

1. muqffhkp Gt (2006). *j kpo; nkhop fwgij j y;* kJi u: khepyh gj pggfk;
2. MWK fehtyH. (2001). *j kpo; , yffz k; nrdi d: Kyi y epi yak;*
3. MWK fehtyH. (2004). *ed;D}y; fhz bi f c i u nrhyyj pfhuk;* nrdi d: Kyi y epi yak;
4. MWK fehtyH. (2004). *ed;D}y; fhz bi f c i u vOj j j pfhuk;* nrdi d: Kyi y epi yak;
5. fz gj p t. & rej pfh uh[; Nkhfd. (1992). *ewwkpo; fwgpfFk; Ki wfs;* nrdi d: rhej h gj pggfk;
6. fz gj p t. (2010). *ewwkpo; fwgpfFk; Ki wfs;* nrdi d: rhej h gj pggfk;
7. fz gj p t. & n[auhkd; Gt (2005). *ewwkpo; fwgpfFk; Ki wfs; - gFj p 2.* nrdi d: rhej h gj pggfk;
8. fi yrnry;t. nt. (2007). *fy;tpay; j kpo; fwgij j y;* <NuhL: rQrft; ntsjaL.
9. RgGnul bahH e. (2000). *ewwkpo; gapmW Ki w. rj kguk;* nkaaggd; j kphatfk;
10. j z l ghz p R. (2012). *j kpo; - fwgij j y; nghJ j j kpo;* kJi u: kldh gj pggfk;
11. GypAH Nfrpf d; c i u nj hy;fhggpak; nrdi d: ghhp epi yak;
12. nghpaz z d> Nfh. (2016). *j kponkhop fwgij j ypy; Gj pa mZ FK i wfs; - gFj p 1.* nrdi d: tdj h gj pggfk;
13. kldh rj Rej uk> m. (2010). *j kpo; fwgij j y; nghJ j j kpo;* j pz Lffiy; fhtahkhyh gj pggfk;
14. n[gh> v. MH. (2014). *ghl gnghUs; kwWk; j kpo; fwgij j y;* fddpahFkhp; nu j j pd gj pggfk;

PAPER - XXI : EDUCATION OF EXCEPTIONAL CHILDREN

B.Ed. : SEM - IV

Sub. Code : BEEC

Objectives:

The prospective teacher

1. demonstrates knowledge of special children.
2. identifies needs of children with diversities.
3. cultivates new attitudes towards special children.
4. understands the need for innovative learning - teaching strategies in the context of diversities of students.
5. links classroom management in inclusive classroom situation.

UNIT - I : EXCEPTIONAL CHILDREN IN GENERAL

Concept of Impairment, Disability and Handicap by WHO - Definition of Exceptional / challenged / differently abled / disadvantaged children - Classifications: Academic - Slow learner, Mentally retarded, Autism, dysgraphia, dyslexia, dyscalculia and Gifted; Physical- Ortho, Visual and Hearing Impaired; Social-Disadvantage on the basis of sex, age, language, religion, minorities, community, labour and values - Characteristics, causes, problems, psychological and educational needs of above groups of children.

UNIT - II : APPROACHES AND PERSPECTIVES

Tracing history of exceptional children - approaches of viewing disabilities: Charity model, Bio-centric model, functional model and human rights model - concept of special, integrated and inclusive schools: merits and demerits of above schools.

UNIT - III : INTERNATIONAL AND NATIONAL DECLARATIONS

International: Biwako Millennium Framework (BMF) 1993-20120 - Recommendations of Salamanca Statement and Frame work of Action (1994) - Educational Provisions in UN Convention on Rights of Persons with Disabilities (UNCRPD - 2006).

National: The Persons with Disabilities Act (PWD Act) 1995 - The Rehabilitation Council of India Act (RCI Act) 1992 - The

National trust for Welfare of Persons with Multiple Disabilities Act 1999 - Right to Education Act (RTE Act) 2009.

UNIT - IV : EDUCATIONAL SCHEMES FOR EXCEPTIONAL CHILDREN

Integrated education for Disabled children 1974 - PIED 1986 - DPED - Integrated education for disabled children (IEDC 2000) - education of special group of children under SSA, 2000 - comprehensive action plan for children with disabilities 2005 - inclusive education for disabled at secondary school (IDESS 2009).

UNIT - V : INCLUSIVE PRACTICES IN CLASSROOMS

Special needs of persons with different disabilities: school readiness in terms of infrastructure, attitude of whole school, social climate of classroom, Interactive sessions such as cultural and academic programmes between normal and exceptional children, accessibility, human resources, supportive resources like special teacher, speech therapist, psycho therapist, occupational therapist and counselor - teacher readiness: Pedagogical adaptation, cooperative and CAI assisted learning, peer teaching, multisensory teaching, lesson planning, TLM, Attitude of teacher - Evaluation procedures: different provisions of examinations, change in attitudes and behavior - community participation: NGOs, Parents and Philanthropists.

PRACTICUM

1. Prepare a powerpoint slide on the types of exceptional children.
2. Visit a school for differently abled children and write a report.
3. Identify the causes for Dyscalculia and Dysgraphia.
4. Write a report on the welfare schemes of Government of Tamilnadu for differently abled children.
5. Prepare a report on Assistive Technology.

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PAPER - XXII : GENDER ISSUES IN EDUCATION

B.Ed. : SEM - IV

Sub. Code: BEGI

Objectives:

The prospective teacher

1. understands the key concepts - gender, sex and sexuality.
2. understands some important landmarks in connection with gender and education in the historical background.
3. understands different theories on gender and education.
4. learns about gender issues in schools and curriculum.
5. understands issues related to sexual harassment and agencies related to gender security.

UNIT - I : GENDER ISSUES : KEY CONCEPTS

Gender, Sex, Sexuality, Transgender, patriarchy, masculinity, feminism -Meaning, Definition,difference - Social norms and implication in sexuality - Gender bias, gender stereotype and women empowerment through gender sensitization - Gender inequality - Structural marginalization, Cultural stereotypes, sexism and discrimination - Gender inequality across the globe, at home, in education and in workplace.

UNIT - II : GENDER STUDIES: PARADIGM SHIFTS

Historical background - India and other country (Life styles and social reform movements) - Gender studies in Indian education - Gender studies and views of philosophies (Indian philosophy, western philosophy).

UNIT - III : GENDER, POWER AND EDUCATION

Theories on gender and education : Application in the Indian context – Socialization theory, Gender difference, structural theory - Gender Identities and socialization practices in family, schools, other formal and informal organization - Schooling of girls - encouragement of co-education and its recommendation.

UNIT - IV : GENDER ISSUES AND CURRICULUM

Construction of gender in curriculum framework (primary, secondary and Higher education) - Gender based education and curriculum - Provision of UNESCO and UNICEF - Gender in text

and context (textbooks, classroom practices, including pedagogy) - Teacher as a agent of change in society - Life skills and gender discrimination.

UNIT - V : GENDER, SEXUAL HARASSMENT, ABUSE AND REMEDIES

Gender issues and role of media - Gender abuses and harassment (Family, school and workplace) - Gender violence - Forms of gender violence - Mode of violation - Types of violence against women - Factors restricting progress of women - Remedies - views of government schemes (MHRD, Social welfare department) towards women's upliftment and development - The sexual harassment of women at workplace act and rules 2013 (Prevention, prohibition and redressal) 2010 and amendment 2013, Protection of children from sexual offences act 2012 (POCSO).

PRACTICUM

1. Prepare a PowerPoint slide on any one topic.
2. Poster making on gender issues.
3. Prepare a report on gender discrimination in India.
4. Take a survey on Women issues of your locality.
5. Suggest ways and means of improving the schooling of girls.

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PAPER - XXII : SCHOOL MANAGEMENT

B.Ed.: SEM - IV

Sub. Code: BESM

Objectives:

The prospective teacher

1. understands the concept of school management.
2. acquires knowledge about various management approaches.
3. develops the skill of maintaining school plant.
4. masters the methods of managing human resources.
5. understands the importance of financial resources.

UNIT - I : SCHOOL MANAGEMENT

Management: Meaning, definition, objectives and characteristics - Educational management: Meaning, definition and components - School Management: Meaning, definition, aims, objectives, characteristics and principles - School Organization: Meaning, definition, aims, objectives and characteristics - School Administration: Meaning, definition, aims and objectives - Elements of school organization and school administration - Difference between school organization and school administration.

UNIT - II : APPROACHES AND FUNCTIONS OF MANAGEMENT

Approaches: Manpower, cost benefit analysis, social demand, social justice, intra polotran and extrapolation, demographic projection and system approach - Functions: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB) - Classroom Management: Meaning, definition, characteristics and tips for effective classroom management.

UNIT - III : SCHOOL PLANT AND MAINTENANCE AND MANAGEMENT OF MATERIAL RESOURCES

School Buildings: Meaning, characteristics, importance, location, design and constructions - Maintenance and beautification of school campus - Comportments: school office, library, class room, staff room, laboratory, play ground and hostel - School records and registers: Need, importance, types and modes of keeping records - Time table: Meaning, definition, characteristics, principles, need and importance and its types - Discipline: Meaning, definition,

characteristics, causes of indiscipline and remedies - Student Welfare Services: Meaning, need and types.

UNIT - IV : MANAGEMENT OF HUMAN RESOURCES

Leadership: Meaning, definition, qualities, Types: Autocratic, Democratic and Laissez-faire - Headmaster: qualification, qualities, duties and responsibilities, relationship with teachers, students, parents and community - Class Teachers: qualification and qualities, duties and responsibilities, relationship with headmaster, colleagues, students and community – Supervision and Inspection: Meaning, aims, types and qualities of a supervisor – Difference between Supervision and Inspection.

UNIT - V : MANAGEMENT OF FINANCIAL RESOURCES AND TQM

Financial resources: Meaning, principles administration, sources and expenditure - educational grants - Budget: meaning, types, preparation and process of school - TQM: Meaning, methods and rules for managing quality education - Total quality management in education and total quality management based education.

PRACTICUM

1. Visit your model school - Find out how does the management function - write a detailed report.
2. Interview the head of an institution - find his management style - write a report.
3. Meet your mentor of intensive teaching practice - Prepare a report on his class room management skills.
4. Find out the modern gadgets utilized to administer a school - prepare a report on that.
5. Prepare a Micro level school Budget for an academic year.

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PAPER - XXII : HIGHER EDUCATION

B.Ed.: SEM - IV

Sub. Code: BEHE

Objectives:

The prospective teacher

1. acquires a perspective regarding the system of higher education in India.
2. develops readiness to undertake reforms and innovations in the practice of higher education.
3. applies innovations in teaching - learning process.
4. masters the policy perspectives in higher education.
5. acquires knowledge of the administrative bodies.

UNIT - I : TRENDS IN HIGHER EDUCATION

Definition and objectives of higher education, Historical perspective of higher education. Social change and higher education, higher education and culture; progress of higher education - Quantitative and qualitative dimensions - Financing Higher Education, Structure and Organization of higher education in India.

UNIT - II : HIGHER EDUCATION AND DEVELOPMENT

The Role of MHRD, UGC, NUEPA, NAAC, NCTE and RUSA on Higher Education - Types and functions of Universities - Planning, funding - Growth, Maintenance and development of universities. State council of Higher Education - Assessment of Higher Education, Teacher competence in higher education.

UNIT - III : POLICY PERSPECTIVES IN HIGHER EDUCATION

Recommendation of various commissions on Higher Education: UEC (1948 – 1949), Indian Education Commission (1964 - 1966), NPE (1986) and Revised NPE (1992) - Higher Education and Employment - Reforms in Higher Education - Knowledge Commission - Vocationalisation of Higher Education.

UNIT - IV : PROBLEMS AND INNOVATIONS IN HIGHER EDUCATION

Problems of Indian Higher Education related to Socio-Economic context - Reforms in Examination system, Restructuring courses - Autonomous colleges and credit based syllabus - ICTs in Higher Education : MIS and e-governance - Organization and functions of Distance learning system Continuing Education and

virtual learning, Tamil Nadu Teachers Education University, New modes of learning and teaching in higher education: Skill, Competence and Digital based, Higher Education and the unemployment of the educated person.

UNIT - V : ROLE AND FUNCTIONS OF ADMINISTRATIVE BODIES

University administrative bodies: Syndicate, Senate, Academic council and Board of studies – Role and functions.

PRACTICUM

1. Preparing PowerPoint Slides on any problem related to higher education.
2. Visit a nearby higher education institution and prepare a report about their planning and maintenance.
3. Writing assignment on any one of the topic from any unit.
4. Prepare on evaluative report on the examination pattern of higher education at present.
5. Prepare a report on Role and Functions of RUSA.

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PAPER - XXII : PEACE EDUCATION

B.Ed. : SEM - IV

Sub. Code : BEPE

Objectives:

The prospective teacher

1. understands the concept of peace education.
2. understands the dynamics of transformation of violence into peace.
3. realises the significance of values in self-development.
4. familiarizes the nature of conflicts and their resolutions.
5. imbibes the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace.

UNIT - I : PEACE EDUCATION

Meaning, Nature and concepts of peace Education - Aims and objectives of peace Education-Status of peace education in the curriculum.

UNIT - II : INTEGRATING PEACE EDUCATION IN CURRICULUM

Six major Media of Integration: Subject context, subject perspectives, Teaching Methods, Co-curricular activities, Staff development, class-room management, School Management - Practical steps to build peace culture in schools - Teaching of Peace Education.

UNIT - III : NON-VIOLENCE FOR PEACE AND CONFLICT RESOLUTION

Relationship between peace and violence - Role of violence in our lives and lives of others - Exposure to violence through media - consequences - crises and their management-How peace education can help to deal with violence and bring about Nonviolence - factors that influence Non Violence - 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

Human rights, Preservation of Ecology, population control,

Economic Exploration, Deprivation, Equitable Economic world order - Factors affecting Peace in India - Gandhiji's contribution to peace Studies - Non-Aligned Movement - Campaign for Nuclear Disarmament - Role of World Organization in promoting peace.

UNIT - V : EDUCATING FOR A CULTURE OF PEACE

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+) knowledge, attitude and skills to be learnt in each of them - class room activities.

PRACTICUM

1. Identify the peace concept in Thirukkural (any ten).
2. Write about an NGO promoting Peace.
3. Write about a world personality fought for Peace.
4. Write about a factor that affects peace in your area or town.
5. Write a report on cultural barriers in promoting peace.

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