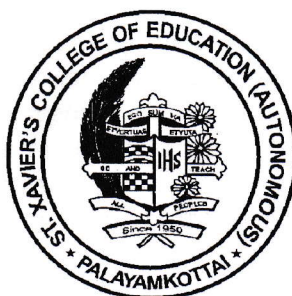


**Syllabus for Two year  
Bachelor of Education (B.Ed.)  
Programme**



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

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

**2017 - 2019**

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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. grasps the concept of education and their premises.
2. comprehends the knowledge of philosophy of education and educational philosophy.
3. imbibes the importance and role of education in the Indian society.
4. masters different schools of philosophy in terms of eastern and western thinkers.
5. familiarizes 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 - UNESCO: Pillars of education

#### **Unit II: Philosophy 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: Idealism, 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**

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 for Teacher Education (2009)

#### **Unit V: Various Bodies for Quality Education / Educational Agencies**

Role of educational agencies - MHRD: RUSA and SSA,  
NUEPA, UGC, NCTE, NCERT, SCERT, NAAC, TANSCH, DEB  
and TNTEU

#### **Practicum**

1. Collect the life history of any two great philosophers.
2. Prepare a slide show presentation on any one of the topics.
3. Prepare a report by Critically analysing the life history of any one of the educational philosophers.
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: Child Development and Pedagogy**

**B.Ed. : Sem. I**

**Sub. Code : BCCP**

### **Objectives:**

#### **The prospective teacher**

1. acquires knowledge of educational psychology.
2. gains the concept of growth and development.
3. acquires knowledge of cognitive process.
4. develops different dimensions of development.
5. Applies the theories of learning in enhancing learning.

### **Unit I: Nature of Educational Psychology**

Psychology: Meaning and Definition – Branches: Cognitive psychology, Clinical psychology, Developmental Psychology and Individual psychology - Methods: Introspection, Observation, Case study and Interview – Educational Psychology: Meaning, Definition, Nature, Scope and Significance

### **Unit II: Human Growth and Development**

Growth and Development: Concept, Meaning, Definition and General Principles - Distinction among Growth, Development and Maturation - Interaction between Nurture and Nature – Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral – Phases of Development and Developmental tasks – Infancy, Childhood and Adolescence

### **Unit III: Cognitive Development**

Cognitive Process: Attention and Factors relating to attention - Kinds of attention: Inattention, distraction, division of attention and Span of Attention – Sensation – Perception: Factors relating to Perception and Perceptual errors – Concept formation: Nature and Types – Piaget's stages of cognitive development – Bruner's theory – Concept maps – Imagery – Language and Thinking – Reasoning and Problem Solving – Implications to the teacher

### **Unit IV: Social, Emotional and Moral Development**

Social development: Meaning and Factors – Social Maturity –

Erikson's stages of Social development – Emotional development: Meaning, Types, Emotional control and maturity – Place of emotions in life – Significance of Emotional Intelligence – Moral development: Meaning - Kohlberg's stages of Moral development

### **Unit V: Theoretical Perspectives on Learning**

Learning: Nature and importance – Learning Curve – Theories of learning: Trial and Error, Classical conditioning and Operant conditioning, Learning by Insight and Gagne's theory – Transfer of Learning: Meaning and Types – Theories of Transfer of learning: E.L. Thorndike's Identical components, Judd's theory and Baggeley's theory of Ideals – Learning by Imitation – Levels of Learning - Remembering - Forgetting: Curve of forgetting

#### **Practicum**

1. Prepare an observation schedule to observe a student in the class.
2. Prepare a report on the case study record.
3. Prepare a report by conducting an experiment to measure the attention of a subject.
4. Prepare a life sketch of any one of the psychologists.
5. Prepare a power point presentation for a topic from any one of the units.

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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 government text books.
5. prepares lesson plan for teaching English at high school level.

#### **Unit I: Learning how to Teach English**

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 - Introduction to link practice teaching - Lesson plan writing for link practice - Practicing link practice - Demonstration of macro teaching - Observing demo teaching and recording their observations - Introduction to peer teaching: Concept and advantages

#### **Unit II: Teaching of Phonetics**

Meaning and definition of phonetics, phoneme, phonology, Received Pronunciation (R.P.), International Phonetic Alphabets (IPA) - Syllable: Meaning and syllable division - Types: Mono-syllabic, disyllabic, tri-syllabic and polysyllabic words - Organs of speech and speech mechanism - Classification of consonant sounds according to place and manner of articulation, description of each phoneme according to place and manner - Classification of 44 English sounds on the basis of voiced and voiceless sounds, differences between voiced and voiceless sounds - Cardinal vowel scale - Classification of vowels - Diphthongs - Differences between vowel and consonant sounds - Transcription of a given passage in phonetic script - Analysis of phonetic exercises given in the Tamilnadu state board English text book - Stress: Meaning, primary and secondary stress, rules of stress marking, word stress and sentence

stress - Intonation: Meaning and types: Falling, Rising, Falling-rising and Rising-falling - Usage - Intonation marking

**Unit III: Teaching the Grammatical content of English - I (Standard - X)**

Conjugation - Kinds of sentences - Finite and non-finite verbs - Prefixes and suffixes

**Unit IV: Teaching the Grammatical content of English - II (Standard - X)**

Verbal and 'Wh' question formation - Question tags - Active and passive voice - Sentence pattern

**Unit V: Lesson Plan Writing and Evaluation**

Bloom's taxonomy of educational objectives – Objective formulation for ELT - Writing lesson plan for teaching prose, poetry, grammar, composition and supplementary reader - 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. Prepare an ICT integrated lesson plan.
2. Select a poem from Standard IX and transcribe in phonetics.
3. Choose a paragraph from a newspaper of your choice and syllabify.
4. Design the Blueprint for the Standard IX term-end examination.
5. Collect English language related materials from the news papers.

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### Paper III: **rwgGj j kpo** - I

B.Ed. : Sem. I

Sub. Code : BPT1

**Nehffqfs;**

**Mrhpa khz th;**

1. j kpgghl g; nghUs; fwggj j y; gwwp mwpeJ nfhsSj y;
2. j kpgghl g; nghUs; fwggj j y; nfhs; ffi s mwpeJ nfhsSj y;
3. j kponkhopf; fy;tpapd; rpwgkqrqfi s tsHj j y;
4. fwggj j y; j pwdfs> gapwrp j pwd;fi s tsHj j y;
5. ghl j j pl;l k; mi kggj wfhdff; Nfhl ghLf; sg; GhpeJ nfhsSj y;

**myF 1: nraAs> ci uei lgghl g; nghUs; fwggj j y;**

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

**myF 2: , yffz ggghl k> Ji z ggghl g; nghUs; fwggj j y;**

rhHngOj J ti ffs; - ehy;ti frnrhwfs; - ngallrnry; - tpi dKwW - NtwWi k mi lnkhop - Nghyp - mz p , yffz k; , ayG etpwrp> caHT etpwrp - Ji z ggghl k; Vohk; tFgG ghl gngghUs;

**myF 3: j kponkhopff;fy;tpapd; rpwgGfs;**

j hankhoj; j kpo; rpwgGfs; - nkhopapd; gz Gfs; - nkhopAk; r%fKk; - nkhop tshrrpary; Roepi yapd; gq;F - nkhoj; Nj hwwf; nfhs; f - j puhtpl nkhopapd; rpwgggpayGfs; - j hankhopf; fwggj j y; Nehffqfs; - j kpo; fwggj j y; Nehffqfs; - gadfs; - caHj dpr; nrknkhop rpwgGfs> gz Gfs;

**myF 4: fwggj j y; j pwdfs; gapwrp**

Ez z pi yf;fwggj j y; tpsf;fqfs> Nj hwwqfs> gbfs> Rowrpf> edi kfs> j ll kfs; - j pwd; tpsf;fk; fpsH tpdh - khz th gqNfwi g mj pfhpf;Fk; j pwd> tpsf;Fj y; j pwd> j pwd; gapwrp - epfo;T vOj g; gapwrp

### **myF 5: ghljjpllk; mi kggjwfhd NfhlghLfs;**

GS kpd; NfhlghLfs; - n` HghHbd; gbfs; - MzLj;  
jpllk; - myFj; jpllk; mi kgG> , dwpai kahi k> gadfs;  
- ghljjpllk; Nehffqfs> mi kfFk; Ki wfs; kwWk;  
cI\$Wfs> edi kfs; - khj phggghljjpllk; vOjg; gapwrf

### **nraKi w gapwrf;**

1. j kpo; vz ; gl bay; j ahH nraf.
2. nrhwfsQrpa nj hFgG j ahH nraf.
3. typkFk> typ kpfh , l qfi sg; gl baypLf.
4. myFj jpllk; j ahH nraf.
5. MzLj; jpllk; j ahH nraf.

### **ghhi t E}yfs;**

1. muqfrhkþ Gt (2006). *j kpo; nkhop fwgij j y;* kJi u; kheyh gj pggfk;
2. MWK fehtyh. (2001). *j kpo; , yffz k; nrdi d: Kyi y epi yak;*
3. fz gj þ t. & rej þfh uh[ ; Nkhfd; (1992). *ewwkpo; fwgpfFk; Ki wfs;* nrdi d: rhej h gj pggfk;
4. fz gj þ tþ & n[ auhkð> Gt (2005). *ewwkpo; fwgpfFk; Ki wfs;* - *gFj þ 2.* nrdi d: rhej h gj pggfk;
5. fi yrnry;tþ nt. (2007). *fy:tpapay; j kpo; fwgij j y;* <NuhL: rQrft; ntspalL.
6. fi yrnry;tþ nt. (2009). *fy:tpapay; rþwgGj ; j kpo;* <NuhL: rQrft; ntspalL.
7. fi yrnry;tþ nt. (2009). *j kpo; gapwryy; El gqfs;* <NuhL: rQrft; ntspalL.
8. RgGnul bahH> e. (2000). *ewwkpo; gapwW Ki w.* rþj kguk; nkaaggd; j kpha;tFk;
9. j z l ghz þ R. (2012). *j kpo; - fwgij j y; rþwgGj j kpo;* kJi u; kbh gj pggfk;
10. j kpehl ghl E}y; eþWtdk> xdgj hk; tFgG> vl l hk; tFgG ghl E}wfs;



11. nghpaz z d> Nfh. (2016). *j kponkhop fwgij j ypy; Gj pa mZ FK i wfs;* nrdi d: tdij h gj pggfk;
12. kbhl rp Rej uk> m. (2010). *j kpo; fwgij j y; nghJ j j kpo;* j pz Lf;fy; fhtahkhyh gj pggfk;
13. kbhl rp Rej uk> m. (2010). *j kpo; fwgij j y; rpwgGj j kpo;* j pz Lf;fy; fhtahkhyh gj pggfk;
14. tp[ ayl Rkp t. (2016). *Ez z pi y fwgij j y;* nrdi d: rhuj h gj pggfk;
15. NtZ Nfhghy> , .gh. & rhej Fkhhp f. (2013). *j kpo; fwgij j ypy; GJ i kfs;* rpwgGj j kpo; nrdi d: rhuj h gj pggfk;
16. n[ gh> v.MH. (2014). *j kpo; fwgij j ypy; GJ i kfs;* fddpahFkhp nuj j pd gj pggfk;

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### **Paper III: Computer Science Education - I**

**B.Ed. : Sem. I**

**Sub. Code : BPC1**

#### **Objectives:**

##### **The prospective teacher**

1. acquires the knowledge of Standard XI computer science text books.
2. develops knowledge in windows XP, web design and C programming of Standard XI computer science text book.
3. imbibes the 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 (Standard - XI)**

Introduction to computers - Number systems - Computer organization - Working principle of digital logic - Operating systems - Computer communications

#### **Unit II: Applications of Computer Science (Standard - XI)**

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 questions, skill of explaining, skill of increasing pupils participation, skill of closure, skill of use of black 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 (CAI)

#### **Unit V: Technology in Computer Science**

Use of Audio-Visual aids - Dale's cone of experience: Importance and uses - Educational broadcasts: Radio and TV - Use of internet - Text books - Computer Science club - Exhibition - Field trip and excursion - EDUSAT - Interactive whiteboard - Virtual reality and Teleconferencing

#### **Practicum**

1. Prepare a CAI package for a topic from Standard XI text-book.
2. Prepare a branching program for any one of the topic from Standard XII textbook.
3. Evaluate an educational website.
4. Prepare different charts using MS EXCEL for the achievement of your students in the intensive teaching practice.
5. Prepare mind-map for a topic from Standard XI textbook.

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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. acquires the aims and objectives of teaching Mathematics.
3. improves his/her competencies in teaching secondary level Mathematics.
4. masters 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 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: Aims and Objectives of Teaching Mathematics**

Aims and objectives of teaching Mathematics at primary, secondary and higher secondary level - Bloom's 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 III: 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 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 one of the topic from Standard IX.
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. Analyze the pedagogy of secondary Mathematics textbook.

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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. recognizes 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. masters the knowledge about physical and chemical nature of matter.

#### **Unit I: Nature and Scope of Physical Science**

Science: Nature and scope: Science as a product, a process, a way of knowledge, a way of investigation and 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: Primary, secondary, higher secondary - General and specific objectives of teaching Physical Sciences - Bloom's taxonomy of educational objectives (Cognitive, Affective and Psychomotor) - 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 questioning, 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 (CAI) - Active Learning Method (ALM) - Activity Based Learning (ABL)

#### **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 and 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. Prepare a powerpoint preparation on the life history of any one of the scientist.
2. Prepare a unit plan for any one of the unit from Standard IX Science text book.
3. Prepare 20 objective type questions from Standard IX Science text book.
4. Prepare Mind-map.
5. Prepare 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. comprehends the methods and techniques of teaching Biological Science.
3. develops necessary competence in teaching the subject in terms of methods, skills and techniques.
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, 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: 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 Methods (PLM) - Development of programmed learning material - Teaching machines - Computer Assisted Instruction (CAI) - Modular approach

#### **Unit III: Planning, Skills and Evaluation**

Planning: Year plan - Semester plan - Trimester plan - Unit plan: Steps in unit plan and characteristics of good unit plan - Lesson

plan: Essential features of lesson plan, 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 black 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 IV: Crop Production and Management (Standard - VIII)**

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 (Standard - VIII)**

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 a powerpoint slides for a topic from any one of the units.
2. Prepare a unit plan for a unit in Biology.
3. Prepare a Mind-map.
4. Make charts, improvised apparatus and models.
5. Prepare e-lesson plan.

#### **References**

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3. Anju Soni. (2005). *Teaching of Bio-Science*. Ludhiana: Tandon Publications.
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### **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 and Geography.
5. inculcates knowledge of theories about men and nature.

#### **Unit I: History: Meaning, Nature and Scope**

History: Meaning, definition and different concepts - Nature of History - Dimensions of History: Time, place, ideas, continuity and 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 - 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 black board and skill of reinforcement - Link lesson - Traditional methods: Lecture - Story Telling - Biographical and Text book - Dramatization - Modern Methods: Programmed learning - Computer Assisted Instruction (CAI) and Team teaching

#### **Unit IV: Ancient and Medieval Age (Standard - IX)**

Ancient civilizations: Indus valley, Nile valley, Mesopotamian and Hwang-Ho valley civilization - Intellectual awakening of 6<sup>th</sup> 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 (Standard - IX)**

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 a slide presentation for a topic from any one of the units.
2. Prepare a drama based on a historical event.
3. prepare a report by reading a biography of a historian.
4. Prepare a scrap book.
5. Prepare a unit plan for any one of the unit from Standard IX syllabus.

#### **References**

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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 skills.
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**

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 - Introduction to link practice teaching - Lesson plan writing for link practice - Practicing link lesson - Demonstration of macro teaching - Observing demo teaching and recording their observations - Merits of peer teaching

### **Unit II: Methodology of Teaching Prose**

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 - 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 - Teaching of vocabulary: Types of vocabulary - Active and passive - Techniques of teaching and improving vocabulary

### **Unit III: Methodology of Teaching Poetry**

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

#### **Unit IV: Methodology of Teaching Grammar and Composition**

Teaching of grammar: Objectives, 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 - Teaching of composition: Objectives, principles of teaching composition, Types of composition - Pictorial, guided and free, 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**

Teaching of supplementary reader: Objectives, steps involved in teaching supplementary reader, writing a lesson plan for supplementary reader unit - Evaluation: Meaning, characteristics of a good test - Need for skill based evaluation - Diagnostic testing - Nature and need - Preparation of diagnostic test items in English - Achievement testing - Nature and need - Blue print preparation - 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 kpo: - I

B.Ed. : Sem. I

Sub. Code : BPGT1

**Nehffqfs;**

**Mrhpæ khz th;**

1. j kpo: nraAs; ghl gngghUs; fwggj j y; El gf; \$Wfi s mwpeJ nfhs:Sj y;
2. j kpo: c i uei l > , yffz g; ghl gngghUs; fwggj j y; gadfi s mwpeJ nfhs:Sj y;
3. nkhopæd; gadghLfs; gwwp mwpeJ nfhs:Sj y;
4. gbjj y> vOJj y> NgRj y> fwggj j y; j pwd; tshjj y;
5. tFggi wj; j pwd:fs; tshjj y;

**myF 1: nraAs> c i uei l g; ghl gngghUs; fwggj j y;**

j pUtUl gh - , dpaï t ehwgJ - j pUts:S th khi y - esntz gh - t pNtf rpej hkz p - Nj kghtz p - fkguhkhaz k; - Kj:JFkhurhkpggsi sj j kpo: - tpyyghuj k; - c i uei l vl l hk; tFgG ghl gngghUs;

**myF 2: , yffz k> Ji z gggh g; nghUs; fwggj j y;**

FwwpaYfuk; - Fwwpaypfuk; - tofF: , ayG> j Fj p - MFngaH - NtwWi k - Gz Hrrp , ayG> tpfhuk; - ahgG - c ti kaz p - vLj:Jffhl:L c ti k mz p - Ji z gggh k; vl l hk; tFgG ghl gngghUs;

**myF 3: nkhojj pwd:fs; fwggj j y;**

Nfl;l y; j pwd: Nehffqfs> Nfl;l y; j pwi d tshggj wFhpa tofFs> ti ffs; - NgRj y; j pwd: Nehffqfs> gadfs> nj hl ff> , i l epi yg; gsspspy; thankhojj; gapwrrp tophf nkhojgggh k; fwggj wfhd Ki wfs> j pUej pagNgrripd; j di kfs> j pUj j kpyyh Ngrripd; , ayGfs> c rrrhgggy; VwgLk; rpf:fy:fs> ehnefpo> ehgpwo; gapwrrp %r;Rg; gapwrrp thankhojggapwrrp j Uk; Mrhpahpd; eyypayGfs;

**myF 4: gbjj y> vOJj y; j pwd:fs; fwggj j y;**

thrrjj y; nj hl ff tFggpy; fwgpf:Fk; Ki wfs; - tha:tl:L gbjj ypd; Nehffqfs> epi w> Fi wfs> tha:fFs; gbjj ypd; Nehffqfs> epi w> Fi wfs; - gbff gapwWk; Ki wfs; (vOj:J> nrhy> nrhwnwhl h> fz:L nrhy:Yj y> fi j

Ki wfs> epi w> Fi wfs) Moej> mfdw gbggpd; Nehf;fqfs;  
 - epi w> Fi wfs; - gbggpy; Mhtji j j; J}z Lk; Ki wfs>  
 kdgghl k; nraj ypd; gadfs; - vOJj y; j pwd; Nehf;fk>  
 Kj w; gapwprfs> vOJ fUtpfi sg; gpbf;Fk; Ki wfs> eyy  
 i fnaOj j pd; eyypayGfs;

#### **myF 5: tFggi w j p d f s; t s h j j y;**

J}z l y; khWghl Lj j p d > ghl k; nj hl q;Fj y; j p d >  
 tYTll y; j p d > tpsf;fk> gapwrp epfo;T vOJj y; - , i z gGg;  
 ghl tpsf;fk> gapwrp epfo;T vOJj y; - Ez z pi yf;fwgjj j y>  
 Nghpay; fwgjj j Yf;FKs; NtWghLfs; - Ez z pi yf;  
 fwgjj j ypd; gadfs; - c wW Nehf;fy; tpsf;fqfs> \$Wfs>  
 gadfs; - Nj HT: tpsf;fk> ti ffs> Fi wawpj Nj HT  
 tpsf;fqfs> gadfs;

#### **nraKi w gapwprfs;**

1. eh gpwo> eh nefpo; gapwprf;Fhpa nrhy> nj hl Hfs; j ahh;  
nraf.
2. nraAs; ghl gnghUS f;F c wW Nehf;fy; xdW vOJ f.
3. , i z gGg; ghl k; xdW j ahh nraf.
4. Fi wawpj Nj HT khj ph tpdhj j hs; j ahh; nraf.
5. kuGrnrhwfi sg; gl baypLf.

#### **ghhi t E}yfs;**

1. muq;frhkþ G+ (2006). *j kpo; nkhop fwgjj j y;* kJ i u;  
khepyh gj pggfk;
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*epi yak;*
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rhej h gj pggfk;
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kJ i u: kðh gj pggfk;

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ghl E}wfs;
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rhuj h gj pggfk;
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fdidpahFkhp* nuj j pd gj pggfk;

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## **Paper V: Strengthening English 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 for 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 and passive voice - 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 of the 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**

### **Objectives:**

#### **The prospective teacher**

1. acquires hand writing skills.
2. develops creativity in arts.
3. makes handcrafts.
4. acquires modern theatre skills.
5. understands to manage health.

### **Unit I: Writing and Drawing**

Writing practice: Writing in charts, Flash Cards, English Alphabets, Italic Hand writing practice, Alphabets, Tamil Alphabets, Writing practice in the blackboard, Drawing practice : Poster colour making, stick diagram, kalicraft nib practice

### **Unit II: Exposing Creativity**

Rangoli, clay modeling, fabric painting, photograph, videography, dance, instrumental music, acting in drama practice, mono act, mime, fancy dress - Folk dance: Karakattam, Oyilattam and Silambattam

### **Unit III: Handcraft Training**

Preparation of decorative items from waste material, flower vase using plastic paper and grey papers, cool drinks preparation and stage decoration

### **Unit IV: Theatre Workshop**

Modern art practice, make-up, training in small scale home making products (12), visit to schools using handcrafts, difference between art education and education, introducing ancient Indian culture handcrafts related to education, important Indian ancient cultural programmes and celebrations

### **Unit V: Health Management**

Acupuncture practice, breathing exercise, oil pulling, diet control, health hygiene, meditation, memory, stress management, body heat control

**Practicum**

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

**References**

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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, demon stration, imitation, dramatization, At-Will method, Whole-Part-Whole method, 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 - Health needs for children, adolescents and differently-abled children - Nutrition: Meaning and essentials - 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, kumbhaka and rechaka - Kriyas in Yoga

#### **Practicum**

1. Draw a layout for any one of the games.
2. Organize a sports meet/games.
3. Demonstrate asanas and pranayamas.
4. Organize a health check-up programme.
5. Prepare a report on a traditional game of Tamilnadu.

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## SEMESTER II

### **Paper VIII: Schooling, Socialization and Identity**

**B.Ed. : Sem. II**

**Sub. Code : BCSS**

#### **Obectives:**

##### **The prospective teacher**

1. grasps the sociological foundations of education.
2. comprehends the socialization processes, socialization of families, schools and various parenting styles and their impact on learners.
3. imbibes 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. masters the influence of education on democracy, secularism and other social issues.
5. familiarizes his own identity as a teacher.

#### **Unit I: Educational Sociology**

Educational Sociology: Meaning, characteristics and scope - 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, process and types - Agencies 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: Meaning, definition and dimensions - Construction of a positive and productive sense of self - Pillars of



self-concept: Self-esteem and 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.

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## **Paper IX: Innovations in Education**

**B.Ed. : Sem. II**

**Sub. Code: BCIE**

### **Objectives:**

#### **The prospective teacher**

1. knows various forms of educational technology and its educational implications.
2. acquires adequate understanding instructional media in education.
3. learns the basic concept of ICT.
4. understands the impact of ICT on the classroom.
5. recognises the basic concept of Artificial Intelligence and its applications.

### **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 - Multi-media Package - Models of teaching: Glaser Basic model, Bruner's Concept attainment model and Integrated Pedagogical Paradigm

### **Unit III: ICT in Education**

ICT: Meaning and Importance – Virtual: Reality, Classroom and laboratory - E-learning - E-Resources in teaching: E-Book, E-Journal – Mobile Learning - Uses of MS-Office in Education - Teleconferencing - Programmed Instruction: Linear and Branching - CAI - IWB: Meaning and Types - ICT for Testing and Evaluation.

#### **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 - Cloud computing - Using Blogs in Teaching and Learning - Social Networking: Meaning, Merits and Demerits - Internet: Origin, Requirements and Applications - Search Engines - E-mail: Meaning and Types

#### **Unit V: Artificial Intelligence 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

#### **Practicum**

1. Develop a linear programme with 15-20 frames.
2. Prepare a powerpoint presentation with narration on any of the topic from the above units.
3. Prepare a report on the Merits and Demerits of any one of the Social Media.
4. Create a Blog of your own.
5. Evaluate an E-mail Service Provider.

#### **References**

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## **Paper X: Learning for Human Development**

**B.Ed. : Sem. II**

**Sub. Code : BCLH**

### **Objectives:**

#### **The prospective teacher**

1. acquires the knowledge of intelligence and creativity.
2. understands the concepts of motivation and leadership.
3. develops the theories of personality and the methods of assessing personality.
4. improves the concepts of mental health and hygiene.
5. knows the different types of guidance and counseling.

### **Unit I: Intelligence and Creativity**

Intelligence: Meaning, Definition, Nature and Distribution - Theories of Intelligence: Single, Two factor and Multifactor theories, Guilford's structure of Intellect, Gardner's Multiple Intelligence Theory – Assessment of Intelligence: Individual and Group tests: verbal, non-verbal and performance test- Thinking: Meaning, Definition and Types – Individual differences: Meaning, Definition and causes - Creativity: Meaning, Definition, Process, Identification and promotion – Assessment of Creativity: Paul Torrance's test and Baqur Mehedi's test

### **Unit II: Motivation and Group Dynamics**

Motivation: Meaning, Definition and Types – Theories of Motivation: Maslow's hierarchy of needs and Achievement Motivation- Techniques of Developing Achievement motivation – Role of Rewards and Punishments – Level of Aspiration – Leadership: Meaning, Definition and Traits - Types: Autocratic, Democratic and Laissez faire – Leadership Styles and Classroom Climate

### **Unit III: Personality and Assessment**

Personality: Meaning and Definition – Determinants of Personality – Theories of Personality: Type, Trait, Type cum Trait and Psychoanalytic – Assessment of Personality: Projective and Non

projective Techniques – Aptitude, Attitude and Interest: Concept and Measurement – Integrated Personality

#### **Unit IV: Mental Health and Hygiene**

Mental health and Hygiene: Concept – Conflict: Meaning and Types- Frustration – Unrest – Adjustment and Mal adjustment – Defence Mechanisms – Mental Illness-Juvenile Delinquency - Promotion of Mental health

#### **Unit V: Guidance and Counselling**

Guidance: Meaning, Definition, Nature and Needs – Types: Educational, Vocational and Personal – Counselling: Meaning, Definition, Nature and Needs- Types: Directive, Non-directive and Eclectic- Identification of Children with Counselling Needs – Counselling Techniques: Individual and Group Techniques – Guidance for the children with Learning Difficulties, Under Achievers and Gifted

#### **Practicum**

1. Conduct an experiment on creativity and prepare a report.
2. Prepare powerpoint slides for a topic from any one of the units.
3. Write a report on the experience you had regarding guiding your peer.
4. Conduct an experiment on intelligence and prepare a report.
5. Write the procedure of establishing a guidance cell.

#### **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. recognizes 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 college in your area.
4. Write a report on the evaluation or examination system followed by any one of the college or university.
5. Prepare an observation schedule to assess the learning of the students.

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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 Standard XI and XII English grammar.
5. applies the learnt grammar in expressions.

### **Unit I: Reading Skills**

Purpose of reading: reading for pleasure, reading for information - 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 - English for competitive examinations: classification of errors, identifying and overcoming common errors in English, classroom discussions and activities - Action research: concept, steps and advantages - action research in ELT

### **Unit II: Extensive Reading**

Word formation devices - Spelling: Nature of phonetic and un-phonetic languages - Intricacies of English spelling - Spelling rules - Reading and critically reviewing short stories and novels - Guidelines for reviewing a book - ELT curriculum: Principles of curriculum development, steps of curriculum construction - Contents of ELT curriculum, different types of curriculum in English

### **Unit III: Study Skills**

Meaning, need for training the students in study skills, three types of study skills: gathering skills, storage skills and retrieval skills - Developing study skills: exploring the dictionary, examination of different types of dictionaries, use of thesaurus - Skill of note-making and note-taking, need, difference between note-making and note-taking, tips for development - Preparation of bibliography card, col-

lecting data and relevant materials from primary and secondary sources

**Unit IV: Teaching the Grammatical Content of English - I (Standard - XI)**

Homophones - Primary and modal auxiliaries - Relative clause - 'If' clause - Phrase and clause

**Unit V: Teaching the Grammatical Content of English - II (Standard - XII)**

Negative formation - Verb division and sentence construction - Direct and indirect speech - Simple, compound and complex sentences - 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 government text books and a CBSE text book.
5. Select a passage and identify whether the sentences are simple, compound or complex.

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## Paper XII: **rwgGj j kp** - II

B.Ed. : Sem. II

Sub. Code : BPT2

**Nehffqfs;**

**Mrhpa khz th;**

1. j kpgghl g; nghUs; fwggj j y; Nfhl ghLfi s mwpeJ nfhsSj y;
2. j kpgghl g; ghTfi sf; fwgrfFk; Nehffk> Ki wfs; mwpeJ nfhsSj y;
3. nkhopgapwrp; , dwpai kahi ki a c z HeJ gapwrp ngWj y;
4. , yffpa eaqfi s mwpeJ nfhsSj y;
5. mstL kj ggL gadghLfs; gwwp mwpeJ nfhsSj y;

**myF 1: j kp; nraAs> ci uei lg; ghl gnghUs; fwggj j y;**

FWe;nj hi f - rpWgQ;r%yk; - kz pNkfi y - ghQrhypgk; - j pUtpi sahl wGuhz k; - Kj nj hsshapuk; - fypqfj Jgguz p - , ul rz pa ahj j hfK; - c kHfaahk; ghl yfs; - ngz i k - ci uei l - xdgj hk; tFgG ghl gnghUs;

**myF 2: j kp; , yffz k> Ji z gghl g; nghUs; fwggj 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> ell i y> nrhyyhF ngaH - mz p , ynghUsz p NtwWnghUs; i tgGmz p - xdgj hk; tFgG ghl gnghUs;

**myF 3: j kpgghl ggghTfi sf; fwgrfFk; Nehffqfs> Ki wfs;**

nraAs; fwggj j y; Nehffqfs> fwgrfFk; Ki wfs> nj hl qFk; Ki wfs> ci uei lf; fwggj j y; Nehffqfs; ti ffs> fwggj j y; Ki wfs> gadfs; - ci uei l> nraAS fFKss NtWghLfs> nraAs> ci uei l fwggj j y; Ki wapYss NtWghLfs; - , yffz k; fwggj j y; Nehffqfs> fwgrfFk; Ki wfs> epi w> Fi wfs> , yffz k; fwgrfFk; Ki wfs pi l NaAss NtWghLfs> , yffz k; ntWf;fg; gLti wfhdf; fhuz qfs> , yffz k; , dpi kahfFk; topKi wfs; - ci uei l> nraAs> fl iLi ugghl j j py;

, yffz j i j , i z j J f; fwgpf;Fk; Ki wfs; - Ji z gghl k;  
fwgjj j y; Nehffqfs> j di kfs> gapwrf;fs> Mrphpah;  
nrayghLfs; - Ji z ffUtpf;spd; gq;F

#### **myF 4: tpdhffs;**

Nehffk> ti ffs> tpdhff;spd; rpwggpayGfs> tpdh  
tpdTk; Ki wfs> gadfs> , dwpai kahi k> tpdhffs;  
tpdTk; NghJ ftdpf;f Ntz bai t> ed;D}yhH nfhs;i f>  
Nj HT tpdhffs; j ahhj j y> Nj HT> tFggi w tpdhff;S f;  
fpi l NaAss NtWghLfs> tpdhtq;fpapd; gadfs;

#### **myF 5: mstLk; kj ggLk;**

tpsffqfs> Nehffqfs> gadfs> NtWghLfs> Nj h;tpd;  
, dwpai kahj g; gz Gfs> Nj h;tpd; gadfs> Mrphpah  
j ahhpf;Fk; Nj HTfs> thankop vOj J j; Nj h;T epi wfs>  
Fi wfs> rhj i dj Nj h;T (m) mi l Tj Nj h;T tpsffk> gadfs;  
- Fi wawp mi l Tj Nj h;tpwFKss NtWghLfs; - tpdhj j hs;  
mi kgG; tpdhj j hs; mi kggpy; ftdpf;f Ntz bai t>  
Gwtatpdhffs> FWtpdhffs> fl Li u tpdhff;spd; epi wfs>  
Fi wfs> Nj h;T rhj pUj j k> tpdhj j hs; tbt i kgG tpsffk>  
- j ahhj j y;

#### **nraKi w gapwrf;fs;**

1. xdgj hk; tFgG ghl E}ypy; nraAs; gFj papYss  
mz pfi sj; nj hFj J vOJ f.
2. xdgj hk; tFgG ghl E}ypy; nraAs; gFj p xdi wf;  
fhl rpggLj J f.
3. GJ f; ftpQHfi sg; gwwj; nj hFj J vOJ f. (xdgj hk;  
tFgG ghl E}y; Mrphpahfs; kl Lk)
4. tpdhtq;fp xdw j ahh; nraf.
5. tpdhj j hs; tbt i kgGj; j pl l k; xdi w j ahh nraf.

#### **ghhi t E}yfs;**

1. muqfrhkp G+ (2006). *j kpo; nkhop fwgjj j y;* kJ i u;  
khepyh gj pggfk;
2. MWK fehtyh. (2001). *j kpo; , yffz k;* nr di d: Kyi y  
epi yak;
3. fz gj p t. & rej pufh uh[; Nkhfd; (1992). *ewwkp;  
fwgpf;Fk; Ki wfs;* nr di d: rhej h gj pggfk;



4. fi yrnry:tɔ nt. (2007). *fy:tɔpɔy; j kɔ; fwgɔj j y;* <NuhL: rQrɔt; ntsɔɔL.
5. fi yrnry:tɔ nt. (2009). *fy:tɔpɔy; rɔwgGj; j kɔ;* <NuhL: rQrɔt; ntsɔɔL.
6. fi yrnry:tɔ nt. (2009). *j kɔ; gaɔɔɔyɔy; El gqfs;* <NuhL: rQrɔt; ntsɔɔL.
7. rɔfud> gh. *j kɔ; , yf:fz E}y;* nrdi d: Ruh fgNy[ ; Mg; fhkgb\ d;
8. RgGnul bahH e. (2000). *emwkpɔ; gaɔɔW Ki w. rɔj kguk;* nkaaggd; j kɔphatfk;
9. j z l ghz ɔ R. (2012). *j kɔ; - fwgɔj j y; rɔwgGj j kɔ;* kJi u: kɔdh gj ɔggfk;
10. j kɔz z y; (2000). *j wfhyɔf , yf:fɔa tuyhW. kJi u:* kɔdh rɔ gj ɔggfk;
11. j kɔehL ghl E}y; eɔWtdk> xdgj hk; tFgG> vl l hk; tFgG ghl E}y;
12. nghɔaz z d> Nfh. (2016). *j kɔnkhɔp fwgɔj j yɔy; Gj ɔa mZ FK i wfs; - gFj ɔ 1.* nrdi d: tɔɔj h gj ɔggfk;
13. kɔdh rɔ Rej uk> m. (2010). *j kɔ; fwgɔj j y; nghJ j j kɔ;* j ɔz l ffy; fhtahkhyh gj ɔggfk;
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15. NtZ Nfhghy; , .gh. & rhej Fkhhɔ f. (2013). *j kɔ; fwgɔj j yɔy; GJ i kfs; rɔwgGj j kɔ;* nrdi d: rhuj h gj ɔggfk;
16. n[ gh> v.MH. (2014). *j kɔ; fwgɔj j yɔy; GJ i kfs;* fɔdɔɔahFkhhɔ nuj j ɔd gj ɔggfk;

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## **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. develops the specific qualities of a good teacher.
5. grasps 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 - Computer 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. Prepare a record using Visual basic.
2. Create a student database for complete reference.
3. Evaluate Standard XI 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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## **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. acquires the modern approach in mathematics education.
3. develops the skill in writing VB programmes.
4. practices the role of electronic media in mathematics teaching.
5. masters 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, collinearity 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 on 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 one of the topic from Standard IX Mathematics syllabus.
5. Prepare a list of Mathematics websites.

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## **Paper XII: Physical Science Education - II**

**B.Ed. : Sem. II**

**Sub. Code : BPP2**

### **Objectives:**

#### **The prospective teacher**

1. understands various concepts, facts, terms and developments in the field of science education.
2. acquires the knowledge of physical science at secondary level.
3. develops 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: 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 and pressure: Action of force and its effects - Contact force - Non-contact force - Magnetic force - Gravitational force - Electrostatic force - Pressure exerted by liquids and 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: Meaning, definition, 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**

Research: Meaning, need - Types of research: Experimental - Action research: Steps - Science teaching and globalization

### **Practicum**

1. Prepare a linear programme on any one of the topic from Standard IX Physics/Chemistry.
2. Prepare powerpoint slides for any one of the topic from Standard IX Science syllabus.
3. Prepare a report on your action research.
4. Evaluate the Science websites and prepare a report.
5. Conduct a discussion on Mendeleev's periodic table and prepare 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. develops skills in making aids, preparing instructional materials and using audio visual aids.
4. comprehends the importance of text books in the teaching - learning process.
5. gets acquainted the 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: 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: Improvement in Food Resources (Standard - IX)**

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 (Standard - IX)**

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. Prepare a Herbarium.
5. Organize a field trip - Photo album, nature album.

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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. inculcates 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) - Classroom 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**

Evaluation: Meaning, difference, objectives, functions and advantages - Difference between Examination and 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 (Standard - IX)**

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 Legislatures - 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 (Standard - IX)**

Demand and supply: Law of demand and 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 Standard IX History syllabus.
3. Construct an achievement test.
4. Prepare a picture album.
5. Prepare a report on the historical background of your 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 Standard VII English grammar.
5. understands Standard VIII English grammar.

### **Unit I: Methods of Teaching English**

Objectives of teaching English at primary level, secondary level and higher level - Scope of B.Ed. English course - Grammar Translation Method (GTM): Principles, procedure, merits and demerits - Direct Method (DM): Principles, advantages and disadvantages - Play-way method: Principles, procedure, techniques, a few games, advantages and challenges - Activity Based Learning (ABL) - Active Learning Method (ALM) - Total physical response method

### **Unit II: Approaches in English Language Teaching**

Structural approach: Features - Word order, inflections, 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 - Oral approach: Principles, question-answer method, characteristics of a good questioning, types of questions, relationship with Socratic method, activities employed in oral approach, evaluation - Situational approach: Concept, kinds of situation, different ways of creating situation, evaluation - 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**

Audio-visual aids - Blackboard: Guidelines for usage and

writing, do's and don'ts on the black board - Stick diagrams: developing the skill to draw stick diagrams to explain situations - ELT websites - PLM: Principles, types, preparation of ELT materials in PLM

#### **Unit IV: Teaching the Grammatical Content of English - I (Standard - VII)**

Noun, Adjectives - Adverbs - Concord - Punctuation - Regular and irregular verb forms

#### **Unit V: Teaching the Grammatical Content of English - II (Standard - VIII)**

Gerund - Infinitives - Participles - Phrases and Clauses - Transitive and Intransitive verbs - Tenses - 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.

#### **References**

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### Paper XIII: nghJ j j kpo; - II

B.Ed. : Sem. II

Sub. Code : BPGT2

Nehf;fq;fs;

Mrhpæ khz th;

1. j kpo; nraAs; ghl gngHUs; fwgpf;Fk; gyNtW Ki wfi s mwpeJ nfhsSj y;
2. j kpo; ci uei l f; fUj j f;fi s mwpeJ nfhsSj y;
3. tpOkq;fi s mwpeJ nfhsSj y;
4. Kj j kpo; tshrrp epi yfi s mwpeJ nfhsSj y;
5. ghl j j pl l k; j ahhoj j y; c j j pfi s mwpeJ nfhsSj y;

**myF 1: nraAs> ci uei l g; ghl gngHUs; fwggj j y;**

ehybahH - ehdkz pf;fbi f - , i raKJ - gonkhop  
ehD}W - nj j Hghl y;fs; - nraAk; nj hopNy nj atk; -  
j dgghl y; - mej f; fhyk; , ej f; fhyk; - Fwwhyf; FwtQrp  
- kuKk; gi oa Fi l Ak;

**myF 2: , yffz k> Ji z gghl g; nghUs; fwggj j y;**

nghUsNfhs; , yffz k; - ti ffs; - MFngalH:  
j hdpahFngalH> fUtpahFngalH> fhpathFngalH> tO -  
ngalHrnrhy; - %tpl gngalHfs; - mz p; VfNj r c Utfk;>  
epuyepi u mz pfs; - nkhopggapwrp j pwd;fs;

**myF 3: j kpo; nkhopAk; tpOkf; Nfhl LghLfs;**

tpOkf; fy;tp; Nehf;fq;fs> ti ffs> MrhpæH gq;F>  
Nj i tfs; - Nj rpa;f; fy;tp; Muharrp kwWk; gapwrp FO  
ghpeJi uf;Fk; tpOkq;fs> j kpo; , yffpaj j py; rqf fhy  
Kj y; gfj p , yffpæ fhyk; ti uf; fhz gngWk; tpOkq;fs;

**myF 4: Kj j kpo; tshrrp epi y**

, ay; j kpo; , yffpæk; tpsf;fk> kuG> GJ f;ftpi j >  
ftpi j Nkdhl l hh> j kpowpOhfs; j Uk; tpsf;fk; - fwgi d -  
ti ffs; - cz hrrp - tbt; - ghLgngHUs; - c sSi w  
c tkk; - , i wrp - nraAs; eyk; ghuhl l y; - , i rj j kpo;  
nj hy;fhggpæk> rpyggj pfhuj j py; fhz ggLk; , i rf;FwpgGfs>  
Nj thu , i rf;\$Wfs> gpw;fhy tshrrp epi y - ehl fj j kpo;  
Nj hwwk> tshrrp rpyggj pfhuj j py; fhz ggLk; ehl fr; nraj pfs>

nraAi s ehl fkhf;f;fwggj j y> ehl f c j j ffs> ehl f ti ffs;

**myF 5: ghI j j p l k; mi kggj w,fhd Nfhl ghLfs;**

ghl f;FwpgG - , dwpai kahi k - edi kfs; - Mrhpah kdj p; nfhss Ntz bad - ghl f;FwpgGj ; j ahhj j y; nraAs; - c i uei l - , yffz k; - Ji z gghl k; - fl Li u vOj g; gapwrp - ghl j j p l j j p wFk> Mrhpah fwwgj j y; FwpggwFKss NtWghLfs; - fbj k; ti ffs> ghI j j p l k;

**nraKi w gapwrp**

1. kj pgGf;fy;tp j Uk; rpW fi j xdW j ahH nraf.
2. Ji z gghl k; xdwpi d ehl fkhf khwwp vOJ f.
3. , yf;f;aeak; ghuhl i y; xdW vOJ f.
4. gonkhopfi sj; nj hFj J vOJ f.
5. fbj k; xdwppF ghl f;FwpgGj ; j ahh; nraf.

**ghhi t E}yfs;**

1. muqfrrhkþ G+ (2006). j kpo; nkhop fwwgj j y; kJi u: khepyh gj pggfk;
2. MWK fehtyH. (2001). j kpo; , yffz k; nrði d: Kyi y epi yak;
3. MWK fehtyH. (2004). ed;D}y; fhz bi f c i u nrhyyj pfhuk; nrði d: Kyi y epi yak;
4. MWK fehtyH. (2004). ed;D}y; fhz bi f c i u vOj j j pfhuk; nrði d: Kyi y epi yak;
5. fz gj þ t. & rej þufh uh[; Nkhfd; (1992). ewwkpo; fwgrf;Fk; Ki wfs; nrði d: rhej h gj pggfk;
6. fz gj þ tþ (2010). ewwkpo; fwgrf;Fk; Ki wfs; nrði d: rhej h gj pggfk;
7. fz gj þ tþ & n[ auhk d> G+ (2005). ewwkpo; fwgrf;Fk; Ki wfs; gFj þ - 2. nrði d: rhej h gj pggfk;
8. fi yrnry;tp nt. (2007). fy;tpapay; j kpo; fwwgj j y; <NuhL: rQrþt; ntspalL.
9. RgGnul bahH e. (2000). ewwkpo; gapwW Ki w. rñj kguk; nkaaggd; j kphat;fk;

10. j z l ghz p R. (2012). j kpo: - fwgjj j y; nghJ j j kpo: kJ i u: kbh gj pggfk;
11. j kpehl ghl E}y; eWtdk> xdgj hk; tFgG> vl l hk; tFgG ghl E}wfs;
12. j pUKUfd> , uh. Vopi r vz z qfs; nrdi d: kz pthrfk; gj pggfk;
13. GypAH Nfrpf d; c i u nj hy;fhggpak; nrdi d: ghhp epi yak;
15. nghpaz z d> Nfh. (2016). j kponkhop fwgjj j y; Gj pa mZ FK i wfs; nrdi d: tdij h gj pggfk;
16. kbhl rp Rej uk> m. (2010). j kpo: fwgjj j y; nghJ j j kpo: j pz Lf;fy; fhtahkhyh gj pggfk;
17. tuj uhrdhH> K. (2006). , yffpa j pvd; nrdi d: ghhp epi yak;
18. tuj uhrdhH> K. (2006). , yffpa kuG. nrdi d: ghhp epi yak;
19. n[ gh> v.MH. (2014). ghl gnghUs; kwWk; j kpo: fwgjj j y; fddpahFkhp nuj j pd gj pggfk;

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## **Paper XIV: Physical and Health Education**

**B.Ed. : Sem. II**

**Sub. Code : BEPH**

### **Objectives:**

#### **The prospective teacher**

1. gets scientific knowledge of various parts of human body.
2. identifies the rules and regulations 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**

Anatomy and Physiology: Meaning and definition - Classification of bones - Forms and functions of joints - Structures and functions 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 - Balanced 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 - 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 - Procedures, physical and psychological effects of asanas: Padmasana, Paschimottanasana, Vakrasana, Trikonasana, Vajrasana, Dhanurasana, Savasana and Makarasana - Procedures and benefits of Surya Namaskar - Types of Pranayama

### **Practicum**

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

### **References**

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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 prepare an album.
2. Prepare an interest inventory.
3. Prepare a powerpoint presentation for a topic from the above units.
4. Collect information about a job.
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 the basic functions of the library.
3. understands the origin and historical background of the library.
4. develops the knowledge in the day to day functions of the library.

### **Unit I: Library and Society**

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

### **Unit II: Information Sources**

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

### **Unit III: Information Services**

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

### **Unit IV: Library Management**

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

## **Unit V: ICT in Libraries**

Library Automation: OPAC, Library Software: KOHA – Library Networks: DELNET, OATD and NISSAT - RFID Technology in Libraries: 2CQR – Consortia: UGC-N-List Consortium - e-Shodh Sindhu - e-Shodhganga, and National Digital Library

### **Practicum**

1. Prepare a report on Libraries of National importance and its functions.
2. Prepare a powerpoint presentation on Library Management System.
3. Write a report on any one of the topic from the above units.
4. Prepare a catalogue for the books in your home.
5. Write a review on any five books that you have read.

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20. *Society for the Advancement of Library and Information Science* – [www.salis.in](http://www.salis.in)
21. *UGC N-List Consortium* - <http://nlist.inflibnet.ac.in/>

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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. comprehends the concept, meaning and theories of human rights.
4. analyzes the issues related to human rights violations with regard to the marginalized sections.
5. learns the role of government and non-governmental agencies in human rights and duties.

### **Unit I: Introduction to Human Rights**

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

### **Unit II: Human Rights Education**

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 the Tamilnadu Prohibition of Harassment of Women Act (1998) - Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal) Act (2013) - Right to Education Act (2009) - Transgender Act (2014)



#### **Unit IV: Human Rights Violations**

Human rights violation against women, children, differently 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, Social Watch and AIDWA

#### **Practicum**

1. Prepare a report on a documentary film on human rights violation.
2. Prepare a scrap book on human rights issues.
3. Prepare 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. comprehends 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. acquires 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 schools, teachers and students in environmental conservation and sustainable development

### **Unit IV: Information Technology and Environmental Education**

Role of information technology in environment: Data base, Environmental Information System (ENVIS), Remote sensing,

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

### **Unit V: Environmental Management**

Natural resources: Definition and need - Managing the natural resources - Renewable and non-renewable resources - Role of individual in conservation of natural resources: Water, food, energy and forest - Waste management: E-waste, medical waste, nuclear waste and solid waste - Water management: Rain water harvesting - Environmental protection acts - National Disaster Management Act (2005) - Role of UN bodies and NGOs

### **Practicum**

1. Prepare a photo album on the history of river Thamirabarani.
2. Prepare a collage and posters on environmental issues.
3. Prepare a report on global warming/disaster management.
4. Organize any activity of enhancing environmental awareness.
5. Prepare a report on the contributions of any one of the Indian natural agriculturist.

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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. applies the need of value education in schools.
4. develops the knowledge of methods of teaching value education.
5. familiarizes with different ways of evaluating 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 21<sup>st</sup> 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 and importance - 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 and prepare a report.
2. Prepare a report on any one of the 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. knows about curriculum development at school level.
4. comprehends the distinctive features of progressive school.
5. appreciates the importance of school based curriculum.

#### **Unit I: Concept of Curriculum**

Curriculum: Meaning and definition - Syllabus: Meaning and Definition - Changing concept of curriculum - Components of curriculum - Difference between Syllabus and Curriculum - Curriculum design process - Curriculum and cultural heritage - ABC of Curriculum

#### **Unit II: Curriculum Determinants and Consideration**

Determinants of curriculum making: Philosophical, sociological, psychological, scientific and political - 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, Broad Field, Social problem, Learner centred - Process of curriculum: Curriculum development as a dynamic process - Principles of curriculum development - Criteria for selection and organization of content - Curricular development agencies : NCERT, SCERT, University: Board of studies and academic council

#### **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 - Models of curriculum evaluation: Tyler's, Kerr's and Mac Donald's

#### **Practicum**

1. Prepare a report on the community resources available to the school curriculum.
2. Prepare a report on an ideal approach of curriculum development.
3. Prepare a report on the activities of board of studies and academic council of your college.
4. Prepare a report by interviewing a school headmaster about the school curriculum.
5. Prepare a report on the merits and demerits of the curriculum followed in state board 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. recognizes the issues and challenges of contemporary Indian schooling system.
4. familiarizes concerns and challenges of universalization of education.
5. comprehends 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. A.P.J. 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 - Inequality 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 above units.
2. Prepare a report on the strategies to overcome the issues in school.
3. Prepare a report on the criteria to assess a school in terms of quality.
4. Prepare a report on your Pro-active role for Universal Peace.
5. Prepare a report on the ways and means to protect river Thamirabarani.

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## **Paper XVIII: Soft Skills Development**

**B.Ed. : Sem. IV**

**Sub. Code : BCSD**

### **Objectives:**

#### **The prospective teacher**

1. understands soft skills and hard skills.
2. develops an understanding of effective communication skills.
3. familiarizes effective presentation skills.
4. becomes aware of self.
5. experiences the skills needed for teachers.

### **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 - 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: Soft Skill Development**

Erik Erikson - 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 for Teachers**

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

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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**

Linguistics: Meaning and definition - Scope of theoretical and applied linguistics - Components of linguistics: Phonetics, phonology, morphology, syntax, semantics and pragmatics - Morphology: Definition - Morpheme: Meaning - Classification of morphemes: Free and bound morphemes - Difference between derivational and inflectional morpheme - Allomorph: Analysis of lexis: Root, stem and affixes -

### **Unit II: Syntax and Semantics**

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

Semantics: Definition - Three levels of meaning: Word meaning, sentence meaning and speaker meaning - Denotative and connotative meaning of lexis - Pragmatics: Definition - Use of language in academic and social contexts

### **Unit III: Reproductive and Creative Writing in English**

Essay writing: Types of essays, guidelines for writing an essay, writing essays on given topics, writing a lesson plan for teaching an essay - Letter writing: Types, writing letters for different needs, teaching of letter writing as a guided composition,

writing a lesson plan for letter writing - Summary writing: Steps, points to be noted while writing a lesson plan for summarizing - Translation: Guidelines, translating the given passage - Creative writing: Collection of news paper reports on events and functions, preparation of a report for newspapers, writing for journals

#### **Unit IV: Expressions of Concepts in English**

Idiomatic expressions - Phrasal expressions - Phrasal verb expressions - Informal and formal expressions - Greeting - Concluding - Giving instructions - Clarifying - 'Wh' questions for a class - Verbal questions for a class

#### **Unit V: Enriching English**

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

#### **Practicum**

1. Prepare powerpoint slides 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: rpwgGj j kpo; - IV

B.Ed. : Sem. IV

Sub. Code : BPT4

**Nehf;fqfs;**

**Mrhpæ khz th;**

1. fi yjjplljy; j hankhop ngWkpl k; gwwp mwpeJ nfhsSj y;
2. nkhopapay; NfhlghLfi s mwpeJ nfhsSj y;
3. nkhopapd; gyNtW tshrrp epi yfs; gwwp mwpeJ nfhsSj y;
4. tFggi wjjp d f s; NkkgLj Jj y; c z HeJ gapwrr ngWj y;
5. j kpo; tshj j nghpatHfs; kwWk; fwpj JtHfs; j kpggz pi a mwpeJ nfhsSj y;

**myF 1: fi yjjplljy; j hankhop ngWkpl k;**

fi yjjplljy; - fy;tpapd; Nehf;fk> Nj rpa; fy;tpf; nfhs; f> Nehf;fqfs> FwrfNfhs;fs> Nj rpa; fy;tpf; nfhs; fapd; ghpeJi ufs> fi yjjplljy; khwwk; - fi yjjplljy; j hankhopapd; , l k> fi yjjplljy; c Uthf;Ftjy; mbggi l f; nfhs; ffs> Nj rpa fy;tpf; nfhs; fap; fi yff;fy;tp

**myF 2: nkhopapay; NfhlghL**

nkhop; Nj hwwf; nfhs; ffs> xyp nkhopahj y> j kpo; xypfspd; gpwgG> NgrR c WgGfS k; nrayghLfS k> xypadpay; xypadfi sf; fz l wptj wFj; Ji z GhpAk; nfhs; ffs> gpwgG mbggi l apy; c apnuhyf;fs> nkanahyf;fs;

**myF 3: nkhopapd; gyNtW tshrrp epi yfs;**

nkhop; ngahgG; tpsf;fk> Nehf;fqfs> ti ffs> rpf;fy;fs> edi kfs> nkhopngahf;Fk; NghJ fi lggpbf; Ntz bai t - mwptpay; j kpo; mwptpay; j kpo; Kj di kg; ngw nraa Ntz Ltd> Mf;f topKi wfs; - j kpo; Ml r p nkhop eJ p kdw nkhopaha; nraygLtj hy; VwgLk; gadfs; - gpwnkhop; nrhwfs;

**myF 4: tFggi wjjp d f i s NkkgLj Jj y;**

, yff;pa fofqfspd; mi kgGk; nrayKi wAk> gadfs; - vOjj hwwi y tshj j y; gss , j o> i fnaOj J , j ofs;

j ahhj j y> gi l gghwwy; tshf;f c j Tk; Røy> gi l gghwwy;  
 tbt< j i ygGj; j Uj y> FwpgGj; j Uj y> Kbi t khwwj;  
 j Uj y; - thndhy< c i urrj j p< fti j i af; fhl rpgGj; j y;

### **myF 5: j k< tshj rhdNwhHfs;**

GJ i kg;gpj j d> tuj uhrdhH> n[ afhej d>  
 fp , uh[ ehuhaz d> t<khK dpt< [ pA. Nghg> l hf l h; fhyLnty>  
 m. Y}hJ rhk< Nr.r.> c kWgGytH> mgJ y; uFkhd;

### **nraKi w gaprpf;**

1. rqf , yf;fpa; ghl y; xdwpi d ehl fkhf;Ff.
2. GJ i kggpj j d; rpwfi j fS s; xdwpi d ehl fkhf vOJ f.
3. i fnaOj; j g; gpj p xdwpi d j ahH nraf.
4. c i urrj j p< xdw j ahH nraf.
5. VNj Dk; xU , yffpa E}y; gwwp j p<dha;T fl;Li u vOJ f.

### **ghji t E}yfs;**

1. fz gj p t. & rej pufh uh[; Nkhfd; (1992). *ewwkp< fwgpf;Fk; Ki wfs*; nr<di d: rhej h gj pggfk;
2. fz gj p tp. & n[ auhk< G+ (2005). *ewwkp< fwgpf;Fk; Ki wfs*; - gFj p 2. nr<di d: rhej h gj pggfk;
3. fi yrnry;tp nt. (2007). *fy;tpapay; j k< fwgij j y*; <NuhL: rQrPt; ntspaL.
4. fi yrnry;tp nt. (2009). *fy;tpapay; rpwgGj; j k<*; <NuhL: rQrPt; ntspaL.
5. fi yrnry;tp nt. (2009). *j k< gapmwyry; El gqfs*; <NuhL: rQrPt; ntspaL.
6. r<dp<thrd> uh. (2005). *nkhopapay*; nr<di d: Kyi y epi yak;
7. RgGnul bahH> e. (2000). *ewwkp< gapmW Ki w*. rj kgu<; nkaaggd; j kpha;tfk;
8. Qhdrkgej d> m.r. (2004). , yffpa fi y. nr<di d: nj d<pej pa i rt rpej hej E}w; gj pgG.
9. j kpoz z y; (2000). *j wfhyrf , yffpa tuyhW*. kJ i u: k<dh l rp gj pggfk;
10. j z l ghz p R. (2012). *j k< - fwgij j y; rpwgGj j k<*; kJ i u: k<dh gj pggfk;

11. nghaz z d> Nfh. (2016). *j kponkhop fwgij j ypy; Gj pa mZ FK i wfs*; nrdi d: tdlj h gj jggfk;
12. kapi y Ntqfl rhkp rldp. (2003). *fwij j tK k; j kpOk*; nrdi d: trej h gj jggfk;
13. kbhl rp Rej uk> m. (2010). *j kpo; fwgij j y; nghJ j j kpo; j pz Lf;fy; fhtahkhyh* gj jggfk;
14. kbhl rp Rej uk> m. (2010). *j kpo; fwgij j y; rpwgGj j kpo; j pz Lf;fy; fhtahkhyh* gj jggfk;
15. Kj Jrz ;K fk; (2005). , *f;fhy nkhopapay*; nrdi d: Kyi y epi yak;
16. tuj uhrdhH> K. (2005). *nkhop E}y*; nrdi d: ghhp epi yak;
17. tuj uhrdhH> K. (2006). *nkhop E}y*; nrdi d: ghhp epi yak;
18. NtZ Nfhghy> , .gh. & rhej Fkhhp f. (2013). *j kpo; fwgij j ypy; GJ i kfs; rpwgGj j kpo*; nrdi d: rhuj h gj jggfk;
19. n[ gh> v.MH. (2014). *j kpo; fwgij j ypy; GJ i kfs; fddpahFkhp* nuj j pd gj jggfk;

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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. applies the ICT integration in teaching learning process.
3. familiarizes themselves with E-learning and web based learning.
4. masters 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 - Teacher evaluation: Self-evaluation and 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 Textbooks**

Meaning - Qualities of good Computer Science Text Book - Use of text book in and outside the classroom - Criteria for evaluation computer science text book - 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. Develop a courseware material for secondary curriculum.
2. Create a 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. masters the psychology of learning.
3. develops the competencies in the pedagogical analysis of content of various branches of Mathematics.
4. acquires the competencies in curriculum analysis of Mathematics.
5. gains 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 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 text book - 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. Organize a quiz competition.
2. Critically analyse Standard X Mathematics textbook.
3. Organize a field trip and write a report.
4. Prepare a booklet on puzzles in Mathematics.
5. Prepare a list of books 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. acquires curricular projects attempted in our country and the knowledge of abroad.
3. develops the criteria in selecting a good textbook and to evaluate a science text book.
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 Textbook and Science Library**

Qualities of a good science text book - Use of text books 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: White House plan; organization and maintenance of physical laboratory; administration, grouping of pupils, instruction to pupils, discipline in the laboratory, laboratory manual; stock registers, instruction cards;

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

#### **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: Physical Science related Problems**

Scientific background and role of Physical Science teacher in solving the problems: Energy Crisis, Pollution: Light, Radiation and Noise, Over population, malnutrition, superstitious beliefs, environment degradation

#### **Practicum**

1. Prepare laboratory instructional cards.
2. Prepare a report by reviewing a Science text book.
3. Prepare a report on any one of the Physical Science related problems.
4. Prepare an album on scientific issues.
5. Prepare a report on superstitious beliefs of your area.

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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. acquires the principles of curriculum construction.
3. knows different models of teaching biological science.
4. comprehends the special qualities of good biological science teacher.
5. develops a scientific perspective of the problems confronting our country.

### **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: Models of Teaching Biological Science**

Models of teaching: Introduction, definition, characteristics, functions and sources - Elements of a model - Types: Concept attainment model, advance organizer model, synectics and Biological science enquiry training model

### **Unit IV: 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

### **Unit V: 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

### **Practicum**

1. Prepare a report on your visit to a zoological park/botanical garden.
2. Prepare powerpoint slides on communicable or non communicable diseases.
3. Prepare a questionnaire to evaluate the teaching competency of your peers.
4. Prepare a report on the major diseases in India.
5. Prepare an album on communicable diseases in your locality.

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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. realities 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 - 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 Student's 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. Prepare a report on a recently read History related book.
3. Conduct a debate on current event and prepare a report.
4. Prepare the life sketch of any one of the freedom fighters.
5. Prepare a report on your visit to a closeby museum.

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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**

English as a colonial language - English in post-colonial times - 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**

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 - 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**

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 - Writing: Need for good handwriting, types of handwriting - Print, italic and cursive, characteristics of good handwriting, 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: Textbook and Teaching of English**

Psychological and linguistic principles of teaching English - Merits of skill based teaching - Difference between L1 and L2 teaching-learning process - 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 - Language laboratory: Concept, requirements - Infrastructure facility, hardware and software, teacher's role, evaluation - Computer Assisted Instruction (CAI), Computer Assisted Language Learning (CALL)

#### **Unit V: Enhancing Professional Competencies of an English Teacher**

Factors affecting language learning - Role and competencies of a good English language teacher - Challenges in teaching of English for the second language learners - Developing the professional competencies of an English teacher

#### **Practicum**

1. Prepare powerpoint slides on the skills needed for an English teacher.
2. Write a critical review on a recently read supplementary reader.
3. Prepare a vocabulary file based on at least three dictionaries (Minimum 10 words).
4. Prepare a 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;**

**Mrpha khz th;**

1. gz i la> j wfhy gapwWKi wfi s mwpeJ nfhsSj y;
2. Gj pa mZ F Ki wfi s mwpeJ nfhsSj y;
3. ghl E}ypd; j di ki ag; gwwp mwpeJ nfhsSj y;
4. nkhoggapwripd; , dwpai kahi ki a c z heJ gapwrip ngWj y;
5. j kp; fwggj j ypy; j fty; nj hopy; El gk; gwwp mwpeJ nfhsSj y;

**myF 1: gapwWKi wfs;**

rqffhy j hankhop gapwWKi wfs; - nkhopahrphahfs; mwpej pUff Ntz ba mbggi l tji p nkhopahrphah; j Fj pfs> gz Gfs> gz i la gapwWKi wf;Fk; j wfhyrf gapwWKi wf;FKss NtWghLfs; - gz i la gapwWKi wad; epi w> Fi wfs; - gapwWKi wapy; nj hyfhggpah; fUj Jfs; - edD}yhh; fUj Jfs; - E}yfs k; mj d; ti ffs k; - Mrphah> khz th; j Fj p gz G - fwgrf;Fk; Ki w> khz th; Nfl;Fk; Ki w

**myF 2: fwggj j ypy; Gj pa mZ F Ki wfs;**

FOKi wfs; fpz i hfhh; d; Ki w> tpi sahl L Ki w> nrayj pl i Ki w> thHj j hfyt; Ki w> ebgG Ki w tpsffqfs; - epi wfs> Fi wfs; - j d; Ki wfs; j dggapwrip Ki w> l hyl d; j pl i k> khz bNrhhpKi w> NkwghH; tg; gbgG> fz i wp Ki w tpsffqfs> epi wfs> Fi wfs;

**myF 3: ghl E}Yk; j di kAk;**

ghl E}yfs; eyypayGfs> rpej ghl E}y; j ahpggpd; NghJ kdj pwnfhssj j ffi tfs; - fi yj j pl i j j pwFK; ghl j j pl i j j pwFKss NtWghLfs; - , yffpaj; j pdha;T nfhs; i ffs; j pdha;T Nj hwwqfs> , di wa j pdha;T epi yfs> ti ffs; tpsff Ki w> gi l gG toj; j pdha;T - kuG top tji p Ki w> mofpay> ghuhl L> kj pggil L> tuyhwW> xggL> gFgG> , yffpa Ma;T newpKi wfs;

#### **myF 4: gssp E}yfk;**

tFgG E}yfk> tFgG E}yfqs; i tggj wfhd E}y;  
Nj henj LfFk; NghJ ftdj j py; nfhsj j ffi tfs> gssp  
E}yfk> NkwNfhs; E}yfk; - ghhi t E}yfs; epfz Lfs>  
mfuhj p fi yf; fsQrpak> mggj hd rnej hkz p nkhopahrhpaH  
fli k

#### **myF 5: j kpo; fwggj j y; j fty; nj hopy; Elgk;**

nkhopgapwwha;T \$l k; mi kgG> gad; - fz pdp; j kpo;  
fz pdp top nkhopf; fwggj j y> gadfs; - , yffz , yffpak;  
fwggj j y> fz pdpAk; j kpohrhpak; - , i z ak; , i z a  
topffyt; j kpo; , i z a rpwgG> j kpo; , i z a gyfi yffof  
Nehffk> FwffNfhs; - nkhopf; fy;tp FWej fL - gy;Yl fk;  
top j kpo; fwggj j y;

#### **nraKi w gapwfs;**

1. xggi l gGj j hs; xdW j ahH nraf.
2. nraAs; xdwwF , i z aj s xggL j ahH nraf.
3. thffpa ti ffi sr; rhdWl d; vOJ f.
4. fz pdp top , yffz , yffpak; rhHej ghl j nj hFgG  
j ahH nraf.
5. nkhopggapwwha;Tf;\$l k; gwwp flLi u xdW vOJ f.

#### **ghhi t E}yfs;**

1. muqfrhk p G+ (2006). *j kpo; nkhop fwggj j y;* kJi u:  
khepyh gj pggfk;
2. MWK fehtyH. (2001). *j kpo; , yffz k;* nr di d: Kyi y  
epi yak;
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nrhyy j pfhuk;* nr di d: Kyi y epi yak;
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vOj j j pfhuk;* nr di d: Kyi y epi yak;
5. fz gj p t. & rej pufh uh[; Nkhfd; (1992). *ewwkp;  
fwgpfFk; Ki wfs;* nr di d: rhej h gj pggfk;
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rhej h gj pggfk;

7. fZ gj p t. & n[ auhk d> G+ (2005). ewwkpo; 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 kpo; - fwgjj y; nghJj j kpo; kJ i u: kbh 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 fwgjj y; Gj pa mZ FK i wfs; nrdi d: t djj h gj pggfk;
13. kbhl rp Rej uk> m. (2010). j kpo; fwgjj y; nghJj j kpo; j pz Lf;fy; fhtahkhyh gj pggfk;
14. n[ gh> v.MH. (2014). ghl gnghUs; kwWk; j kpo; fwgjj y; fddpahFkhp; nuj j pd gj pggfk;

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## **Paper XXI: Education of Exceptional Children**

**B.Ed. : Sem. IV**

**Sub. Code : BEEC**

### **Objectives:**

#### **The prospective teacher**

1. expands the knowledge of special children.
2. identifies the problems of exceptional children.
3. cultivates new attitudes towards special children.
4. familiarizes with national declarations and educational schemes of exceptional children.
5. gains knowledge of inclusive classroom practices.

### **Unit I: Exceptional Children**

Concept of impairment, disability and handicap by WHO- Exceptional Children: Definition, Needs and problems - Slow learners, mentally retarded, autism, dysgraphia, dyslexia, dyscalculia, multiple disability and gifted: Causes, problems and educational measures

### **Unit II: Physically Challenged and Socially Disadvantaged**

Physically Challenged: Ortho, visual and hearing - Socially Disadvantaged on the basis of sex, age, language, religion, characteristics - Causes, problems and educational measures

### **Unit III: Approaches and Perspectives**

Tracing the 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 IV: National Declarations and Educational Schemes**

The Persons With Disabilities Act (PWD Act) 1995 - The Rehabilitation Council of India Act (1992)-Right to Education Act (2009)- Education of Special Group of Children with SSA, 2000- Comprehensive Action Plan for Children with Disabilities 2005- Inclusive Education for Disabled at Secondary School (IEDSS 2009).

### **Unit V: Inclusive Practices in Classrooms**

Teaching practices - Adaption of curriculum - Classroom

management -Lesson Plan - Individualized Education Plan (IEP):  
Definition, development and implementation- Role of special teacher,  
speech therapist, psycho therapist, occupational therapist and coun-  
sellor in inclusive education - Assistive Technology

### **Practicum**

1. Prepare powerpoint slides 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 and prepare a report.
4. Write a report on the welfare schemes of government of Tamilnadu for differently abled children.
5. Prepare an album on assistive technology.

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## **Paper XXI: 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. knows some important landmarks in connection with gender and education in the historical background.
3. develops different theories on gender and education.
4. learns about gender issues in schools and curriculum.
5. acquires issues related to sexual harassment and agencies related to gender security.

#### **Unit I: Gender Issues: Key Concepts**

Meaning and definition: Gender, sex, sexuality, transgender, patriarchy, masculinity and feminism – Social norms and implication of sexuality - Gender bias – Gender stereotype - women empowerment through gender sensitization

#### **Unit II: Gender Studies: Paradigm Shifts**

Historical background of Social reforms in Republic India – Gender inequality: structural marginalization, cultural stereotypes, sexism and discrimination - Gender inequality across the globe, at home, in education and in workplace

#### **Unit III: Theories on Gender**

Theories on gender and education: Socialization, gender difference and structural – Schooling of girls - Encouragement of co-education and its recommendation - Gender issues in media

#### **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 an agent of change in society

#### **Unit V: Gender, Sexual Harassment and Remedies**

Gender violence: Meaning and Forms – Types of violence

against women – Factors restricting progress of women and Remedies - Views of government schemes – The sexual harassment of women at workplace act and rules 2013 and Protection of children from sexual offences act 2012 (POCSO)

### **Practicum**

1. Prepare powerpoint slides on any one of the topic from the above units.
2. Make posters 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. gains knowledge on Total Quality Management.

### **Unit I: Management**

Concept of Management: Meaning, definition, objectives and characteristics - Educational management: Meaning, definition and components - Functions: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCoRB)

### **Unit II: School and Classroom Management**

School management: Meaning, definition, aims, objectives, characteristics and principles - Elements of school organization and school administration - Difference between school organization and school administration - Classroom management: Meaning, definition, characteristics and tips for effective classroom management

### **Unit III: Management of Material Resources**

School Plant: Meaning, importance, location, design, constructions and maintenance - Components: School office, library, class rooms, staff room, laboratory, play ground and hostel - School records and registers: Need, importance, types and modes of keeping records - Financial resources: Meaning, principles, administration, sources and expenditure - Educational grants - Budget: Meaning, types, preparation and process of school

### **Unit IV: Management of Human Resources**

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 - Student welfare services: Meaning, need and types

### **Unit V: Total Quality Management**

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 classroom 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 the knowledge on the role of agencies in higher education.
3. understands the policy perspectives in higher education.
4. applies innovations in teaching-learning process of higher education.
5. acquires knowledge of the administrative bodies.

### **Unit I: Introduction to Higher Education**

Higher Education: Meaning, objectives, and historical perspective - Social change and higher education – Financing higher education – Organizational Structure of Higher Education in India – Policies of Higher Education in India

### **Unit II: Higher Education and Development**

The role of MHRD, RUSA, UGC, NUEPA and NCTE on higher education- Types and functions of Universities and Institutions – Assessment and accreditation agencies of higher education: NAAC, NBA and NIRF, QCI - 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) –National Curriculum Framework (2005)–National Curriculum Framework for Teacher Education (2009) - National Knowledge Commission (2005) – National Repository of Educational Resources (NROER)

### **Unit IV: Problems and Innovations in Higher Education**

Problems of Indian Higher Education: Influence of Liberalization, Privatization, Globalization, Access, Enrolment, Equity and Unemployment - Reforms in Higher Education: Autonomy,

Single Window System, Courses, Choice Based Credit System (CBCS), Evaluation, MIS, Virtual and Digital learning Modes

**Unit V: Role and Functions of Administrative and Academic Bodies**

Role and Functions of: Vice Chancellor, Syndicate, Senate, Academic Council, Board of Studies and IQAC

**Practicum**

1. Visit a nearby higher education institution and prepare a report on its functioning
2. Write an assignment on any one of the topic from the above units.
3. Prepare an evaluative report on the examination pattern of higher education at present.
4. Prepare a report on the role and functions of IQAC.

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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. knows 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**

Peace education: Meaning, concepts and nature - Aims and objectives of peace education - Status of peace education in the curriculum - Relationship between peace and violence

### **Unit II: Integration of 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**

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 peace - 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: UNO, SAARC and Common Wealth

#### **Unit V: Education 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) and submit a report.
2. Prepare a report on any one of the NGO promoting peace.
3. Identify a personality at International level who stood for peace and prepare a report.
4. Find out the factors that affect peace in your area and prepare a report on it.
5. Write a report on cultural barriers in promoting peace.

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