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# **Semester I**

## **Course I: Philosophical Foundations of Education**

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

**Sub. Code : BCPF**

### **Objectives:**

#### **The prospective teacher**

1. grasps the concept of education and its premises.
2. comprehends the concept of philosophy of education and educational philosophy.
3. imbibes the importance and role of education in the Indian society.
4. acquires knowledge on Eastern and Western schools of philosophy.
5. familiarizes the educational system in ancient and contemporary India.

#### **Unit I: Education: Nature and Aims (L.10, T.2, P.3)**

Education: Meaning, definition, concept, nature and purpose - UNESCO: Pillars of Education - Aims of Education: Individual, social and vocational - Types of Education: Formal, informal and non-formal Education - Functions of Education

#### **Unit II: Philosophy and its Schools (L.10, T.2, P.3)**

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, realism, humanism and their educational implications

#### **Unit III: Educational Thinkers (L.9, T.2, P.3)**

Eastern thinkers: Thiruvalluvar, Swami Vivekananda, Rabindranath Tagore, J. Krishnamurthi and Maulana Abul Kalam Azad - Western thinkers: Froebel, Rousseau, John Dewey and Maria Montessori

#### **Unit IV: Education in Pre-Independent India (L.11, T.2, P.3)**

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

#### **Unit V: Education in Post Independent India (L.10, T.2, P.3)**

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

### **Practicum**

1. Compare and contrast the educational thoughts of any two philosophers.
2. Prepare a slide show presentation on any one of the topics.

3. Identifies the strategies to strengthen the pillars of education to live together.
4. Prepare a report on Montessori schools at present.
5. Prepare an album of Maulana Abul Kalam Azad.

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## Course II: Educational Psychology - I

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

**Sub. Code : BCEP1**

### **Objectives:**

#### **The prospective teacher**

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

#### **Unit I: Nature of Educational Psychology (L.8, T.2, P.3)**

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

#### **Unit II: Human Growth and Development (L.8, T.2, P.3)**

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

#### **Unit III: Cognitive Development and Process (L.12, T.2, P.3)**

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

#### **Unit IV: Emotional, Social and Moral Development (L.10, T.2, P.3)**

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

#### **Unit V: Theoretical Perspectives on Learning (L.12, T.2, P.3)**

Learning: Nature and importance - Learning curve - Theories of learning: Trial and Error, classical conditioning and operant conditioning, learning by insight and Gagne's theory - Transfer of learning: Meaning, types and educational implications - Theories of transfer of learning: E.L. Thorndike's theory of identical components, Judd's theory of generalization and Bagley's theory of ideals - Learning by imitation - Carl Roger's Experiential Theory - Levels of learning - Remembering - Forgetting: Curve of forgetting

## Practicum

1. Prepare an observation schedule to observe the students in the class.
2. Make a review of one case study.
3. Prepare a report by conducting an experiment to measure the attention of a subject.
4. Prepare a life sketch and educational contribution 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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## Course III: Special English Education - I

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

**Sub. Code : BPE1**

### **Objectives:**

#### **The prospective teacher**

1. acquires the concepts of Language.
2. gains the knowledge of micro teaching.
3. familiarizes him/herself with the methodology of teaching Prose, Poetry, Grammar, Composition and Supplementary Reader.
4. practises the grammatical concepts as prescribed in the Tamil Nadu government textbooks.
5. evaluates the effectiveness of teaching using diagnostic and achievement tests.

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

Concepts of language - Misconceptions of language - Definitions of language - Nature and characteristics of language - Properties of human language –Functions of language. Teaching of English : Aims of teaching English at the primary, secondary and higher secondary level - Objectives of teaching English - Need for teaching English in India - Principles of teaching English as a second language - Problems of teaching English as a second language - Suggestions to improve the quality of language teaching

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

Micro teaching: Meaning and definition - Steps of Micro Teaching - Micro Teaching cycle - Advantages of Micro Teaching - Skills of Micro Teaching - Episode Writing - Evaluation of Micro Teaching Skills - Micro Teaching Practice Skills: Skill of Probing Questioning, Skill of Explaining, Skill of Increasing Pupil's Participation, Skill of Closure and Skill of Using Blackboard- Link lesson - Meaning and Definition - Steps of Link Teaching Practice - Writing a lesson plan for link practice - Evaluation of link practice

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

Bloom's taxonomy, Revised Bloom's taxonomy of educational objectives - Formulating Instructional objectives for teaching Prose, Poetry, Grammar, Composition and Supplementary Reader -Year plan, Term Plan, Unit plan and Lesson Plan - Methodology of teaching of Prose, Poetry, Grammar, Composition and Supplementary Reader - Basic Components of a lesson plan - Lesson plan preparation for Prose, Poetry, Grammar, Composition and Supplementary Reader -Demonstration of macro teaching lessons - Observing demo teaching and recording - Introduction to peer teaching: Concept and advantages

#### **Unit IV: Teaching the Grammatical content of English (L.12, T.2, P.3)**

Conjugation - Kinds of sentences - Finite and Non-finite verbs - Prefixes and Suffixes - Verbal and 'Wh' question formation - Question Tags - Active and Passive Voice - Sentence Pattern



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

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

### Practicum

1. Prepare an ICT integrated lesson plan.
2. Organize a discussion on problems of teaching English and submit the report.
3. Compare the Old and the Revised Taxonomy of Objectives, and prepare ELT objectives based on the Revised Taxonomy.
4. Design the Blueprint for the Standard IX term-end examination.
5. Collect English language related materials from the newspapers.

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Course III: rpwg;Gj;jkpo; - I

B.Ed. : Sem. I

Sub. Code : BPT1

Nehf;fq;fs;:

Mrphpa khztH

1. jkpo;nkhopf; fy;tpapd; rpwg;gk;rq;fis tsHf;fpwhH.
2. fw;gpj;jy; jpwd;fs;> gapw;rp jpwd;fis tsHf;fpwhH;.
3. ghlj;jpl;lk; mikg;gjw;fhdf; Nfhl;ghLfisg; Ghpe;J nfhs;fpwhH;.
4. jkpo;g;ghlg; nghUs; fw;gpj;jy; gw;wp mwpe;J nfhs;fpwhH.
5. jkpo;g;ghlg; nghUs; fw;gpj;jy; nfhs;iffis mwpe;J nfhs;fpwhH.

myF I: jkpo;nkhopf; fy;tpapd; rpwg;Gfs; (L.12, T.2, P.3)

jha;nkhopf; fw;gpj;jy;: Nehf;fq;fs;> gad;fs; - nkhopj; Njhw;wf; nfhs;if> rpwg;Gfs;;> gz;Gfs; - jpuhtpl nkhopapd; rpwg;gpay;Gfs;; - nkhopAk; r%fKk; - nkhop tsh;r;rpapy; R+o;epiyapd; gq;F - caHjdp; nrk;nkhop: rpwg;Gfs;> gz;Gfs;

myF II: fw;gpj;jy; jpwd;fs; gapw;rp (L.10, T.2, P.3)

Ez;zpiyf;fw;gpj;jy;: Njhw;wk;> tpsf;fq;fs;> gbfs;> Row;rp> ed;ikfs;> FiwghLfs; - jpwd; tpsf;fk;: fpsH tpdh - khztH gq;Nfw;ig mjpfhpf;Fk; jpwd;> tpsf;Fjy; jpwd;> jpwd; gapw;rp - epfo;T vOjg; gapw;rp

myF III: ghlj;jpl;lk; mikg;gjw;fhd Nfhl;ghLfs; (L.10, T.2, P.3)

GSk; Nfhl;ghLfs; - jpUj;jpaikf;fg;gl;l GSkpd; Nfhl;ghLfs; - n`HghHbd;; gbfs; - Mz;Lj; jpl;lk; - myFj; jpl;lk;: mikg;G> ,d;wpaikahik> gad;fs; - ghlj;jpl;lk;: Nehf;fq;fs;> mikf;Fk; Kiwfs; kw;Wk; cl;\$Wfs;> ed;ikfs; - khjphpg;ghlj;jpl;lk; vOjg; gapw;rp

myF IV: nra;As;> ciueilg;ghlg; nghUs; fw;gpj;jy; (L.8, T.2, P.3)

,d;gj; jkpo; - jkpo; Fk;kp - jpUf;Fws; - mwptpay; Mj;jp#b - mwptpay; Ms;Nthk; - fzpdpapd; ez;gd; - %Jiu - E}yfk; Nehf;fp - xspgpwe;jJ> Mwhk; tFg;G ghlg;nghUs;

myF V: ,yf;fzg;ghlk;> Jizg;ghlg; nghUs; fw;gpj;jy;; (L.10, T.2, P.3)

jkpo; vOj;Jf;fspd; vOj;Jk; rhHngOj;Jk; - nkhop Kjy; ,Wjp vOj;Jfs; - KjnyOj;Jk; rhHngOj;Jk; - ,d vOj;Jf;fs; Mwhk; tFg;G ghlg;nghUs;;

nra;Kiw gapw;rpfs;

1. jkpo; vz; gl;bay; jahhpj;jy;.
2. nrhw;fsQ;rpa njhFg;G jahhpj;jy;.
3. typkpFk;> typ kpfh ,lq;fisg; gl;baypLf.
4. myFj;jpl;lk; jahhpj;jy;.
5. Mz;Lj; jpl;lk; jahhpj;jy;.

**ghh;it E}y;fs;**

1. muq;frhkp> G+. (2006). *jkpo; nkhop fw;gpj;jy;.kJiu: khepyh gjpg;gfk;.*
2. MWKfehtyH. (2001). *jkpo; ,yf;fzk;.nrd;id: Ky;iy epiyak;.*
3. fzgjp> t. & re;jpufh uh[; Nkhfd;. (1992). *ew;wkpo; fw;gpf;Fk; Kiwfs;.nrd;id: rhe;jh gjpg;gfk;.*
4. fzgjp> tp. & n[auhkd;>G+. (2005). *ew;wkpo; fw;gpf;Fk; Kiwfs; - gFjp 2.nrd;id: rhe;jh gjpg;gfk;.*
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6. fiyr;nry;tp> nt. (2009). *fy;tpapay; rpwg;Gj; jkpo;;. <NuhL: rQ;rPt; ntspaPL.*
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9. jz;lghzp> R. (2012). *jkpo; - fw;gpj;jy; rpwg;Gj;jkpo;. kJiu: kPdh gjpg;gfk;.*
10. *jkpo;ehL ghLE}y; epWtdk;> xd;gjhk; tFg;G> vl;lhk; tFg;G ghLE}w;fs;.*
11. nghpaz;zd;>Nfh. (2016). *jkpo;nkhop fw;gpj;jypy; Gjpa mZFKiwfs;.nrd;id: tdpjh gjpg;gfk;.*
12. kPdhL;rp Re;juk;> m. (2010). *jkpo; fw;gpj;jy; nghJj;jkpo;. jpz;Lf;fy;; fht;ahkhyh gjpg;gfk;.*
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14. tp[ayl;Rkp> t. (2016). *Ez;zpiy fw;gpj;jy;. nrd;id: rhujh gjpg;gfk;.*
15. NtZNfhghy;> ,.gh. & rhe;jFkhhp> f. (2013). *jkpo; fw;gpj;jypy; GJikfs; rpwg;Gj;jkpo;.nrd;id: rhujh gjpg;gfk;.*
16. n[gh> v.MH. (2014). *jkpo; fw;gpj;jypy; GJikfs.; fd;dpahFkhp: nu;jjpd gjpg;gfk;.*

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## Course III: Computer Science Education - I

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

**Sub. Code : BPC1**

### **Objectives:**

#### **The prospective teacher**

1. understands the aims and objectives of teaching Computer Science.
2. masters the techniques of teaching Computer Science.
3. familiarises with the different instructional methods in teaching Computer Science.
4. acquires the knowledge of Standard XI Computer Science textbooks.
5. develops knowledge in word processor, spreadsheet of Standard XI Computer Science textbook.

#### **Unit I: Aims and Objectives of Teaching Computer Science (L.10, T.2, P.3)**

Teaching of Computer Science: Aims, objectives, need, values - Bloom's taxonomy of Educational objectives, Revised Bloom's Taxonomy (Anderson and Krathwohl) - Computer Science teaching at different levels of schools: Primary, Secondary, Higher Secondary

#### **Unit II: Techniques of Teaching (L.10, T.2, P.3)**

Microteaching: Meaning and cycle - Skill of probing questions, Skill of explaining, Skill of increasing pupils participation, Skill of closure, Skill of use of black board and Skill of reinforcement - Link lesson - Lesson plan - Unit plan

#### **Unit III: Instructional Methods and Aids (L.14, T.2, P.3)**

Instructional methods: Individulised Instruction, Programmed Instruction, Computer Assisted Instruction, Computer Managed Instruction, Lecture method, Demonstration method, Problem solving method, Project method, Analytic and Synthetic methods of instruction, Inductive and Deductive methods - Instructional aids: Meaning, use and importance, principles, classification of AV aids, Multimedia presentation, Criteria for selection of appropriate teaching aids - Computer Science club

#### **Unit IV: Fundamentals of Computer and Working with a Typical Operating Systems (Windows & Linux) (Standard - XI, Vol. I) (L.8, T.2, P.3)**

Introduction to computers - Number systems - Computer organization - Theoretical concepts of operating system - Working with typical operating system: Working with windows and working with linux - Algorithmic problem solving: Specification and abstraction - Composition and decomposition - Iteration and recursion

#### **Unit V: Applications of Computer Science (Standard – XI, Vol. II) (L.8, T.2, P.3)**

Introduction to Word Processor- Inserting tables, Objects and Printing document - Mail Merge & Additional Tools - Introduction to Spreadsheet - Functions and Chart - Data Tools and Printing - Presentation Basics - Presentation Advanced - Computer Network - Internet and Email

## Practicum

1. Prepare a CAI package for a topic from Standard XI textbook.
2. Prepare a branching program for any one of the topics from Standard XI 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.

## References

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## Course 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. masters the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.
4. understands the different evaluation techniques in Mathematics.
5. develops the competencies in pedagogical analysis of Mathematics.

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

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 disciplines (Science, Social Science, Language and Literature, Art and Architecture)

#### **Unit II: Aims and Objectives of Teaching Mathematics (L.12, T.2, P.3)**

Aims and objectives of teaching Mathematics at primary, secondary and higher secondary levels - Bloom's taxonomy of educational objectives, Revised Bloom's Taxonomy (Anderson and Krathwohl) - Writing GIOs and SIOs - Year plan - Unit plan, lesson plan: Preparation, characteristics, steps and advantages - Herbartian steps

#### **Unit III: Instructional Strategies and Evaluation in Teaching Mathematics (L.14, T.2, P.3)**

Microteaching: Meaning and cycle - Skill of probing questioning, skill of explaining, skill of increasing pupils participation, skill of closure, skill of use of black board and skill of reinforcement - Link lesson - Inductive and deductive methods - Analytic and synthetic methods - Heuristic and project methods - Problem solving method - Activity Based Learning (ABL) - Active Learning Method (ALM) - Applications of ABL and ALM

#### **Unit IV: Evaluation (L.9, T.2, P.3)**

Characteristics of a good test in Mathematics: Validity, reliability and objectivity - Different types of test items: Objective type, short answer, essay type - Nature and construction of diagnostic test and achievement test - Error analysis - Remedial teaching - Action research in Mathematics teaching

#### **Unit V: Algebra, Trigonometry, Set language Types and Real Numbers (L.9, T.2, P.3)**

Algebra: Polynomials - Arithmetic of polynomials - Value and zeros of a polynomial - Division of polynomials - Remainder theorem - Trigonometry: Special angles and complementary angles - Set language - Set operations - Cardinality on set operations - Real numbers: Rational number - Irrational number - Real number

## Practicum

1. Prepare a unit plan from the content of Standard IX.
2. Prepare an album on how Mathematics is correlated with other subjects.
3. Prepare a model question paper based on Bloom's taxonomy.
4. Prepare an ALM lesson plan.
5. Analyze the pedagogy of secondary Mathematics textbook.

## References

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## Course 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 techniques and methods of teaching of Physical Science.
5. masters the knowledge about physical and chemical nature of matter.

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

Physical 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 - Developing Scientific Attitude and Scientific Temper - Correlation among various Branches of Science - Interdisciplinary approach

#### **Unit II: Aims, Objectives and Evaluation of Teaching Physical Science (L.16, T.2, P.3)**

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) - Revised Bloom's Taxonomy (Anderson and Krathwohl)- Year Plan - Unit Plan - Lesson Plan - Criteria of a Good Lesson Plan - 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: Techniques and Methods of Teaching Physical Science (L.15, T.2, P.3)**

Microteaching: Meaning and Cycle - Skill of Probing Questioning, Skill of Explaining, Skill of Increasing Pupils Participation, Skill of Closure, Skill of Use of Black Board and Skill of Reinforcement - Link Lesson - Teacher-Centered Methods: Lecture and Lecture cum Demonstration - Pupil-Centered Methods: Heuristic, Scientific, Programmed Learning, Project, Assignment, Problem Solving, Computer Assisted Instruction (CAI), Activity Based Learning (ABL) and Active Learning Method (ALM)

#### **Unit IV: Fundamental and Principles in Physics (L.6, T.2, P.3)**

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



## Unit V: Fundamental and Principles in Chemistry (L.6, T.2, P.3)

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

### Practicum

1. Prepare a PowerPoint on the life history of any one of the scientists.
2. Prepare a unit plan for any one of the Physical Science units from Standard IX Science textbook.
3. Construct 20 objective type questions from Physical Science content in Standard IX Science textbook.
4. Draw a Mind-map for a topic from Standard IX Science textbook.
5. Prepare an Achievement Test for Unit IV or V.

### References

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2. Department of Education. (2012). *Sixth to Tenth Standard Science Text Books*. Chennai: Tamil Nadu Textbook Corporation.
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## Course 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. understands the different types of microorganisms.
5. knows the importance of medicinal plants and their uses.

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

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 - Revised Bloom's Taxonomy (Anderson and Krathwohl)

#### **Unit II: Methods and Techniques of Teaching Biological Science (L.12, T.2, P. 3)**

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 (L.14, T.2, P. 3)**

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 pupil's 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: Microorganisms (Standard – VIII) (L.7, T.2, P. 3)**

Bacteria: Cell structure – Fungi: Unicellular and Multicellular – Algae: Chlamydomonas – Protozoa: Amoeba – Virus: Structure – Living and Non-living characters – Medicine: Antibiotics – Vaccines – Agriculture: Natural fertilizer – Nitrogen fixation –

Bio-control agents – Industry – In daily life – Harmful microorganisms: Diseases caused by microorganisms in Humans, Animals and Plants – Microbes in food process: Food preservation – Food production – Relationship between man and microbes – Prions – Virions

### **UNIT – V: Plant Kingdom (Standard – VIII) (L.7, T.2, P. 3)**

Taxonomy - Classification: Artificial system – Natural system – Outline of Bentham and Hooker's system – Binomial nomenclature – Salient features of Algae – Fungi: General characters – Classification – Economic importance – Harmful effects – Bryophytes – Pteridophytes – Gymnosperms and their General characters – Classification – Economic Importance - Angiosperms: General characters – Classification – Characteristic features of monocotyledons and Dicotyledons – Uses of medicinal plants

### **Practicum**

1. Prepare a power point slides for a topic from any one of the units.
2. Prepare a unit plan for a unit in Biology.
3. Prepare e-lesson plan.
4. Prepare a report on diseases caused by microorganisms in humans.
5. Collecting and preserving various medicinal plants in your area.

### **References**

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6. Department of Education. (2019). *Eight Standard Science Textbook*. Chennai: Tamil Nadu Textbook Corporation.
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## Course III: History Education - I

B.Ed. : Sem. I

Sub. Code : BPH1

### Objectives:

#### The prospective teacher

1. knows the 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 (L.10, T.2, P.2)

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 (L.10, T.2, P.3)

Aims and objectives of teaching History at different levels: Primary, secondary and higher secondary - Bloom's taxonomy of educational objectives - Revised Bloom's Taxonomy (Anderson and Krathwohl) - 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 (L.10, T.2, P.4)

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 Textbook - Dramatization - Modern Methods: Programmed learning - Computer Assisted Instruction (CAI) and Team teaching

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

Evolution of humans and society - Prehistoric period: Origin of the earth, the geological ages and prehistory: Human evolution and migration, prehistoric cultures: Lower, middle and upper Palaeolithic, Mesolithic and Neolithic - Prehistoric Tamilagam: Lower and middle, Palaeolithic, Mesolithic, Neolithic and Megalithic periods - Ancient civilisations: Egyptian, Mesopotamian, Chinese and Indus valley - Early Tamil society and culture: Sources for the study, the Sangam age: Polity, society, economy, towns and ports, faith and belief system and culture of arts

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

Forms of Government and Democracy: Government: Meaning and forms: Aristocracy, monarchy, autocracy, oligarchy, theocracy, democracy and republic - Democracy: Meaning,

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

### Practicum

1. Prepare a power point presentation for a topic from any one of the units.
2. Write a drama based on a historical event.
3. Read a biography of a historian and submit a report.
4. Prepare a scrap book.
5. Sketch a unit plan for any one of the unit from Standard IX syllabus.

### References

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## Course 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: ELT at Micro Level (L.10, T.2, P.3)**

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

#### **Unit II: Methodology of Teaching Prose (L.10, T.2, P.3)**

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, 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 - Techniques of teaching and improving vocabulary - Peer teaching: Concept, merits, practice teaching and critical observation

#### **Unit III: Methodology of Teaching Poetry (L.10, T.2, P.3)**

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 - Demonstration of Poetry Teaching - Observing demo teaching and recording their observations

#### **Unit IV: Methodology of Teaching Grammar and Composition (L.8, T.2, P.3)**

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 - Demonstration of Composition Teaching - Observing demo teaching and recording their observations

## **Unit V: Methodology of Teaching Supplementary Reader and Evaluation (L.12, T.2, P.3)**

Teaching of supplementary reader: Objectives, steps involved in teaching supplementary reader, writing a lesson plan for supplementary reader unit - Demonstration of Supplementary Reader teaching - Observing demo teaching and recording their observations - 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. Divide a lesson from Standard IX into different teaching units.
3. Prepare a list of active and passive vocabulary.
4. Prepare any three pictorial compositions.
5. Design mind maps for teaching any five grammar topics.

### **References**

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## Course IV: nghJj;jkpo; - I

B.Ed. : Sem. I

Sub. Code : BPGT1

Nehf;fq;fs;:

Mrphpa khztH

1. tFg;giwj; jpwd;fs; tsHj;J nfhs;fpwhH.
2. nkhopapd; gad;ghLfs; gw;wp mwpe;J nfhs;fpwhH.
3. nkhopj;jpwd;fis tsHj;J nfhs;fpwhH.
4. jkpo; nra;As; ghlg;ngHUs; fw;gpj;jy; El;gf; \$Wfis mwpe;J nfhs;fpwhH.
5. jkpo; ciueil> ,yf;fzg; ghlg;ngHUs; fw;gpj;jy; gad;fis mwpe;J nfhs;fpwhH.

**myF I: nra;As;> ciueilg; ghlg;ngHUs; fw;gpj;jy;** (L.8, T.2, P.3)

jkpo;nkhop tho;j;J - jkpo; nkhop kuG - Xil - Nfhzf;fhj;Jg; ghl;L - NehAk; kUe;J - tUKd; fhg;Nghk; - fy;tp moNf moF - Gj;jpiaj;jPl;L - jpUf;Nfjhuk; - ghlwpe;J xOFjy; - tsk; ngWf - kior; NrhW vl;lhk; tFg;G ghlg;ngHUs;

**myF II: ,yf;fzk;> Jizg;ghlg; ngHUs; fw;gpj;jy;** (L.10, T.2, P.3)

vOj;Jf;fspd; gpwg;G - tpidKw;W - vr;rk;> Ntw;Wik - njhifepiy> njhfepiyj; njhlHfs; - GzHr;rp - typ kpFk; ,lk; - typ kpfh ,lq;fs; - Ntw;Wik mzp - ,ul;Lw nkhopjy; mzp> vl;lhk; tFg;G ghlg;ngHUs;

**myF III: tFg;giw jpwd;fs; tsHj;jy;** (L.12, T.2, P.3)

J}z;ly; khWghl;Lj;jpwd;> ghlk; njhlq;Fjy; jpwd;> tYT+l;ly; jpwd;> tpsf;fk;> gapw;rp> epfo;T vOJjy; - ,izg;Gg; ghltspf;fk;> gapw;rp> epfo;T vOJjy; - Ez;zpiyf;fw;gpj;jy;> Nghpay; fw;gpj;jYf;FKs;s NtWghLfs; - Ez;zpiyf; fw;gpj;jypd; gad;fs; - cw;W Nehf;fy;: tpsf;fk;> \$Wfs;> gad;fs;

**myF IV: nfhs;jpwd;; fw;gpj;jy;** (L.10, T.2, P.3)

Nfl;ly; jpwd;: Nehf;fq;fs;> Nfl;ly; jpwdid tsh;g;gjw;Fhpa topfs;> tiffs; - NgRjy; jpwd;: Nehf;fq;fs;> gad;fs;> njhlf;f> ,ilepiyg; gs;spfsy; tha;nkhopg; gapw;rp topahf nkhopg;ghlk; fw;gjw;fhd Kiwfs;> jpUe;jpag;Ngr;rp; jd;ikfs;> jpUj;jkpy;yh Ngr;rp; ,ay;Gfs;> cr;rhp;gpy; Vw;gLk; rpf;fy;fs;> ehnefpo;> ehgpwo; gapw;rp> %r;Rg; gapw;rp tha;nkhopg;gapw;rpj; jUk; Mrphpahpd; ey;ypay;Gfs;

**myF V: mwpjpwd;; fw;gpj;jy;** (L.10, T.2, P.3)

thrpj;jy;: njhlf;f tFg;gpy; fw;gpf;Fk; Kiwfs; - tha;tpl;Lg; gb;gjy;> tha;f;Fs; gb;gjy;: Nehf;fq;fs;> epiwfs;> Fiwfs; - gb;f;f gapw;Wk; Kiwfs; (vOj;J> nrhy;> nrhw;nwhlh;> fz;L nrhy;Yjy;> fij Kiwfs;> epiw> Fiwfs;) Mo;e;j> mfd;w gbg;gpd; Nehf;fq;fs;> epiwfs;> Fiwfs; - gbg;gpy; Mh;tj;ijj; J}z;Lk; Kiwfs;> kd;g;ghlk; nra;jypd; gad;fs; - vOJjy; jpwd;: Nehf;fk;> Kjw; gapw;rpfs;> vOJ fUtpfisg; gpb;f;Fk; Kiwfs;> ey;y ifnaOj;jpd; ey;ypay;Gfs;



**nra;Kiw gapw;rpfs;**

1. eh gpwo;> eh nefpo; gapw;rpf;Fhpa nrhy;> njhlHfs; jahh; nra;f.
2. nra;As; ghlg;nghUSf;F cw;W Nehf;fy; xd;W vOJf.
3. ,izg;Gg; ghlk; xd;W jahH nra;f.
4. Fiwawpj;NjHT khjphp tpdhj;jhs; jahh; nra;f.
5. kuGr;nrhw;fisg; gl;baypLf.

**ghh;it E}y;fs;**

1. muq;frhkp> G+. (2006). *jkpo; nkhop fw;gpj;jy;.kJiu: khepyh gjpg;gfk;.*
2. MWKfehtyH. (2001). *jkpo; ,yf;fzk;.nrd;id: Ky;iy epiyak;.*
3. fzgjp> t. & re;jpufh uh[; Nkhfd;. (1992). *ew;wkpo; fw;gpj;Fk; Kiwfs;.nrd;id: rhe;jh gjpg;gfk;.*
4. fzgjp> tp. (2010). *ew;wkpo; fw;gpj;Fk; Kiwfs;.nrd;id: rhe;jh gjpg;gfk;.*
5. fiyr;nry;tp> nt. (2007). *fy;tpapay; jkpo; fw;gpj;jy;. <NuhL: rQ;rPt; ntspaPL.*
6. Rg;Gnul;bahH> e. (2000). *ew;wkpo; gapw;W Kiw. rpjk;guk;: nka;ag;gd; jkpoha;tfk;.*
7. jz;lghzp> R. (2012). *jkpo; - fw;gpj;jy; nghJj;jkpo.; kJiu: kPdh gjpg;gfk;.*
8. *jkpo;ehL ghLE}y; epWtdk;> xd;gjhk; tFg;G> vl;lhk; tFg;G ghLE}w;fs;.*
9. jpUkiy> kh.R. (1998). *jkpo; fw;gpj;jy;.nrd;id: kzpthrfH gjpg;gfk;.*
10. nghpaz;zd;>Nfh. (2016).*jkpo;nkhop fw;gpj;jypy; Gjpa mZFKiwfs;.nrd;id: tdpjh gjpg;gfk;.*
11. kPdhL;rp Re;juk;> m. (2010). *jkpo; fw;gpj;jy; nghJj;jkpo;. jpz;Lf;fy;: fht;ahkhyh gjpg;gfk;.*
12. tp[ayl;Rkp> t. (2013). *Ez;zpiy fw;gpj;jy;. nrd;id: rhujh gjpg;gfk;.*
13. n[gh> v.MH. (2014). *ghlg;nghUs; kw;Wk; jkpo; fw;gpj;jy;. fd;dpahFkhp: nuj;jpd gjpg;gfk;.*

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## Course V: Human Rights and Duties Education

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

**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 (L.5, T.2, P.2)**

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

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

Human rights education: Meaning, need and principle - Human rights education at different levels: Primary, secondary and higher education - Methods of 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 (L.9, T.2, P.2)**

Universal Declaration of Human Rights (1948) - Protection of Human Rights Act (1993) - Right to Information Act (2005) - Tamil Nadu Prohibition of Ragging Act (1997) and the 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 (L.5, T.2, P.2)**

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 (L.5, T.2, P.2)**

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

### **Practicum**

1. Prepare a report on a documentary film on human rights violation.

2. Prepare a scrap book on human rights issues.
3. Prepare power point presentation on any human rights issue.
4. Organize a seminar on human rights issues and prepare a report.
5. Prepare a collage using newspaper cuttings on a theme about human rights violation.

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## **Course V: Environmental Education**

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

**Sub. Code : BEEE**

### **Objectives:**

#### **The prospective teacher**

1. understands the concept, nature and scope of environmental education.
2. comprehends the impact of population explosion over environment.
3. applies the methods of teaching in environmental education.
4. identifies the use of ICT in environmental education.
5. acquires the need for conservation of natural resources.

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

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

#### **Unit II: Population Education (L.5, T.2, P.2)**

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 (L.6, T.2, P.2)**

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 (L.6, T.2, P.2)**

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

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

Natural Resources: Definition and need - Managing the natural resources - Renewable and non-renewable resources - Role of individual in conservation of natural resources: Water, Food, Energy and Forest - Waste Management: E-waste, Medical Waste, Nuclear Waste and Solid Waste - Water Management: Rain Water harvesting - Environmental Protection Act 1986 - Swachh Bharat Movement – Fit India Movement - National Disaster Management Act (2005) - Role of UN bodies and NGOs

## Practicum

1. Prepare any two varieties of seed balls.
2. Prepare a collage 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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## Course V: Value Education

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

**Sub. Code: BEVE**

### **Objectives:**

#### **The prospective teacher**

1. acquires knowledge of the nature, importance and classification of values.
2. understands the need and importance of promoting value education in schools.
3. applies relevant strategies to promote value education.
4. develops the skill of assessing values using various techniques.
5. imbibes ethical qualities needed for a teacher.

#### **Unit I: Introduction to Values (L.6, T.2, P.2)**

Values: Meaning, definition, nature - Personal, social, professional, moral, spiritual, cultural, aesthetic values, biological, instrumental and intrinsic values - Sources of values: Socio-cultural tradition, literature, philosophy, religion and constitution - Causes for the value crisis in the present day - solution to overcome the crisis

#### **Unit II: Value Education in Schools (L.6, T.2, P.2)**

Value Education: Meaning, definition, objectives - Status of value education in the curriculum - Need for value education in 21<sup>st</sup> century - Place of value education in the school subject - Inculcating values: Role of parents, teachers, peer group, mass media and government - Objectives of Value education at primary level, secondary level and higher secondary level

#### **Unit III: Approaches and strategies of teaching Value Education (L.6, T.2, P.2)**

Methods: Value Analysis Model, Value Clarification Model and Value Judgment Model - Approaches: Direct, indirect, integrated, media approach Teaching strategies: Value based curricular and co-curricular programmes, activities: storytelling, songs, role play, sharing personal experience and role modelling, dramatization, identification of values in prose and poetry and awareness programmes

#### **Unit IV: Assessment of Values (L.6, T.2, P.2)**

Measurement and evaluation of values: 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: Professional ethics and role of teachers in inculcating values (L.6, T.2, P.2)**

Professional norms: Meaning, characteristics, types, factors affecting professional norms, advantages - Professional ethics: Meaning, components, code of ethics for teachers - Role of teachers in inculcating values and their social responsibilities.

## Practicum

1. Identify the educational value concept in Thirukkural and prepare a report.
2. Prepare a report on any one of the values 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. Write a script for a street play portraying the importance of social values.

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## Course VI: Strengthening English Language Proficiency - I

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

**Sub. Code: BES1**

### **Objectives:**

#### **The prospective teacher**

1. improves pronunciation.
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 (L.4, P.6)**

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 (L.4, P.6)**

Orientation - Role of language laboratory in developing communicative skills - Language lab softwares - 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 (L.4, P.6)**

Meaning and definition - Identifying 44 phonemes - Classification of phonemes - Difference between alphabet and phoneme - Listening to the consonant sounds, vowel sounds and diphthong sounds

#### **Unit IV: Communicative Skill Development Activities (L.4, P.6)**

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

#### **Unit V: Grammar for Expressions (L.4, P.6)**

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/Create 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. Conversation practice for 8 to 10 minutes.
5. Prepare a write up for notice board.

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## Course VII: Arts and Aesthetics

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

**Sub. Code : BEAA**

### **Objectives:**

#### **The prospective teacher**

1. acquires the higher style of hand writing.
2. develops creativity in arts.
3. makes handicrafts.
4. applies the knowledge of modern theatre skills.
5. acquaints with the art of living.

#### **Unit I: Writing and Drawing (L.3, P.5)**

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 (L.4, P.6)**

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: Handicraft Training (L.4, P.7)**

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

#### **Unit IV: Theatre Workshop (L.5, P.6)**

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

#### **Unit V: Health Management (L.4, P.6)**

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.

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## Course VIII: Physical Education and Yoga

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

**Sub. Code : BEPY**

### **Objectives:**

#### **The prospective teacher**

1. acquires the knowledge of physical education.
2. develops interest in learning physical education.
3. creates awareness of health hazard and protective measures.
4. masters fitness related skills.
5. experiences the effects of yogic practices in day today life.

#### **Unit I: Foundation of Physical Education (L.12, T.2, P.3)**

Physical Education: Meaning, definition, need and importance - Ancient olympics and modern olympics - Layout, basic skills, rules and regulation of Badminton, Ball Badminton, Basketball, Football, Hockey, Kabaddi and Volleyball - Layout and techniques of 400 meters, standard track, long jump and shot put

#### **Unit II: Methods of Physical Education (L.10, T.2, P.3)**

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 (L.12, T.2, P.3)**

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 (L.8, T.2, P.3)**

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 (L.8, T.2, P.3)**

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. Observe a sports meet and prepare a report.
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**

### **Course IX: Schooling, Socialization and Identity**

**B.Ed.: Semester II**

**Sub. Code: BCSS**

#### **Objectives:**

##### **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. becomes familiar with his/her own identity as a teacher.

##### **Unit I: Educational Sociology (L.8, T.2, P.3)**

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 (L.12, T.2, P.3)**

Socialization: Meaning, Definition, Characteristics, Process and Types - Agencies of Socialization and their Functions: Family and Extended Family, Community: Neighbourhood, 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 - Gender Socialization in Family and School - Role of Teacher in Socializing the Child

##### **Unit III: Self and Evaluation Practices (L.9, T.2, P.3)**

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 (L.13, T.2, P.3)**

Identity: Meaning, Definition, Nature and Types - Determinants and their Impact: Caste, Class, Gender, Religion, Language and Media - Impact of LPG on Identity - Identity Formation: 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

## Unit V: Teacher's Professional Identity (L.8, T.2, P.3)

Professionalism: Meaning, Definition - Components of Professionalism - Teacher's Professional Identity: Meaning, Definition and Characteristics - Development of Teacher's Self-efficacy: Orientation Programmes, Pre and In-service Training, Personal Enrichment Courses - Impact of Teacher Efficacy on Classroom Learning

### 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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## Course X: 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 of instructional media in education.
3. learns the basic concept of Information and Communication Technology (ICT).
4. understands the impact of ICT in the classroom.
5. recognises the basic concept of Artificial Intelligence and its applications.

#### **Unit I: The Concept of Educational Technology (L.8, T.2, P.3)**

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 and Emerging Strategies (L.10, T.2, P.3)**

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

#### **Unit III: ICT in Education (L.11, T.2, P.3)**

ICT: Meaning and Importance - Computer Assisted Instruction (CAI) - Programmed Instruction: Linear and Branching - Uses of MS-Office in Education - E-learning - E-Resources in Teaching-Learning: E-Book, E-Journal - Teleconferencing - Google Apps for Education: Google Drive, Google Meet and Google Classroom- Interactive White Board: Meaning and Types - ICT for Testing and Evaluation

#### **Unit IV: Communication, Interaction and Emerging Educational Technologies (L.12, T.2, P.3)**

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

#### **Unit V: Artificial Intelligence in Education (L.9, T.2, P.3)**

Artificial Intelligence (AI) - Difference between AI and Human Intelligence - Natural Language Processing (NLP): Stages and Application - Digital India: Virtual Reality, Virtual



## Classroom - Intelligent Tutoring System (ITS) - Bio-metric Classroom attendance - 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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## Course XI: Educational Psychology - II

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

**Sub. Code: BCEP2**

### **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 (L.10, T.2, P.3)**

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: Differences and examples - Individual differences: Meaning, definition and causes - Creativity: Meaning, definition, process, identification and promotion - Assessment of creativity: Paul Torrance's test and Baqur Mehedi's test

#### **Unit II: Motivation and Group Dynamics (L.8, T.2, P.3)**

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

#### **Unit III: Personality and Assessment (L.12, T.2, P.3)**

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

#### **Unit IV: Mental Health and Hygiene (L.8, T.2, P.3)**

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

#### **Unit V: Guidance and Counselling (L.12, T.2, P.3)**

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.

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## Course XII: 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 (L.6, T.2, P.3)

Measurement, assessment and evaluation: Concept, scope, principle, need, purpose, difference, functions, types and role of assessment in learning - Tests: Definition, purpose and types - Subjective techniques: Questionnaires, Inventories, Observation - Objective techniques: Rating scales, Anecdotal record, Schedules and Check lists - Peer rating

#### Unit II: Test Construction (L.10, T.2, P.3)

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 (L.9, T.2, P.3)

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 (L.13, T.2, P.3)

Forming frequency table - Measures of central tendency: Mean, median and mode - Measures of variability: Range, quartile deviation and standard deviation - Normal probability: skewness and kurtosis - Classroom applications - Correlation: Types - Rank order and product moment correlation: Calculation and uses - Graphical representation of data: Histogram, Frequency Polygon, Cumulative frequency curve and Ogive curve

#### Unit V: Examination Reforms (L.12, T.2, P.3)

Lakshmanaswamy Mudaliar Education Commission (1952-53), Kothari Commission (1964-66), NPE (1986) and National Curriculum Framework (2005), Acharya Ramamurti Committee (1990), National Policy on Education Review Committee (NPERC) -

Continuous and Comprehensive Evaluation (CCE) - Continuous Internal Assessment (CIA), semester, trimester - Question bank - On-line examination and open book exams - Grading - Progress report - Student's profile : Cumulative record

### **Practicum**

1. Prepare a rating scale to assess a classroom climate.
2. Prepare a model cumulative record for the students of your class.
3. Prepare a report on the grading system followed in any one of the colleges in your area.
4. Assess Students learning by using "students academic portfolio".
5. Prepare an observation schedule to assess the learning of the students.

### **References**

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## Course XIII: Special English Education - II

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

**Sub. Code : BPE2**

### **Objectives:**

#### **The prospective teacher**

1. develops the reading skills.
2. develops study skill techniques.
3. picks up the art of writing.
4. understands the Standard XI and XII English grammar.
5. applies the learnt grammar in expressions.

#### **Unit I: Reading Skills (L.10, T.2, P.3)**

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 - Levels of reading - Increasing reading speed, do's and don'ts in mastery reading, word attack skill - Reading and critically reviewing short stories and novels - Guidelines for reviewing a book - Word-formation devices

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

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, tips for development - Preparation of bibliography, collecting data and relevant materials from primary and secondary sources

#### **Unit III: Reproductive and Creative Writing in English (L.8, T.2, P.3)**

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 newspaper reports on events and functions, preparation of a report for newspapers, writing for journals

#### **Unit IV: Teaching the Grammatical Content of English - I (Standard - XI) (L.10, T.2, P.3)**

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

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

Negative formation - Verb division and sentence construction - Direct and indirect speech - Simple, compound and complex sentences - Transformation of sentences

### Practicum

1. Critically review a short story you read.
2. Collect 'Worksheets' from the websites on 'Word Formation' and work out.
3. Translate a passage and brief how you have tackled the problems faced.
4. Write a letter to your friend appreciating his/her achievement in higher studies.
5. Select a passage and identify whether the sentences are simple, compound or complex.

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Course XIII: rpwg;Gj;jkpo; - II

B.Ed. : Sem. II

Sub. Code : BPT2

Nehf;fq;fs;:

Mrphpa khzth;

1. jkpo;g;ghlg; nghUs; fw;gpj;jy; Nfhl;ghLfis mwpe;J nfhs;fpwhH.
2. jkpo;g;ghlg; gphpTfisf; fw;gpf;Fk; Nehf;fq;fs;> Kiwfs; gw;wp mwpe;J nfhs;fpwhH.
3. nkhopg;gapw;rpapd; ,d;wpaikahikia czHe;J gapw;rp ngWfpwhH.
4. ,yf;fpa eq;fis mwpe;J nfhs;fpwhH.
5. mstPL kjpg;gPL gad;ghLfs; gw;wp mwpe;J nfhs;fpwhH.

myF I: jkpo;g;ghlg;gphpTfisf; fw;gpf;Fk; Nehf;fq;fs;> Kiwfs; (L.16, T.2, P.3)

nra;As; fw;gpj;jy;: Nehf;fq;fs;> fw;gpf;Fk; Kiwfs;> njhlq;Fk; Kiwfs;> ciueil fw;gpj;jy; Nehf;fq;fs;: tiffs;> fw;gpj;jy; Kiwfs;> gad;fs;; - ciueil> nra;ASf;FKs;s NtWghLfs;> nra;As;> ciueil fw;gpj;jy; KiwapYs;s NtWghLfs; - ,yf;fzk; fw;gpj;jy;: Nehf;fq;fs;> fw;gpf;Fk; Kiwfs;> epiw> Fiwfs;> ,yf;fzk; fw;gpf;Fk; Kiwfs;NaAs;s NtWghLfs;> ,yf;fzk; ntWf;fg;gLtjw;fhd fhuzq;fs;> ,yf;fzk; ,dpikahf;Fk; topKiwfs; - ciueil> nra;As;> fl;Liug;ghlj;jpy; ,yf;fzj;ij ,izj;J fw;gpf;Fk; Kiwfs; - Jizg;ghlk; fw;gpj;jy;: Nehf;fq;fs;> jd;ikfs;> gapw;rpfs;> Mrphpah; nray;ghLfs; - Jizf;fUtpfspd; gq;F

myF II: tpdhf;fs; (L.6, T.2, P.3)

Nehf;fk;> tiffs;> tpdhf;fspd; rpwg;gpay;Gfs;> tpdh tpdTk; Kiwfs;> gad;fs;> ,d;wpaikahik> tpdhf;fs; tpdTk; NghJ ftdpf;f Ntz;bait> ed;D}yhH nfhs;if> NjHT tpdhf;fs; jahhpj;jy;> NjHT> tFg;giw tpdhf;fSf; fpilNaAs;s NtWghLfs;> tpdhtq;fpapd; gad;fs;

myF III: mstPLk; kjpg;gPLk; (L.12, T.2, P.3)

tpsf;fq;fs;> Nehf;fq;fs;> gad;fs;> NtWghLfs;> Njh;tpd; ,d;wpaikahjg; gz;Gfs;> Njh;tpd; gad;fs;> MrphpaH jahhpf;Fk; NjHTfs;> tha;nkhop> vOj;Jj; Njh;T epiwfs;> Fiwfs;> rhjidj;Njh;T (m) milTj;Njh;T tpsf;fk;> gad;fs; - Fiwawp> milTj;Njh;tpw;FKs;s NtWghLfs; - tpdhj;jhs; mikg;G: tpdhj;jhs; mikg;gpy; ftdpf;f Ntz;bait> Gwtatpdhf;fs;> FWtpdhf;fs;> fl;Liu tpdhf;fspd; epiwfs;> Fiwfs;> Njh;T rPh;jpUj;jk;> tpdhj;jhs; tbtikg;G tpsf;fk;> - jahhpj;jy;

myF IV: jkpo; nra;As;> ciueil; ghl;ng; nghUs; fw;gpj;jy; (L.8, T.2, P.3)

VW jOTjy; - kzpNkfiy - mfoha;Tfs; - jpUf;Fws; ,ae;jpuq;fSk; ,iza top gad;ghLk; - X vd; rkfhY NjhoHfNs - capHtif - tpz;izAk; rhLNthk; - Gwehd}W - jz;zPH - xd;gjhk; tFg;G



**myF V: jkpo; ,yf;fzk;> Jizg;ghlg; nghUs; fw;gpj;jy;** (L.8, T.2, P.3)

jkpNohtpak; - jkpo;tpL J}J - tsUk; nry;tk; - ePhpd;wp mikahJ cyF - gl;l kuk;  
- nghpa Guhzk; njhlH ,yf;fzk; - Jiz tpidfs; - ty;ypdk; kpFk; ,lq;fs; - typ kpfh ,lq;fs;  
- xd;gjhk; tFg;G

**nra;Kiw gapw;rpfs;**

1. xd;gjhk; tFg;G ghLE}ypy; nra;As; gFjpapYs;s mzpfsj; njhFj;J vOJf.
2. xd;gjhk; tFg;G ghLE}ypy; nra;As; gFjp xd;iwf; fhL;rpq;gLj;Jf.
3. GJf;ftpQHfisg; gw;wpj; njhFj;J vOJf. (xd;gjhk; tFg;G ghLE}y; Mrphpah;fs; kl;Lk;)
4. tpdhtq;fp xd;W jahh; nra;f.
5. tpdhj;jhs; tbtikg;Gj; jpl;lk; xd;iwj;jahH nra;f.

**ghh;it E}y;fs;**

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### **Course XIII: Computer Science Education - II**

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

**Sub. Code : BPC2**

#### **Objectives:**

#### **The prospective teacher**

1. analyses the uses of computers in Education.
2. applies the methods and techniques of evaluation in teaching computer science.
3. grasps the use of computer science textbook.
4. understands the concepts of C++.
5. knows the applications of computer science.

#### **Unit I: Computers in Education (L.5, T.2, P.3)**

Use of Computers in Education - Role of Computers in Educational Planning and Administrative Planning - Computers in Open Learning

#### **Unit II: Evaluation in Computer Science (L.12, T.2, P.3)**

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

#### **Unit III: Computer Science Textbooks (L.10, T.2, P.3)**

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

#### **Unit IV: Computer technology and C++ (Standard - XI, Vol. II) (L.10, T.2, P.3)**

Computer ethics and Cyber security - Tamil computing - Introduction to Windows 10 - Windows 10 explorer - Introduction to C++ - Flow of control - Functions - Arrays and Structures - Classes and Objects - Polymorphism - Inheritance

#### **Unit V: Applications of Computer Science (Standard – XI, Vol. II) (L.13, T.2, P.3)**

Introduction to Internet and Email - HTML: Structural Tags, Formatting text, Creating Tables, List and Links - Adding multimedia elements and Forms - Cascading Style Sheets (CSS) - Introduction to JavaScript - Control Structure in JavaScript - JavaScript Functions

#### **Practicum**

1. Create your own blog and post learning materials for your students.

2. Develop a simple website using HTML and CSS.
3. Write a report on the difference between JavaScript functions and C++ functions.
4. Validate a student personal form using JavaScript functions.
5. Write a report on the initiatives of UNESCO for computer literacy.

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## Course XIII: 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 knowledge of modern approach in Mathematics Education.
3. develops the skill in writing Visual Basic programs.
4. develops the competencies in Geometric representations.
5. masters the competencies in the pedagogical analysis of content of various branches of mathematics.

#### Unit I: Historical Developments in Mathematics (L.9, T.2, P.3)

Historical development of notations and number systems (Egyptians, Babylonians, Chinese, Greeks, Romans, Mayans, Hindu-Arabic System) - Biography and contributions of Indian and Western mathematicians: Aryabhata, Bhaskaracharya, Ramanujam, Euler, Euclid, Pythagoras

#### Unit II: Technology and modern approaches in Mathematics Education (L.12, T.2, P.3)

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 (L.13, T.2, P.3)

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

#### Unit IV: Matrix and Geometry (L.9, T.2, P.3)

Matrices: Types, operations, properties of matrix multiplication - Co-ordinate geometry: Midpoint of line segment, centroid of triangle, area of triangle, colinearity of 3 points, area of quadrilateral - Algebra: System of linear equation in two numbers (Elimination method, Cross multiplication method), quadratic polynomials, synthetic division

## Unit V: Life Mathematics (L.7, T.2, P.3)

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 booklet on puzzles in Mathematics.
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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## Course XIII: Physical Science Education - II

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

**Sub. Code : BPP2**

### **Objectives:**

#### **The prospective teacher**

1. acquires knowledge about the fundamentals of Physics and Chemistry at Secondary level.
2. analyses the recent trends in Physical Science Education.
3. organizes different co-curricular activities in Science.
4. appreciates the contribution of Eminent Scientists in the field of Physics and Chemistry.
5. appreciates the various resources for teaching Physical science.

#### **Unit I: Contribution of Scientists and Recent Trends in Physical Science Education**

(L.14, T.2, P.3)

Einstein - Sir Issac Newton - Mendeleev - Sir C.V. Raman - Homi Jehangir Bhaba - A.P.J. Abdul Kalam - Emerging Branches of Science: Bio-Technology – Nano-Technology - Chemo-Informatics - Geo-Informatics - Information Technology

#### **Unit II: Resources for Teaching Physical Science (L.13, T.2, P.3)**

Visual Resources: Pictures - Flashcard - Charts - Posters - Models - ICT Resources: Television - Internet - Multimedia - Smart Classroom - Science Textbook: Qualities of a Good Science Textbook - Criteria for Evaluation of Science Textbooks - Science Library: Values - Journals and Other Resource Materials in Physical Science Education

#### **Unit III: Co-curricular activities in Physical Science (L.7, T.2, P.3)**

Co-curricular Activities: Need and Importance - Science Club: Need, Importance, Aims and Objectives, Types and Organization - Science Exhibition and Fair: Importance and Values, Organization - Field Trip: Values, Organization - Improvisation of Apparatus: Need, Characteristics, Process of Development, Significance - Action Research: Meaning, Definition, Objectives, Steps and Advantages

#### **Unit IV: Fundamentals of Physics (L.7, T.2, P.3)**

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

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

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

## Practicum

1. Prepare a digital album on the life and contribution of a scientist.
2. Organize science club and prepare a report.
3. Prepare a report on your action research.
4. Conduct a discussion (select two topics from unit I or II) and prepare a report.
5. Prepare a report by reviewing a science textbook (Standard VII or IX).

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## Course XIII: Biological Science Education - II

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

**Sub. Code : BPB2**

### **Objectives:**

#### **The prospective teacher**

1. understands various biologists and their contributions.
2. develops skills in making aids, preparing instructional materials and using audio visual aids.
3. comprehends the importance of textbooks in the teaching-learning process.
4. knows various organ systems in animals.
5. acquires the knowledge related to economic biology.

#### **Unit I: Biologists and Learning Resources in Biological Science (L.12, T.2, P.3)**

The great Biologists: Louis Pasteur, Charles Darwin, Gregor Mendal, 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 (L.8, T.2, P.3)**

Projected aids - Audio visual aids - Audio video players - CDs - Liquid Crystal Display (LCD), Radio and TV (Broad Cast and Telecast) - Interactive White Board (IWB) and E-devices - Document reader - Non projected aids: Charts, models (Static and working), flash cards, pictures, different types board, flannel, magnetic and bulletin boards - Exhibits - Improvised aids

#### **Unit III: Curricular and Co-curricular Activities (L.12, T.2, P.3)**

Reading materials - Library - Textbooks: Characteristics, need and importance - Journals - Magazines - Curricular activities: Debate, discussion, drama, poster making on issues related to Biology - Organizing events on specific day: World Earth day – World Environmental day - International Forest Day - International day for the preservation of the Ozone layer - Role of a teacher in organizing curricular activities - Co-curricular activities: Need and importance - Museum: Importance and 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: Plant Physiology and Organ Systems in Animals (Standard - IX) (L.8, T.2, P.3)**

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



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

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

### Practicum

1. Write the life history and contributions of any two Nobel prize winners in Biological Science.
2. Visit a dairy farm and prepare a report.
3. Collect and preserve Biological specimens.
4. Prepare a Herbarium.
5. Organize a field trip and prepare nature album.

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## Course XIII: History Education - II

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

**Sub. Code : BPH2**

### **Objectives:**

#### **The prospective teacher**

1. gets 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 (L.10, T.2, P.5)**

Audio visual aids: Meaning, characteristics, principles and importance - Traditional and modern aids: Black board, text book, Radio, TV, Computer, Internet, Powerpoint presentation, Motion pictures, Maps, Charts, Time lines, Models, Cut-outs, Pictures, Atlas and Globe

#### **Unit II: Recent Trends in Teaching-Learning History (L.10, T.2, P.3)**

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 - Difficulties in learning of History

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

Evaluation: Meaning, need, importance, 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: Man and Environment (Standard-IX) (L.9, T.2, P.2)**

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

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

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

### **Practicum**

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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## Course XIV: 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 (L.10, T.2, P.3)**

Aims and 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 (TPR)

#### **Unit II: Approaches in English Language Teaching (L.10, T.2, P.3)**

Structural approach: Features - Word order, inflexions, structural and content words, principles, types of structures, criteria for the selection of structures, teaching of structures - Oral method and situational method, drilling of structures using substitution table, evaluation - 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 (L.8, T.2, P.3)**

Audio-visual aids - Blackboard: Guidelines for usage and writing, do's and don'ts on the blackboard - 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) (L.8, T.2, P.3)**

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

#### **Unit V: Teaching the Grammatical Content of English - II (Standard - VIII) (L.14, T.2, P.3)**

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.

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## Course XIV: nghJj;jkpo; - II

B.Ed. : Sem. II

Sub. Code : BPGT2

Nehf;fq;fs;:

Mrphpa khzth;

1. jkpo; nra;As; ghlg;ngHUs; fw;gpf;Fk; gy;NtW Kiwfis mwpe;J nfhs;fpwhH.
2. jkpo; ciueilf; fUj;Jf;fis mwpe;J nfhs;fpwhH.
3. tpOkq;fis mwpe;J nfhs;fpwhH.
4. Kj;jkpo; tsHr;rp epiyfis mwpe;J nfhs;fpwhH.
5. ghlj;jpl;lk; jahhpj;jy; cj;jpfs mwpe;J nfhs;fpwhH.

myF I: ghlj;;jpl;lk; mikg;gjw;fhd Nfhl;ghLfs; (L.8, T.2, P.3)

ghlf;Fwpg;G - ,d;wpaikahik - ed;ikfs; - MrphpaH kdjpw; nfhs;s Ntz;bad - ghlf;Fwpg;Gj; jahhpj;jy;: nra;As; - ciueil - ,yf;fzk; - Jizg;ghlk; - fl;Liu vOjg; gapw;rp - ghlj;jpl;l;j;pw;Fk;> MrphpaH fw;gpj;jy; Fwpg;gpw;FKs;s NtWghLfs; - fbjk;: tiffs;> ghlj;jpl;lk;

myF II: Kj;jkpo; tsh;r;rp epiy (L.18, T.2, P.3)

,ay; jkpo;: ,yf;fpak; tpsf;fk;> kuG> GJf;ftpij> ftpij Nkdhl;lhh;> jkpowpQh;fs; jUk; tpsf;fk; - fw;gid - tiffs; - czh;r;rp - tbtK; - ghLg;ngHUs; - cs;Siw ctkk; - ,iwr;rp - nra;As; eyk; ghuhl;ly; - ,irj;jkpo;: njhy;fhg;gpak;> rpyg;gjpfhuj;jpy; fhzg;gLk; ,irf;Fwpg;Gfs;;> Njthu ,irf;\$Wfs;> gpw;fhy tsh;r;rp epiy - ehlfj;jkpo;: Njhw;wk;> tsh;r;rp> rpyg;gjpfhuj;jpy; fhzg;gLk; ehlf; nra;jpfs;> nra;Ais ehlfkhf;fpf; fw;gpj;jy;> ehlf cj;jpfs;> ehlf tiffs;

myF III: jkpo; nkhopAk; tpOkf;Nfhl;LghLfs; (L.8, T.2, P.3)

tpOkf; fy;tp: Nehf;fq;fs;> tiffs;> MrphpaH gq;F> Njitfs; - Njrpa; fy;tp Muha;r;rp kw;Wk; gapw;rp FO ghpe;Jiuf;Fk; tpOkq;fs;> jkpo; ,yf;fpaj;jpy; rq;f fhy Kjy; gf;jp ,yf;fpa fhyk; tiu fhzg;ngWk; tpOkq;fs;

myF IV: nra;As;> ciueilg; ghlg;ngHUs; fw;gpj;jy; (L.8, T.2, P.3)

mwptpay; Mj;jpR+b - mwptpay; Ms;Nthk; - fzapdpd; ez;gd; - xsp gpwe;jJ - nkhop Kjy; vOj;Jfs; - ,Wjp vOj;Jfs; - %Jiu - Jd;gk; nty;Yk; fy;tp - fy;tp fz; jpwe;jtH - E}yfk; Nehf;fp - ,d vOj;Jfs; - Mwhk; tFg;G

myF V: ,yf;fzk;> Jizg;ghlg; ngHUs; fw;gpj;jy; (L.8, T.2, P.3)

,d;gj;jkpo; - jkpo;f;Fk;gp - tsHjkpo; - fdT gypj;jJ - jkpo; vz;fspd; tif -njhif - rpyg;gjpfhuk; - fhzpepyk; - rpwfpd; Xir - fpotDk; flYk; - KjnyOj;Jk; rhHngOj;Jk; - jpUf;Fws; - Mwhk; tFg;G

nra;Kiw gapw;rp

1. kjpg;Gf;fy;tp jUk; rpW fij xd;W vOJf.
2. Jizg;ghlk; xd;wpid ehlfkhf khw;wp vOJf.
3. ,yf;fpaeak; ghuhl;ly; xd;W vOJf.

4. gonkhopfisj; njhFj;J vOJf.
5. fbjk; xd;wpw;Fg; ghlf;Fwpg;Gj;jahh; nra;f.  
ghh;it E}y;fs;

1. muq;frhkp> G+. (2006). *jkpo; nkhop fw;gpj;jy;*. kJiu: khepyh gjpg;gfk;.
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3. MWKfehtyH. (2004). *ed;D}y; fhz;bif ciu nrhy;yjpfhuk;*. nrd;id: Ky;iy epiyak;.
4. MWKfehtyH. (2004). *ed;D}y; fhz;bif ciu vOj;jjpfhuk;*. nrd;id: Ky;iy epiyak;.
5. fzgjp> t. & re;jpufh uh[; Nkhfd;. (1992). *ew;wkpo; fw;gpf;Fk; Kiwfs;*. nrd;id: rhe;jh gjpg;gfk;.
6. fzgjp> tp. (2010). *ew;wkpo; fw;gpf;Fk; Kiwfs;*. nrd;id: rhe;jh gjpg;gfk;.
7. fzgjp> tp. & n[auhkd;> G+. (2005). *ew;wkpo; fw;gpf;Fk; Kiwfs; gFjp - 2.* nrd;id: rhe;jh gjpg;gfk;.
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12. jpUKUfd;> ,uh. *Vopir vz;zq;fs;*. nrd;id: kzpthrfk; gjpg;gfk;.
13. *GypA+H Nfrpfd; ciu njhy;fhg;gpak;*. nrd;id: ghhp epiyak;.
15. nghpaz;zd;> Nfh. (2016). *jkpo;nkhop fw;gpj;jypy; Gjpa mZFKiwfs;*. nrd;id: tdpjh gjpg;gfk;.
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## Course XV: Physical and Health Education

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

**Sub. Code : BEPH**

### **Objectives:**

#### **The prospective teacher**

1. gains scientific knowledge of various parts of human body
2. knows the rules and regulations of sports and games.
3. acquires knowledge of health and safety education
4. obtains the information about 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 (L.5, T.2, P.2)**

Anatomy and Physiology: Meaning and definition - Classification of bones - Systems of the human body - 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 (L.5, T.2, P.2)**

Dimensions of the play field, fundamental skills, rules and regulations: Badminton, Basketball, Football, Hockey, Kabaddi, Volleyball - Track and Field (400 metres, Long Jump, shot put, Javelin throw and 4X100 metres relay)

#### **Unit III: Health and Nutritional Diet (L.8, T.2, P.2)**

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 for the growing children

#### **Unit IV: Managing Health Disorders and Sports Trauma (L.6, T.2, P.2)**

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 - first aid

#### **Unit V: Yoga for Healthy Life (L.6, T.2, P.2)**

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 power point presentation on any one of the topic from the above units.

### **References**

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## Course XV: 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 (L.5, T.2, P.2)**

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 (L.6, T.2, P.2)**

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 (L.6, T.2, P.2)**

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 (L.6, T.2, P.2)**

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 (L.7, T.2, P.2)**

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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## Course XV: 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.
5. becomes familiar with the ICT applications in libraries.

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

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

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

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

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

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

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

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

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

Library Automation: OPAC, Library Software: KOHA - Library Networks: DELNET and NISSAT - RFID Technology in Libraries: 2CQR - Consortia: UGC-N-List Consortium - e-Shodhsindu - 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.

## References

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17. *KOHA Library Software* - <https://koha-community.org/en/>
18. *National Digital Library of India* - <https://ndl.iitkgp.ac.in/>
19. *Society for the Advancement of Library and Information Science* – [www.salis.in](http://www.salis.in)
20. *UGC N-List Consortium* - <http://nlist.inflibnet.ac.in/>

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## Course XVI: Strengthening English Language Proficiency - II

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

**Sub. Code: BES2**

### **Objectives:**

#### **The prospective teacher**

1. understands spoken English in a variety of situations and responds appropriately.
2. lays stress on the right syllable in a word/right words in a sentence.
3. uses correct intonation in speaking.
4. uses pause meaningfully.
5. communicates English appropriately in academic, social and business contexts.

#### **Communicative Function in Focus (50 hours)**

##### **Unit I: Making and responding to requests (L.2, P.8)**

How polite requests are made - use of conditional clauses to indicate willingness or prediction - making requests in a social environment - using rising tone to ask for a favour or to make requests - using falling tone while responding to requests - speaking on a given topic for two minutes - discussing a topic with a partner - participating in spontaneous spoken discourse in familiar situations

##### **Unit II: Seeking permission (L.2, P.8)**

Making short conversations using the right tone-using correct tones for seeking permission in formal, semi-formal or informal situations - presenting an oral report on a project - use of one-word adverbs - use of approximations - Request "X" to be the chief guest of the event - request for permission to meet him formally-work with a partner making and accepting offers.

##### **Unit III: Expressing and asking for opinion (L.2, P.8)**

Expressions: to express sarcasm, lack of enthusiasm, criticism, disappointment- to show enthusiasm, agreement, surprise - to accept offer - to decline offer (using falling tone) - expressions to ask for opinions in formal situations - Role play conversations with your partner - speak on any topic like: (i) Describe the village you live in, (ii) describe an old person you like and respect, (iii) describe an electronic equipment that you have.

##### **Unit IV: Making suggestions (L.2, P.8)**

How to express opinion on something that has been said or done( to express surprise) - giving appropriate responses - presenting an argument in favour of/against a topic - polite suggestions using phrases - distinction between making suggestions and giving advice - engage in a conversation suggesting how things can be done. Take turns for role-play. Make suggestions by way of responses to your partner's questions. Argument for or against: (i) Money alone does not make one happy, (ii) it is talent and not hard work that leads to success.

## **Unit V: Expressing possibility or probability (L.2, P.8)**

Talking about possibilities that may emerge from situations - to indicate that you agree or have understood something - difference in the use of probably and likely - how to show one's interest or to encourage the speaker to continue - Talk for two minutes on any one of the topics: (i) What would you do if you were given a chance to put the clock back? (ii) What would you do if you found a wallet with lots of money but no name or address in it? (iii) What would you do if you were suddenly transferred to a state of strange language?

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## **Semester IV**

### **Course XVII: 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 (L.6, T.2, P.3)**

Curriculum: Meaning and definition - Syllabus: Meaning and Definition - Changing concept of curriculum - Components of curriculum - Difference between syllabus and curriculum

##### **Unit II: Curriculum Determinants and Consideration (L.12, T.2, P.3)**

Determinants of curriculum making: Philosophical, sociological, psychological, scientific and political - Considerations in curriculum development at the school level: Teaching Learning process, environment, school, community, and societal needs - Curriculum and cultural heritage – National Curriculum Framework (2009)

##### **Unit III: Curriculum Development (L.12, T.2, P.3)**

Introduction - Curriculum design: Vertical and Horizontal organization - ABC of curriculum design - Major categories of curriculum Design: Subject-centred, Learner-centred, Broad Field, Social problem, 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 as the Site of Curriculum Engagement (L.10, T.2, P.3)**

Meaning and definition of school - Need and importance of school - Role of school philosophy and administration in creating a context for implementation of curriculum: Available infrastructure, curricular sites and resources, school culture, climate and environment as the context for teacher's work

##### **Unit V: Curriculum Implementation and Evaluation (L.10, T.2, P.3)**

Curriculum Construction - Curriculum Transaction - Learners at the center of the curriculum transaction - Teachers as curriculum developers and implementers - Role of stakeholders in curriculum Development and implementation: Community, parents, alumni and other stakeholders - Process of curriculum evaluation - Models of curriculum

evaluation: Bradley's Effectiveness Model, Tyler's Objectives-centred Model, Stufflebeam's CIPP Model, Scriven's Goal-free Model, Stake's Responsive Model and Eisner's Connoisseurship Model - Curriculum Analysis (Standard (IX))

### Practicum

1. Prepare a report on the community resources available for implementation of curriculum.
2. Prepare a report on the role of SERT in curriculum development in Tamil Nadu.
3. Prepare a report on the activities of board of studies and academic council of your college/university.
4. Prepare a report by interviewing a school headmaster about the existing school curriculum.
5. Prepare a report on the merits and demerits of the curriculum followed in state board schools of Tamil Nadu.

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## Course XVIII: School Management

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

**Sub. Code: BESM**

### **Objectives:**

#### **The prospective teacher**

1. understands the concept of 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: Introduction to Management (L.4, T.2, P.2)**

Management: Meaning, Definition, Objectives and Principles - Functions: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCoRB) - Educational Management: Meaning, Definition and Components

#### **Unit II: School and Classroom Management (L.5, T.2, P.2)**

School Management: Meaning, Definition, Aims, Objectives, Characteristics, Principles, Scope and Process - 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 Physical Resources (L.6, T.2, P.2)**

School Plant: Meaning, Importance, Location, Design, Constructions and Maintenance - Components: School Office, Library, Classrooms, Staff Room, Laboratory, Play Ground, Indoor Auditorium, Assembly Hall - Art and Craft Room - Music Room - School Clinic/Sick Room - School Farm - Hostel - School Exhibition and Museum - School Records and Registers: Need, Importance, Types and Modes of Keeping Records - Important School Records - Educational Management Information System (EMIS)

#### **Unit IV: Management of Human Resources (L.8, T.2, P.2)**

Headmaster/Principal: Qualification, Qualities, Duties and Responsibilities, Relationship with Teachers, Students, Parents and Community - Demands made on the Headmaster/Principal in the Society - Teachers: Qualification and Qualities, Duties and Responsibilities, Relationship with Headmaster/Principal, Colleagues, Students and Community - Role of Headmaster/Principal and Teachers in Guidance and Motivation - Supervision and Inspection: Meaning, Aims, Qualities of an Effective Supervision - Types and Qualities of Supervisor - Difference between Supervision and Inspection - Student Welfare Services: Meaning, Types and Need

## **Unit V: Management of Financial Resources and Total Quality Management (TQM)**

(L.7, T.2, P.2)

Financial Resources: Meaning, Principles, Administration, Sources and Expenditure - Educational Grants - Budget: Meaning, Types, Preparation and Process - 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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## Course XIX: 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 (L.10, T.2, P.3)

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

#### Unit II: Intrapersonal Soft Skills (L.12, T.2, P.3)

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

#### Unit III: Interpersonal Soft Skills (L.11, T.2, P.3)

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

#### Unit IV: CAST Skills (L.9, T.2, P.3)

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

#### Unit V: Skills for Teachers (L.8, T.2, P.3)

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

## Practicum

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 group activity to train assertive skills.
5. Write an assignment on developing rational beliefs.

## References

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## Course XX: Special English Education - IV

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

**Sub. Code : BPE4**

### **Objectives:**

#### **The prospective teacher**

1. analyses State Board and CBSE ELT Curriculum.
2. acquires the knowledge of phonetics and linguistics.
3. comprehends expressions of concepts in English.
4. develops the skills of classroom English.
5. becomes competent in remedial English teaching.

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

Definition - Principles of curriculum development - steps of curriculum construction - Contents in ELT curriculum - Types of ELT curriculum - Analysis of State Board and CBSE curriculum. - Action research: concept, steps and advantages - action research in ELT

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

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 - 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 Tamil Nadu state board English textbook - Stress: Meaning, primary and secondary stress, word stress and sentence stress - Intonation: Meaning and types: Falling, Rising, Falling-rising and Rising-falling - Usage - Intonation marking

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

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



#### **Unit IV: Expressions of Concepts in English (L.8, T.2, P.3)**

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

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

#### **Practicum**

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

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Course XX: rpwg;Gj;jkpo; - IV

B.Ed. : Sem. IV

Sub. Code : BPT4

Nehf;fq;fs;:

Mrphpa khzth;

1. fiyj;jpl;l;jpy; jha;nkhop ngWkplk; gw;wp mwpe;J nfhs;fpwhh;.
2. nkhopapay; Nfhl;ghLfis mwpe;J nfhs;fpwhh;.
3. nkhopapd; gy;NtW tsh;r;rp epiyfs; gw;wp mwpe;J nfhs;fpwhh;.
4. tFg;giwj;jpwd;fis Nkk;gLj;Jjy; czHe;J gapw;rp ngWfpwhh;.
5. jkpo; tshj;j nghpatHfs; kw;Wk; fpwpj;JtHfs; jkpo;g;gzpia mwpe;J nfhs;fpwhh;.

myF I: fiyj;jpl;l;jpy; jha;nkhop ngWkplk; (L.14, T.2, P.3)

fiyj;jpl;lk; - fy;tpapd; Nehf;fk;> Njrpaf;fy;tpf;nfhs;if> Nehf;fq;fs;> Fwfp;Nfhs;fs;> ghpe;Jiufs; - fiyj;jpl;l;jpy; jha;nkhopapd; ,lk;> fiyj;jpl;lk; cUthf;Ftjpy; mbg;gil nfhs;iffs; - fiyj;jpl;l;jpw;Fk; ghlj;jpl;l;jpw;FKs;s NtWghLfs;

myF II: nkhopapay; Nfhl;ghL (L.14, T.2, P.3)

nkhopj;Njhw;w nfhs;iffs;> xyp nkhopahjy;> jkpo; xypfspd; gpwg;G> Ngr;R cWg;GfSk; nray;ghLfSk;> xypadpay; xypad;fisf; fz;lwptjw;Fj; JizGhpAk; nfhs;iffs;> gpwg;G mbg;gilapy; capnuhypfs;> nka;nahypfs;

myF III: nkhopapd; gy;NtW tsh;r;rp epiyfs; (L.8, T.2, P.3)

nkhopngah;g;G: tpsf;fk;> Nehf;fq;fs;> tiffs;> rpf;fy;fs;> ed;ikfs;> nkhopngah;f;Fk; NghJ filg;gpbf;f Ntz;bait - mwptpay; jkpo;: mwptpay; jkpo; Kj;ikg; ngw nra;a Ntz;Ltd> Mf;f topKiwfs; - jkpo; Ml;rp nkhop ePjp kd;w nkhopaha; nray;gLtjhy; Vw;gLk; gad;fs; - gpwnkhopr;nrhw;fs;

myF IV: tFg;giwj;jpwd;fis Nkk;gLj;Jjy; (L.8, T.2, P.3)

,yf;fpa fofq;fspd; mikg;Gk; nray;KiwAk;> gad;fs; - vOj;jhw;wiy tsh;j;jy;: gs;sp ,jo;> ifnaOj;J ,jo;fs; jahhpj;jy;> gilg;ghw;wy; tsh;f;f cjTk; R+oy;> gilg;ghw;wy; tbtck;> jiyg;Gj;jUjy;> Fwpg;Gj;jUjy;> Kbit khw;wpj; jUjy;

myF V: jkpo; tshj;j rhd;NwhHfs; (L.6, T.2, P.3)

ckWg;GytH> tPukhKdpth;> lhf;lh; fhy;Lnty;> [p.A. Nghg;> NjtNeag; ghthzH> GJikg;gpj;jd;> tujuhrdhH> fp. ,uh[ehuhazd;> n[afhe;jd;> mg;Jy; uFkhd;> m. Y}h;Jrhkp> Nr.r.

nra;Kiw gapw;rpfs;

1. rq;f ,yf;fpag; ghly; xd;wpid ehlfkhf;Ff.

2. GJikg;gpj;jd; rpWfijfSs; xd;wpid ehlfkhf vOJf.
3. ifnaOj;Jg; gpujp xd;wpid cUthf;Ff.
4. ciur;rpj;jpuk; xd;W vOJf.
5. VNjDk; xU ,yf;fpa E}y; gw;wpj; jpwdha;T fl;Liu vOJf.

**ghh;it E}y;fs;**

1. fzgjp> t. & re;jpufh uh[; Nkhfd;. (1992). ew;wkpo; fw;gpf;Fk; Kiwfs;. nrd;id: rhe;jh gjpg;gfk;.
2. fzgjp> tp. & n[auhkd;> G+. (2005). ew;wkpo; fw;gpf;Fk; Kiwfs; - gFjp 2. nrd;id: rhe;jh gjpg;gfk;.
3. fiyr;nry;tp> nt. (2007). fy;tpapay; jkpo; fw;gpj;jy;. <NuhL: rQ;rPt; ntspaPL.
4. fiyr;nry;tp> nt. (2009). fy;tpapay; rpwg;Gj; jkpo;. <NuhL: rQ;rPt; ntspaPL.
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6. rPdpthrd;> uh. (2005). nkhopapay;. nrd;id: Ky;iy epiyak;.
7. Rg;Gnul;bahH> e. (2000). ew;wkpo; gapw;W Kiw. rpjk;guk;: nka;ag;gd; jkpoha;tfk;.
8. Qhdrk;ge;jd;> m.r. (2004). ,yf;fpa fiy. nrd;id: njd;dpe;jpa irt rpe;jhe;j E}w; gjpg;G.
9. jkpoz;zy;. (2000). jw;fhypf ,yf;fpa tuyhW. kJiu: kPdhl;rp gjpg;gfk;.
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12. kapiy Ntq;flrhkp> rPdp. (2003). fpwpj;jtKk; jkpOk;. nrd;id: tre;jh gjpg;gfk;.
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16. tujurhdhH> K. (2005). nkhop E}y;. nrd;id: ghhp epiyak;.
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## Course XX: Computer Science Education - IV

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

**Sub. Code : BPC4**

### **Objectives:**

#### **The prospective teacher**

1. understands the curriculum construction in computer science.
2. develops the specific qualities of a good teacher.
3. develops skill in preparing CBI courseware.
4. gains knowledge on various google apps in education.
5. understands the basic concepts of Python.

#### **Unit I: Curriculum Construction in Computer Science (L.8, T.2, P.3)**

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

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

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

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

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

#### **Unit IV: Problem solving techniques - (Std.-XII) and Google Apps for Education (L.12, T.2, P.3)**

Function - Data Abstraction - Scoping - Algorithmic Strategies - Google forms, Google groups, Google blogger, Google sites, Google Calendar – Implementation of the above tools in classroom teaching and assessment

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

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

### **Practicum**

1. Develop a courseware material for secondary curriculum.
2. Conduct peer assessment using any one online assessment tool. Evaluate the same using rubrics.

3. Conduct an online quiz for your classmets in the classroom.
4. Create a student database for complete reference.
5. Create a CSV address book using Python.

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## Course XX: Mathematics Education - IV

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

**Sub. Code : BPM4**

### **Objectives :**

#### **The prospective teacher**

1. analyses the mathematics curriculum at the secondary level.
2. applies the implication of learning theories in classroom situation.
3. develops the competencies in effective teaching.
4. acquires the knowledge of learning resources in Mathematics.
5. understands the techniques for teaching and learning Mathematics.

#### **Unit I: Curriculum Construction in Mathematics (L.8, T.2, P.3)**

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 (L.12, T.2, P.3)**

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: Developing Effectiveness in Mathematics Teaching (L.11, T.2, P.3)**

Managing individual differences - Developing speed and accuracy in Mathematics - Remedial measures for slow learners and the differently abled in the classroom - Qualities of a good teacher, professional growth and developing proficiency in Mathematics teaching

#### **Unit IV: Learning Resources in Mathematics (L.9, T.2, P.3)**

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: Techniques of Teaching and Learning Mathematics (L.10, T.2, P.3)**

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, Supervised study: Meaning, merits and limitations

#### **Practicum**

1. Organize a quiz competition in Mathematics.
2. Critically analyse the content of Standard X Mathematics textbook.
3. Organize a field trip and write a report based on it.



4. Analyze any article from a Mathematics Journal.
5. Prepare a list of books and equipments needed for a Mathematics library.

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## Course XX: Physical Science Education - IV

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

**Sub. Code : BPP4**

### **Objectives:**

#### **The prospective teacher**

1. acquires knowledge about the meaning, principles of curriculum and the various curricular improvement project.
2. understands various models of teaching Physical Science.
3. analyzes the emerging strategies in teaching Physical science.
4. provides opportunities to familiarize with the problems of organizing and maintaining a general science laboratory.
5. understands the various roles and responsibilities of Physical Science teacher.

#### **Unit I: Physical Science Curriculum (L.9, T.2, P.3)**

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

#### **Unit II: Models of Teaching Physical Science (L.7, T.2, P.3)**

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

#### **Unit III: Emerging Strategies for Teaching Physical Science (L.12, T.2, P.3)**

Co-operative Learning - Types and Methods - Brain-Based Learning - Collaborative Learning - Flipped Learning - Blended Learning - e-Learning, m-Learning: Advantages and Disadvantages

#### **Unit IV: Physical Science Laboratory (L.15, T.2, P.3)**

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

#### **Unit V: Physical Science Teacher (L.7, T.2, P.3)**

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

## Practicum

1. Prepare a plan for a Physical Science class using any one of the emerging strategies.
2. Develop an improvised apparatus that could be used in science laboratory.
3. Develop a lesson plan from standard VIII or IX based on models of teaching.
4. Prepare a multimedia package on any one content in Physical Science.
5. Prepare a laboratory instructional card (5 experiments).

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## Course XX: Biological Science Education - IV

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

**Sub. Code : BPB4**

### **Objectives:**

#### **The prospective teacher**

1. acquires the principles of curriculum construction.
2. knows different models of teaching biological science.
3. comprehends the special qualities of good biological science teacher.
4. knows about National Talent Search Scheme.
5. understands the recent trends in biological science.

#### **Unit I: Biological Science Curriculum (L.10, T. 2, P.3)**

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 II: Models of Teaching Biological Science (L.8, T. 2, P.3)**

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

#### **Unit III: Professional Development of Biology Teacher (L.12, T. 2, P.3)**

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

#### **Unit IV: National Talent Search Scheme (L.10, T. 2, P.3)**

Objectives - Eligibility - Procedure of selection for NTS scholarship - Value of scholarship - The follow-up programme of the Awardees - Summer schools for NTS scholars - Programme of summer schools - Sample test items - State Science Talent Search Programmes.

#### **Unit V: Recent Trends in Biological Science (L.10, T. 2, P.3)**

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

## Practicum

1. Prepare a report on your visit to a zoological park/botanical garden.
2. Prepare PowerPoint slides on models of teaching.
3. Prepare a questionnaire to evaluate the teaching competency of your peers.
4. Prepare a report on NTS scheme in India.
5. Prepare a report on genetic engineering technique.

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## Course XX: History Education - IV

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

**Sub. Code: BPH4**

### **Objectives:**

#### **The prospective teacher**

1. understands the principles of curriculum designing.
2. realizes the importance of resources and equipment in teaching History.
3. develops interest for professional growth and enrichment.
4. responds to the needs of various types of learners.
5. acquires practical knowledge about the recent trends in directing students' participation.

#### **Unit I: Curriculum Designing for History (L.12, T.2, P.3)**

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

#### **Unit II: Resources and Equipments (L.10, T.2, P.5)**

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

#### **Unit III: History Teacher (L.12, T.2, P.2)**

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 Learning needs of Students (L.10, T.2, P.3)**

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

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

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

### Practicum

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 events 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 close by museum.

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## Course XXI: 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 testing 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 (L.8, T.2, P.3)**

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 (L.12, T.2, P.3)**

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 - Listening activities - Dictation, reading for comprehension, listen and do, draw, repeat and answer activities, listening to radio, television, telephone call and writing the message - testing of listening - 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 - role of the teacher

#### **Unit III: Teaching, Developing and Testing of Reading and Writing Skill (L.10, T.2, P.3)**

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, sentence method and eclectic 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 (L.12, T.2, P.3)**

Psychological and linguistic principles of teaching English - Merits of skill based teaching - Difference between L1 and L2 teaching-learning process - Textbook: Need and functions of a text-book - Characteristics of a good textbook - Analysis of textbooks 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 (L.8, T.2, P.3)**

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 English reader of IX or X standard textbook.
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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Course XXI: nghJj;jkpo; - IV

B.Ed. : Sem. IV

Sub. Code : BPGT4

Nehf;fq;fs;:

Mrphpa khzth;

1. gz;ila> jw;fhy gapw;WKiwfis mwpe;J nfhs;fpwhH.
2. Gjpa mZF Kiwfis mwpe;J nfhs;fpwhH.
3. ghLE}ypd; jd;ikiag; gw;wp mwpe;J nfhs;fpwhH.
4. nkhopg;gapw;rpapd; ,d;wpaikahikia czh;e;J gapw;rpg; ngWfpwhH.
5. jkpo; fw;gpj;jypy; jfty; njhopy; El;gk; gw;wp mwpe;J nfhs;fpwhH.

myF I: gapw;WKiwfs; (L.14, T.2, P.3)

rq;ffhy jha;nkhop gapw;W Kiwfs; - nkhopahrphah;fs; mwpe;jpUf;f Ntz;ba mbg;gil tpjp> nkhopahrphah; jFjpf; > gz;Gfs;> gz;ila> jw;fhypf gapw;W Kiwf;Fs;s NtWghLfs; - gz;ila gapw;W Kiwapd; epiw> Fiwfs; - gapw;W Kiwapy; njhy;fhg;gpah; fUj;Jfs; - ed;D}yhh; fUj;Jfs; - E}y;fSk; mjd; tiffSk; - Mrphah;> khzth; jFjp> gz;G - fw;gpf;Fk; Kiw> khzth; Nfl;Fk; Kiw

myF II: fw;gpj;jypy; Gjpa mZF Kiwfs; (L.12, T.2, P.3)

FOKiwfs;: fpz;lh;fhh;ld; Kiw> tpsahl;L Kiw> nray;jpl;l Kiw> thHj;jhfy;tp Kiw> ebg;G Kiw tpsf;fq;fs; - epiwfs;> Fiwfs; - jdpKiwfs;: jdpj;gapw;rp Kiw> lhy;ld; jpl;lk;> khz;bNrhhpKiw> Nkw;ghHit gbg;G> fz;lwp Kiw tpsf;fq;fs;> epiwfs;> Fiwfs;

myF III: ghLE}Yk; jd;ikAk; (L.10, T.2, P.3)

ghLE}y;fs;: ey;ypay;Gfs;> rpwe;j ghl E}y; jahhpg;gpd; NghJ kdjpw;nfhs;s;j;f;fitfs; - ,yf;fpaj;jpwdha;T nfhs;iffs;: jpwdha;T Njh;wq;fs;> ,d;iwa jpwdha;T epiyfs;> tiffs;: tpsf;f Kiw> gilg;G topj; jpwdha;T - kuG top> tpjp Kiw> mofpay;> ghuhl;L> kjpg;gPl;L> tuyhw;W> xg;gPL> gFg;G> ,yf;fpa Ma;T newpKiwfs;

myF IV: gs;sp E}yfk; (L.6, T.2, P.3)

tFg;G E}yfk;> tFg;G E}yfq;fs;py; itg;gjw;fhd E}y; Njh;e;njLf;Fk; NghJ ftdj;jpy; nfhs;s;j;f;fitfs;> gs;sp E}yfk;> Nkw;Nfhs; E}yfk; - ghh;it E}y;fs;: epfz;Lfs;> mfuhjp> fiyf; fsQ;rpak;> mgpjhd rpe;jhkzp> nkhopahrphah flik

myF V: jkpo; fw;gpj;jypy; jfty; njhopy; El;gk; (L.8, T.2, P.3)

nkhopg;gapw;wha;T \$lk; mikg;G> gad; - fzdppj; jkpo;: fzdpp top nkhopf; fw;gpj;jy;> gad;fs; - ,yf;fz ,yf;fpak; fw;gpj;jy; - ,izak;: ,iza topf;fy;tp> jkpo; ,izaj;jpd; rpwg;G> jkpo; ,izag; gy;fiyf;fof Nehf;fk;> Fwfp;Nfhs; - nkhopf;fy;tp FWe;jfL - gy;Y}lfk; top jkpo; fw;gpj;jy;

### nra;Kiw gapw;rpfs;

1. xg;gilg;Gj;jhs; xd;W jahH nra;f.
2. nra;As; xd;wpw;F ,izajs xg;gPL jahh; nra;f.
3. thf;fpa tiffisr; rhd;Wld; vOJf.
4. fzdtp top ,yf;fz ,yf;fpak; rhHe;j ghlj;njhFg;G jahH nra;f.
5. nkhopg;gapw;wha;Tf;\$lk; gw;wp fl;Liu xd;W vOJf.

### ghh;it E}y;fs;

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7. fzgjp> tp. & n[auhkd;> G+. (2005). *ew;wkpo; fw;gpf;Fk; Kiwfs; - gFjp 2.* nrd;id: rhe;jh gjpg;gfk;.
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11. *GypA+H Nfrpfd; ciu njhy;fhg;gpak;*. nrd;id: ghhp epiyak;.
12. nghpaz;zd;> Nfh. (2016). *jkpo;nkhop fw;gpj;jypy; Gjpa mZFKiwfs;*. nrd;id: tdpjh gjpg;gfk;.
13. kPdh;rp Re;juk;> m. (2010). *jkpo; fw;gpj;jy; nghJj;jkpo;*. jpz;Lf;fy;: fht;ahkhyh gjpg;gfk;.
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## **Course XXII: Education of Exceptional Children**

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

**Sub. Code : BEEC**

### **Objectives:**

#### **The prospective teacher**

1. understands the concept of children with special needs.
2. identifies the problems of exceptional children.
3. cultivates new attitudes towards special children.
4. familiarizes with national declarations and educational schemes for exceptional children.
5. develops classroom strategies involving inclusive practices.

#### **Unit I: Exceptional Children (L.5, T.2, P.2)**

Exceptional Children: Definition, Characteristics, Needs and problems - Concept of impairment, disability and handicap by WHO - positive, negative and multiple exceptionalities - Growth and Development of Exceptional Children - influence of Heredity and Environment on Special children.

#### **Unit II: Physically, Intellectually and Socially Exceptional (L.7, T.2, P.2)**

Physically Exceptional: Ortho, Visual and Hearing - Their characteristics, causes and educational needs – Intellectually Exceptional: Gifted, Slow and Retarded - Characteristics, causes and educational needs - Dyslexia, Dyscalculia and Dysgraphia - Socially Disadvantaged on the basis of sex, language, religion, culture - Causes, problems and educational measures

#### **Unit III: Approaches and Perspectives (L.5, T.2, P.2)**

Tracing the history of education of exceptional children - Approaches of viewing Disabilities: Cross Disability Approach, 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 (L.7, T.2, P.2)**

The Persons With Disabilities Act (PWD Act) 1995 - The Rehabilitation Council of India Act (RCI,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 (L.6, T.2, P.2)**

Components of Inclusive Classrooms - 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 counsellor 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. Critically observe Resource Rooms in Inclusive schools. Submit your report and suggestions.
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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## Course XXII: Gender Issues in Education

B.Ed. : Sem. IV

Sub. Code: BEGI

### Objectives:

#### The prospective teacher

1. acquires knowledge about the core concepts of gender studies.
2. understands the major shift in gender studies.
3. learns the various theories on gender.
4. familiarizes with the gender issues in education.
5. comprehends the gender violence and their remedies.

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

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

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

Social reform movements in 19<sup>th</sup> Century in India - Gender inequality: Meaning and definition and causes - Gender inequality across the: Family, society, educational institutions and work place- Gender identity: Meaning, definition and role of teacher in identity formation

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

Theories: Functionalist, conflict, symbolic interaction and feminist - Schooling of girls - Empowerment of girl child - Gender issues in media - Objectification of women in Print media, TV, Cartoons and cinema

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

Gender issues: Text book, classroom practices and pedagogy - Gender based education and curriculum: Meaning and definition - Gender difference in text book - Role of teachers in maintaining gender equality in classroom

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

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

### Practicum

1. Prepare PowerPoint slides on any one of the topic from the above units.
2. Make posters on gender issues.
3. Suggest ways and means of improving the schooling of girls.
4. Take a survey on women issues of your locality.
5. Take a survey on gender violence of your locality.

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## Course XXIII: Vision of Education in India

B.Ed.: Sem. IV

Sub. Code: BCVE

### Objectives:

#### The prospective teacher

1. acquires knowledge about the historical development and vision of Indian education.
2. understands the relationship between society and education.
3. recognizes the issues and challenges of contemporary Indian schooling system.
4. comprehends the emerging global concerns on education.
5. knows the role of various educational agencies.

#### Unit I: Education in India (L.14, T.2, P.3)

Aims and Objectives of Education at National Level - Vision of Indian Education at Different Levels - Vision of Sri Aurobindo Ghosh - Vision 2020 of Dr. A.P.J. Abdul Kalam and Vision 2023 of Tamil Nadu Government

#### Unit II: Indian Society and Education (L.6, T.2, P.3)

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

#### Unit III: Contemporary Indian Schooling: Concerns and Issues (L.10, T.2, P.3)

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

#### Unit IV: Emerging Global Concerns and Education (L.6, T.2, P.3)

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

#### Unit V: Educational Agencies and Schemes (L.14, T.2, P.3)

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

### 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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## Course XXIII: Peace Education

B.Ed. : Sem. IV

Sub. Code : BEPE

### Objectives:

#### The prospective teacher

1. understands the concept of peace education.
2. acquires the knowledge about integration of peace education in curriculum.
3. familiarizes the nature of conflicts and their resolutions.
4. realises the significance of values of different personalities.
5. imbibes the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace.

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

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

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

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

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

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

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

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

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

Ecological thinking and respects for life (age 8-12) - Tolerance and respect for human rights (age between 11-16) - Critical thinking and active non-violence (age 12+) - Social justice and civic responsibility (age 14+) - Leadership and global citizenship (age 16+) knowledge, attitude and skills to be learnt in each of them - Classroom activities

### Practicum

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

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## Course XXIV: Strengthening English Language Proficiency - III

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

**Sub. Code: BES3**

### **Objectives:**

#### **The prospective teacher**

1. communicates in English with confidence at any situation.
2. faces native speakers with courage.
3. adopts interactive approach.
4. develops the communication skills in a graded manner based on international framework of learning.
5. prepares themselves in tasks for assessment.

#### **Communicative Function in Focus (25 hours)**

##### **Unit I: Making Logical Deductions (L.2, P.5)**

Through investigations - imagining what may have happened and responding - based on the information available - words and phrases (attention to the tone) - Speak on the topic for two minutes: (i) The final exam question paper has leaked. Think of the possible reasons that could have led this. (ii) A shop in your neighbourhood was gutted in a fire accident. What do you think may have happened? (iii) You come home and find that all the plants have been uprooted and the flowers are missing. What do you think might have happened?

##### **Unit II: Complaining and Apologizing (L.2, P.4)**

Complaining about something - using a rising tone for making apologies - expressions accepting an apology - phrases used while complaining - expressions for apologizing - offering solution to the problem caused - some action that needs to be taken - Speak on any one of the topic: (i) You have broken the window of your neighbour's house while playing cricket. Apologize to them. (ii) The street near your school is full of potholes. Complain to the corporation

##### **Unit III: Advising Someone (not) To Do Something (L.1, P.3)**

To give advice in a particular situation - questions to give instructions - negative yes/no questions - positive yes/no questions - phrases to start advise - Work with your partner - What advice would you give in these situations (i) I am worried that I'm getting fat. (ii) I hate mathematics. My parents want me to study engineering

##### **Unit IV: Expressing Obligation (L.1, P.3)**

To ask a question and suggest a possible answer before the listener replies - using a falling tone while expressing obligation - Phrases to express obligation - Speak on the topic for two minutes: (i) On Your birthday, a poor friend gives you an expensive gift. (ii) Anish was standing in a queue at the bank. One person tried to jump the queue. Anish created a scene there

### **Unit V: Making offers (L.1, P.3)**

Making offers in formal, semi-formal, informal situations - making announcements - accepting offers to sound serious and genuine - expression declining offers - making offers with elders, strangers, people in authority - Talk for two minutes: (i) Describe a time when you had offered to help someone (ii) Describe a time when a stranger had offered to help you

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