LADY WILLINGDON INSTITUTE OF ADVANCED STUDY IN EDUCATION
(AUTONOMOUS)
(Affiliated to Tamil Nadu Teachers Education University)

Syllabus for
B.Ed. Degree Programme

To be effective from the academic year 2021 – 2024
(Revised -2022)

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LADY WILLINGDON INSTITUTE OF ADVANCED STUDY INEDUCATION (AUTONOMOUS)

DEGREE OF BACHELOR OF EDUCATION (B.Ed.)

VISION

To be constructive, creative and committed teaching personnel with due teaching accountability.

MISSION

It is our mission to create in everyone an ideal teacher who is ready for creating good prospective teachers with commitment with awareness towards good citizenship for regional, national and global peace consciousness and progress.

PROGRAMME OUTCOMES

PO1 - Enhance Teaching Competencies and Professional Ethics.
PO2 – Design and Develop of Innovative Teaching and Learning Strategies
PO3 – Implement Assessment and Evaluation Techniques.
PO4 - Develop Expertise in Using TLM and ICT.
PO5 – Apply Reflective Practices.
PO6 – Develop Physical and Psychological skills.
PO7 – Get Acquaintance / Familiarized about Educational agencies and Philosophies.
PO8 – Strengthen Communication Competencies
PO9 – Create Environmental Sustainability and Social Sensitivity

ELIGIBILITY FOR ADMISSION TO THE B.Ed PROGRAMME AS PER THE SINGLE WINDOW COUNSELLING

(i) The candidates should have undergone 10+2+3(15) or 11+1+3(15) pattern of study and passed the qualifying examination conducted by the respective State Board or CBSE or any other recognized Board of Education / Examination and UG Degree Examination of the UGC recognized Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary / Higher Secondary Education level.

(ii) Candidates, who have passed the UG or PG Degree under Open University System without qualifying in 11 years SSLC Examination and one year of Pre University Course (P.U.C) examination or 10+2 pattern of School Education Examination are not eligible for admission, even if they subsequently qualify in one year SSLC and one year PUC or 10+2 pattern of School Education Examination.

(iii) Candidates, who have studied more than one main subject in Part III/Part IV (under Double / Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied for that optional only. In such cases, marks obtained by the candidates in two / three major subjects shall be taken into account to arrive at the percentage of marks as stipulated in item (ix) herein.

(iv) Candidates, who have passed any degree under Additional Degree Programme with less than three years duration, are not eligible for admission.

(v) Candidates, who have passed under a four-year Dual Degree Programme with two major subjects under Part III are not eligible for admission.

(vi) Candidates, who have qualified the P.G. Degree in the subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy with not less than 50% of marks are eligible for admission, subject to the condition that the major subject in the UG and PG Degrees shall be one and the same.

(vii) Candidates, who have qualified the PG Degree (5-year integrated course) under 10 + 2 + 5 or 11+1+5 pattern of study, shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary or allied subjects alone) of the course alone shall be taken into account for admission to B.Ed. Degree programme for the subjects in Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science. The marks obtained by the candidates in the last two years (4th & 5th year) alone shall be taken into account for admission to B.Ed. Degree programme for subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy)

(viii) Candidates, with the following marks in the UG Degree are eligible for admission to B.Ed. Degree programme with the subjects in Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics and Chemistry), Biological Science (Botany and Zoology), History, Geography, and Computer Science. The 5 marks obtained in UG Degree alone shall be taken to arrive at eligibility even if they possess PG Degree in the same subject. For the subject in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy, PG Degree with not less than 50% marks is mandatory and the subjects in UG and PG shall be one and the same.

Community/Category	**Minimum Marks**
OC	50%
BC/BCM	45%
MBC/DNC	43%
SC/ST	40%

(ix) The college offers nine Pedagogical Courses namely Tamil, English, History, Geography, Mathematics, Physical Science, Biological Science, Home Science and Computer Science.

(x) The reservation and relaxation for SC/ ST / OBC / PWD and other categories shall be as per the rules of the Tamil Nadu State Government, whichever is applicable.

ATTENDANCE

For the completion of the B.Ed. program the candidate must have: (a) attended four semesters of the full time Two year.

The minimum attendance of 85 % for all Theory component work (Part A) and Practicum component (Part B) 100 % for school internship

Condonation of shortage of attendance shall be as per existing rules. Candidates with shortage of attendance beyond condonable limit will not be eligible to register for the end semester examination. Only candidates who secure the required minimum attendance in the semester can register for the end Semester.

Duration:

The course of study shall be for the duration of two academic years, consisting of 600 hours per semester of 100 working days each.

CURRICULUM, PROGRAMME IMPLEMENTATION AND ASSESSMENT

Objectives of the B. Ed. Programme

- To acquire various teacher competencies and development of professionalism through qualitative multi-level strategies and practices.
- To imbibe knowledge and develop understanding of the various psychological, sociological and philosophical principles and practices in respect of learners of different stages/multilevel and develop the ability to facilitate effective learning.
- To make use of the knowledge of effective verbal, nonverbal and media-based information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom.
- To conceptualize various formal and informal evidence-based performance assessment strategies and develop an ability to evaluate contextually the multidimensional development of the learner.
- To internalize appropriate theoretical and practical inputs in order to render an integrated holistic understanding about physical fitness, developing positive attitudes, values, skills and behaviour related to health and physical education and to promote health and fitness for current and future lifestyles among student teachers.

Curriculum:

The B.Ed. Programme is designed to develop attitude, skill and knowledge in the prospective teachers. The curriculum of two years B Ed. programme shall comprise of the following components:

Part A: Theory component includes: - Perspectives in Education, Curriculum and pedagogic Studies, Pedagogic of School Subjects, Elective / Optional paper and Value based courses.

Part B: Practicum component includes School Internship and pedagogical development, Community related activities, Activities to enhance professional competency, soft skill etc.

The External Examination

The question for the semester examination will be set by External Examiners and the papers will be evaluated by the external examiners. The Pattern of the Question Paper for the theory paper is as follows,

Scheme of External Examination (70 Marks) Maximum Time duration:3 Hours				
SECTION	**Type of question**	**No. of question**	**Marks for each question**	**Total Marks**
A	Very short Answer (Maximum of 50 words for each question)	10 Out of 12	10X2	20
B	Short Answer (Maximum of 200 words for each question)	4 out of 6	4X5	20
C	Essay (Maximum of 750 for each question)	3 (with internal choice)	3X10	30
			Total	**70**

Internal Assessment

The internal assessment will be done by the concerned teacher educators. For each Theory component 30 marks will be allotted for internal assessment.

S.NO	**COMPONENTS**	**MARKS**
1.	Assignment	4
2.	Seminar	4
3.	Two Internal Tests	8
4.	Model Examination	7
5.	Objective Test	5
6.	Attendance	2
TOTAL		**30**

MINIMUM QUALIFY MARKS

The candidate has to secure 50% in both - Internal and External Evaluation, to pass the examination.

Grading System

The term grading system indicates a 10-point scale of evaluation of the performance of students in marks, grade points, letter grade and class. A ten-point rating scale is used to evaluate the performance of the students to provide letter grade for each course and overall grade for the Bachelor's Programme, (as per UGC Guidelines)

Letter Grade	Percentage %	Grade Points
O (Outstanding)	96 - 100	**10**
A+(Excellent)	91 - 95	**9**
A (Very Good)	81 - 90	**8**
B+(Good)	71 - 80	**7**
B(Above Average)	61 - 70	**6**
C(Average)	51 - 60	**5**
P (Pass)	50	**Pass**
F(Fail)	-	**Re-appear**
Ab (Absent)	-	**Ab**

Computation of SGPA and CGPA

As per UGC recommendation the following procedure is used to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

i. The SGPA is the ration of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

$$\textbf{SGPA}\ (Si) = \sum(Ci \times Gi)/ \sum Ci$$

Where Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the i^{th} course

$$SGPA = \frac{\text{sum of grade points of all course of the particular semester}}{\text{Total credit of the semester}}$$

ii. The CGPA is also calculated in the same manner taling into account all the courses undergone by a student over all the semesters of a programme , i.e

$$\textbf{CGPA}\ (Si) = \sum(Ci \times Gi)/ \sum Ci$$

Where Si is the SGPA of the i^{th} semester and Gi is the total number of credits in that semester.

iii. The SGPA and CGPA shall b rounded off to 2 decimal points and reported the transcripts.

B.Ed., PROGRAMME (TWO YEARS) SYLLABUS ALLOCATION OF CREDITS						
Course Code	**Title**	**Credits**	**Lecture L**	**Tutorial T**	**Practical P**	**Total Hours per Week**
FIRST YEAR - SEMESTER – I						
Perspectives in Education						
BCC1	Psychology of Learners and Learning – I (100)	5	4x1	1x2	0	6
BCC2	Contemporary India and Education (100)	5	4x1	1x2	0	6
BCC3	Education and Society (100)	5	4x1	1x2	0	6
Elective / Optional Paper (Any One)						
BEC1	Enriching learning through ICT (100)	5	4x1	1x2	0	6
BEC2	Understanding Disciplines and Subjects (100)					
Pedagogy of School Subjects - I (100)		5	4x1	1x2	0	6
Practicum	Psychology Practical -I (25)	1	-	-	1x2	2
Practicum	Digital Skills and Educational Technology(25)	1	-	-	1x2	2
	Health Education	1	-	-	-	1
	Library	-				1
		27				**36**
FIRST YEAR - SEMESTER – II						
Perspectives in Education						
BCC4	Psychology of Learners and Learning – II (100)	5	4x1	1x2	0	6
BCC5	Teaching and Learning (100)	5	4x1	1x2	0	6
Curriculum and Pedagogic Studies						
BCC6	Assessment for Learning (100)	5	4x1	1x2	0	6
Elective / Optional Paper (Any one)						
BEC3	Yoga, Health and Physical Education (100)	5	4x1	1x2	0	6
BEC4	Language across Curriculum (100)					
Pedagogy of School Subjects - II (100)		5	4x1	1x2	0	6
Practicum	Psychology Practical -I (25)	1	-	-	1x2	2
Practicum	Digital Skills and Educational Technology(25)	1	-	-	1x2	2
	Yoga	1	-	-	-	1
	Library	-	-	-	-	1
		27				**36**

B.Ed., PROGRAMME (TWO YEARS) SYLLABUS ALLOCATION OF CREDITS						
Course Code	**Title**	**Credits**	**Lecture L**	**Tutorial T**	**Practical P**	**Total Hours per Week**
SECOND YEAR - SEMESTER – III						
Pedagogy of School Subjects - III (100)		5	4x1	1x2	0	6
Practicum	School Internship					30
		5				**36**
SECOND YEAR - SEMESTER – IV						
Perspectives in Education						
BCC7	Gender Issues and Society (100)	5	4x1	1x2	0	6
BCC8	Inclusive Education (100)	5	4x1	1x2	0	6
Curriculum and Pedagogic Studies						
BCC9	Knowledge and Curriculum Transaction (100)	5	4x1	1x2	0	6
Elective / Optional Paper (Any one)						
BEC5	Environmental Education (100)	5	4x1	1x2	0	6
BEC6	Peace and Value Education (100)					
Pedagogy of School Subjects - IV (100)		5	4x1	1x2	0	6
Practicum	Communication Skills (25)	1			1x2	2
Practicum	Digital Skills and Educational Technology(25)	1			1x2	2
	Physical Education	1				1
	Library	-				1
		28				**36**

B.Ed., PROGRAMME (TWO YEARS) SYLLABUS ALLOCATION OF CREDITS

Course Code	Title	Credits	Lecture (L)	Tutorial (T) (Seminar + Activity)	Practical (P)	Total Hours per Week
FIRST YEAR - SEMESTER – I						
Perspectives in Education						
BCC1	Psychology of Learners and Learning - I (100)	5	4x1	1x2	0	6
BCC2	Education in Contemporary India (100)	5	4x1	1x2	0	6
BCC3	Education and Society (100)	5	4x1	1x2	0	6
Elective / Optional Paper (Any One)						
BEC1	Enriching learning through ICT (100)	5	4x1	1x2	0	6
BEC2	Understanding Disciplines and Subjects (100)					
Pedagogy of School Subjects - I (100)		5	4x1	1x2	0	6
Practicum Activities						
Micro Teaching (Skills -6)		1	-	-	1x2	32
Competitive Exam (Aptitude and Reasoning)		1	-	-	1x2	32
Psychology Practical -I		1	-	-	1x2	32
Community Based Engagement		1	-	-	1x2	32
Digital Skills and Educational Technology		1	-	-	1x2	32
Communication Skills in English		1	-	-	1x2	32
Reading and Reflecting on Books (Library)		1	-	-	1x2	32
Health Education		1	-	-	1x2	32
Poster Presentation		1	-	-	1x2	32
Course Related Activities		5	-	-	-	-
		39				

Course Code	Title	Credits	Lecture (L)	Tutorial (T) (Seminar + Activity)	Practical (P)	Total Hours per Week
FIRST YEAR - SEMESTER – II						
Perspectives in Education						
BCC4	Psychology of Learners and Learning - II (100)	5	4x1	1x2	0	6
BCC5	Teaching and Learning (100)	5	4x1	1x2	0	6
Curriculum and Pedagogic Studies						
BCC6	Assessment for Learning (100)	5	4x1	1x2	0	6
Elective / Optional Paper (Any one)						
BEC3	Yoga, Health and Physical Education (100)	5	4x1	1x2	0	6
BEC4	Language across Curriculum (100)					
Pedagogy of School Subjects - II (100)		5	4x1	1x2	0	6
Practicum Activities						
Observation & Demonstration		1				32
Competitive Exam (General Knowledge)		1				32
Psychology Practical –II		1				32
Community Based Engagement		1				32
Digital Skills and Educational Technology		1				32
Communication Skills in English		1				32
Reading and Reflecting on Books (Library)		1				32
Yoga		1				32
Poster Presentation		1				32
Course Related Activities		5				
		39				

Course Code	Title	Credits	Lecture (L)	Tutorial(T) (Seminar+ Activity)	Practical (P)	Total Hours per week
SECOND YEAR - SEMESTER – III						
Pedagogy of School Subjects - III (100)		5	4x1	1x2	0	6
School Internship Records (Practicum Activities)						
Assessment of Teaching Competency - Level I & II		4+ 4 = 8				School Internship
Lesson Plan Record - Level I & II		2+2=4				
Test and Measurement - Level I & II		1+1 =2				
Preparation of Teaching and Learning Materials (TLM) - Level I & II		2 + 2 =4				
PowerPoint Presentation		1				
Case Study – Individual		1				
Action Research		1				
Report of Maintenance of School Records and Registers		1				
Report of Organization of Non-Scholastic Activities		1				
Reflective Journal - Diary - Level I & II		1 +1 = 2				
Competitive Exam (Content Mastery) -6th, 7th & 8th Home Science & Computer- 11th		1				32
Poster Presentation		1				32
Visit to Innovative School and Special School		1				32
Course Related Activities		1				
		34				

Course Code	Title	Credits	Lecture (L)	Tutorial(T) (Seminar+ Activity)	Practical (P)	Total Hours per week
SECOND YEAR - SEMESTER – IV						
Perspectives in Education						
BCC7	Gender Issues and Society (100)	5	4x1	1x2	0	6
BCC8	Inclusive Education (100)	5	4x1	1x2	0	6
Curriculum and Pedagogic Studies						
BCC9	Knowledge and Curriculum Transaction 100)	5	4x1	1x2	0	6
Elective / Optional Paper (Any one)						
BEC5	Environmental Education (100)	5	4x1	1x2	0	6
BEC6	Peace and Value Education (100)					
Pedagogy of School Subjects - IV (100)		5	4x1	1x2	0	6
Practicum Activities						
Citizenship Training Camp		2				64
Educational Field Trip		1				32
Drama and Art in Education		1				32
Socially Useful Productive Work (SUPW)		1				32
Competitive Exam (Content Mastery – 9^{th} & 10^{th}) Home Science & Computer Science – 12^{th}		1				32
Communication Skills in English		1				32
Reading and Reflecting on Books (Library)		1				32
Physical Education		1				32
Poster Presentation on important Occasions		1				32
Course Related Activities		5				
		40				

B.ED., 1st YEAR – FIRST SEMESTER

THEORY PAPERS

S. N	Code	Subject	Credits	Marks		
Perspectives in Education				**External**	**Internal**	**Total**
1	BCC1	Psychology of Learners and Learning I	5	70	30	100
2	BCC2	Education in Contemporary India	5	70	30	100
3	BCC3	Education and Society	5	70	30	100
Elective /Optional Paper (Any One)						
4	BEC1	Enriching learning through ICT	5	70	30	100
	BEC2	Understanding Disciplines and Subjects				
5	**Pedagogy of School Subjects -I**					
	BTA1	Pedagogy of Tamil 1	5	70	30	100
	BEN1	Pedagogy of English 1				
	BHI1	Pedagogy of History 1				
	BGE1	Pedagogy of Geography 1				
	BMA1	Pedagogy of Mathematics 1				
	BPS1	Pedagogy of Physical Science 1				
	BBS1	Pedagogy of Biological Science 1				
	BHS1	Pedagogy of Home Science 1				
	BCS1	Pedagogy of Computer Science 1				
Total			**25**	**350**	**150**	**500**

B.ED., 1st YEAR – SECOND SEMESTER

THEORY PAPERS

S. N	Code	Subject	Credits	Marks		
Perspectives in Education				**External**	**Internal**	**Total**
1	BCC4	Psychology of Learners and Learning - II	5	70	30	100
2	BCC5	Teaching and Learning	5	70	30	100
Curriculum and Pedagogic Studies						
3	BCC6	Assessment for Learning	5	70	30	100
Elective / Optional Paper (Any One)						
4	BEC3	Yoga, Health and Physical Education	5	70	30	100
	BEC4	Language across Curriculum				
5	**Pedagogy of School Subjects - II**					
	BTA2	Pedagogy of Tamil 2	5	70	30	100
	BEN2	Pedagogy of English 2				
	BHI2	Pedagogy of History 2				
	BGE2	Pedagogy of Geography 2				
	BMA2	Pedagogy of Mathematics 2				
	BPS2	Pedagogy of Physical Science 2				
	BBS2	Pedagogy ofBiological Science 2				
	BHS2	Pedagogy of Home Science 2				
	BCS2	Pedagogy ofComputer Science 2				
Total			**25**	**350**	**150**	**500**

B.ED., 2nd YEAR – THIRD SEMESTER

THEORY PAPERS

S.N	Code	Subject	Credits	Marks		
Pedagogy of School Subjects -III				**External**	**Internal**	**Total**
1	BTA3	Pedagogy of Tamil 3	5	70	30	100
	BEN3	Pedagogy of English 3				
	BHI3	Pedagogy of History 3				
	BGE3	Pedagogy of Geography 3				
	BMA3	Pedagogy of Mathematics 3				
	BPS3	Pedagogy of Physical Science 3				
	BBS3	Pedagogy of Biological Science3				
	BHS3	Pedagogy of Home Science 3				
	BCS3	Pedagogy of Computer Science3				
Total			**5**	**70**	**30**	**100**

B.ED., 2nd YEAR – FOURTH SEMESTER

THEORY PAPERS

S.N	Code	Subject	Credits	Marks		
Perspectives in Education				**External**	**Internal**	**Total**
1	BCC7	Gender Issues and Society	5	70	30	100
2	BCC8	Inclusive Education	5	70	30	100
Curriculum and Pedagogic Studies						
3	BCC9	Knowledge and Curriculum Transaction	5	70	30	100
Elective / Optional Paper (Any One)						
5	BEC5	Environmental Education	5	70	30	100
	BEC6	Peace and Value Education				
6	**Pedagogy of School Subjects - IV**					
	BTA4	Pedagogy of Tamil 4	5	70	30	100
	BEN4	Pedagogy of English 4				
	BHI4	Pedagogy of History 4				
	BGE4	Pedagogy of Geography 4				
	BMA4	Pedagogy of Mathematics 4				
	BPS4	Pedagogy of Physical Science 4				
	BBS4	Pedagogy of Biological Science 4				
	BHS4	Pedagogy of Home Science 4				
	BCS4	Pedagogy of Computer Science 4				
Total			**25**	**350**	**150**	**500**

B.Ed., - FIRST YEAR PRACTICUM

S.No.	Activities	Credits	Total Marks
1	Micro Teaching Skills	1	25
2	Observation and Demonstration	1	25
3	Competitive Exam -I & II	2	25 +25
4	Psychology Practical – I & II	2	25 +25
5	Community Based Engagement	2	25 +25
6	Digital Skills and Educational Technology	2	25 +25
7	Communication Skills in English	2	25 +25
8	Reading and Reflecting on Books (Library) – I& II	2	25+25
9	HealthEducation and Yoga – I & II	2	25 +25
10	Poster Preparation	2	25 + 25
11	Course related activities	10	250
Total		28	**700**

B.ED., - SECOND YEAR PRACTICUM

S.No.	Activities	Credits	Total Marks
1	Assessment of Teaching Competency –Level 1& 2	4+4 =8	100+100
2	Lesson Plan Record - Level I & II	2+2 =4	50+50
3	Test and Measurement	1+1=2	25+25
4	Preparation of Teaching and Learning Materials (TLM)	4	100
5	Power Point Presentation	1	25
6	Case Study – Individual	1	25
7	Action Research	1	25
8	Report of Maintenance of School Records and Registers	1	25
9	Report of Organization of Non – Scholastic Activities	1	25
10	Reflective Journal – Diary Level I & II	2	50
11	Poster Presentation on important Occasions	2	50
12	Citizenship Training Camp	2	50
13	Educational Field Trip (Related to Optional Subjects)	1	25
14	Drama and Art in Education	1	25
15	Socially Useful Productive Work (SUPW)	1	25
16	Competitive Exam III &IV (Content Mastery)	2	50
17	Communication Skills in English	1	25
18	Reading and Reflecting on Books (Library)/	1	25
19	Physical Education	1	25
20	Visit to Innovative School and Special School	1	25
21	Course Related Activities	6	150
Total		**44**	**1100**

Semester Allocation of Credits for B.Ed. (Two Years Programme)

FIRST YEAR - SEMESTER – I

Curricular Components	**Name of the Curricular Component**	**Credits**	**No. of Weeks**	**No. of Days**	**No. of hours**
No. of Curriculum transaction days			16	100	100 days x 6 hrs = 600
Theoretical Input (BCC& BEC) (including Cycle Test)	Lecture Tutorial Practical	20 5 -	16 16 -	- - -	20x16 x1 = 320 5x16 x2 =160
Practicum	Lecture	-	-	-	0
	Tutorial	-	-	-	0
	Practical	3	16		3x16 x 2= 96
					576 hours
Revision Examination	Core 3 + Elective 1+ Pedagogy 1			5	5x3 = 15 hours
Competitive Examination					1hour
Library					1hour
Physical Education					1hour
Bridge Course	-	-	-	1	1x6 = 6 hours
Total Hours					**600 hours**

FIRST YEAR -SEMESTER – II

Curricular Components	Name of the Curricular Component	Credits	No. of Weeks	No. of Days	No. of hours
No. of Curriculum transaction days			16	100	100 days x 6 hrs = 600
Theoretical Input(BCC& BEC)	Lecture Tutorial Practical	20 5 -	16 16 -	- - -	20x16 x1= 320 5x16 x2= 160 -
Practicum	Lecture	-	-	-	-
	Tutorial	-	-	-	-
	Practical	3	16		3x16 x 2 = 96
					576 hours
Cycle Test		-	-	1	1x6 = 06 hours
Revision Examination	Core 3 + Elective 1+ Pedagogy 1			5	5x3 = 15 hours
Competitive Examination					1hour
Library					1hour
Physical Education					1hour
Total Hours					**600 hours**

SECOND YEAR - SEMESTER – III

Curricular Components	Name of the Curricular Component	Credits	No. of Weeks	No.of Days	No. of hours
No. of Curriculum transaction days			16	100	100 days X 6 hrs = 600
School Internship	Practicum		16	88	88 x 6 = 528 hours
					528 hours
Pedagogy (including Physical Education, Library, Content Mastery Examination, Cycle Test and Model Examination	Lecture Tutorial Practical	4 1 -	-	12 - -	4x12 x1= 48 1x12 x2 = 24 -
Total Hours					**600 hours**

SECOND YEAR - SEMESTER – IV

Curricular Components	Name of the Curricular Component	Credits	No. of Weeks	No. of Days	No. of hours
No. of Curriculum transaction days			16	100	100 days X 6 hrs = 600
Theoretical Input (BCC& BEC)	Lecture Tutorial Practical	20 5 -	16 16 -	- - -	20x16 x1= 320 5x16 x2= 160 -
Practicum	Lecture	-	-	-	0
	Tutorial	0	-	-	0
	Practical	3	16		3x16 x 2 = 96
Cycle Test		-	-	1	1x6 = 6 hours
Revision Examination	Core 3 + Elective 1+ Pedagogy 1			5	5x3 = 15 hours
Competitive Examination					1hour
Library					1hour
Physical Education					1hour
Total Hours					**600 hours**

B. ED First Year
PART B - Practicum Component

<table>
<tr><th>S.N.</th><th>ACTIVITIES</th><th>Credits</th><th>Total Marks</th></tr>
<tr><td>1</td><td>Micro Teaching (Six Skills)
Micro Teaching Record:
Practicing any 6 skills in the pertaining School Subject of the prospective teachers based on the prospective teachers/PG qualification. Observation and rating of any 6 peer’s Micro Teaching lessons related to the basic Subjects of the prospective teachers.

<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td>1</td><td>-</td><td>-</td><td>1x2</td><td>2</td><td>32</td><td>25</td></tr>
</table>

Practical – 32 Hours (Writing Episodes -12 hours , Practicing Episodes - 12 hours, Practicing Link Lesson – 8 hours)</td><td>1</td><td>25</td></tr>
<tr><td>2</td><td>I. Observation (1 week in the allotted School) Allotment of Schools for School Internship for prospective teachers are subject to prior approval fromthe concerned District Educational Authorities andCEO.

II. Demonstration Record
(Demonstration by Teacher Educators, Subject Experts /Senior School Teachers and Peer groups.
Demonstration Record: Level- I for classes VI to VIII and Level – II for classes IX and X (5 Observation of Demonstration Classes pertaining to school subjects (UG - Std VI to X) (PG - Std XI & XII).

<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td>1</td><td>-</td><td>-</td><td>1x2</td><td>2</td><td>32</td><td>25</td></tr>
</table>

Practical – 32 Hours
Observation - 22 hours (Observation in school - 10 hours, Writing Record -12 hours) & Demonstration – 10 hours (Demonstration Class -5 hours, Writing Record - 5 hours)</td><td>1</td><td>25</td></tr>
</table>

<table>
<tr>
<td>3</td>
<td>Competitive Examination Preparation
I- Semester - Aptitude & Reasoning
II- Semester - General Knowledge
The major objective of the course is to make the prospective teacher attain mastery in the General Knowledge, Aptitude and Reasoning
<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td rowspan="2">2</td><td rowspan="2">-</td><td rowspan="2">-</td><td>1x2
1x2</td><td>2
2</td><td>32
32</td><td>25
25</td></tr>
</table>
Practical – 64Hours
Semester I - 32 hours (Equally distributed hours for Ten Units – Coding ,Decoding, Verbal and Non Verbal Analogy, Alphabet Series, Alpha Numeric Series, Number Series, Venn Diagram, Classification and Blood Relationship etc)
Semester II – 32 hours (Equally distributed hours for Ten Units -
Indian History, Famous Places in India, Inventions and Discoveries, Sports, Famous Books and Authors, General Science and Technology, Current Affairs, Important Personalities, Countries and Capitals, and Environmental Issues)</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Psychology Experiment – I & II
<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td rowspan="2">1</td><td rowspan="2">-</td><td rowspan="2">-</td><td>1x2
1x2</td><td>2
2</td><td>32
32</td><td>25
25</td></tr>
</table>
Practical – 64 hours
Semester I - 32 hours (Learning – 1hour, Practicing –1 hour, Reading and Calculating – 1 hour and Writing – 1 hour for each experiment)
Semester II – 32 hours (Learning – 1hour, Practicing –1 hour, Reading and Calculating – 1 hour and Writing – 1 hour for each experiment)</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Community based Engagement
Awareness and campaign Programme, Literacy Programme – Teach one-Each one, Environmental Sensitivity
<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td rowspan="2">2</td><td rowspan="2">-</td><td rowspan="2">-</td><td>1x2
1x2</td><td>2
2</td><td>32
32</td><td>25
25</td></tr>
</table></td>
<td>2</td>
<td>50</td>
</tr>
</table>

<table>
<tr><td></td><td>Practical – 64 Hours
Semester I - 32 hours (Awareness and campaign Programme - 6 hours, LiteracyProgramme – 6 hours, Teach one-Each one – 6 hours, Environmental Sensitivity – 6 hours and Writing Record – 8 hours
Semester II – 32 hours (Awareness and campaign Programme - 6 hours, LiteracyProgramme – 6 hours, Teach one-Each one – 6 hours, Environmental Sensitivity – 6 hours and Writing Record – 8 hours</td><td></td><td></td></tr>
<tr><td>6</td><td>Digital Skills and Educational Technology (Record & Practical)
Basic Computer Operation - M.S. Office; Internet; working with QR code for school textbooks.
<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td>2</td><td>-</td><td>-</td><td>1x2
1x2</td><td>2
2</td><td>32
32</td><td>25
25</td></tr>
</table>
Practical – 64 Hours
Semester I - 32 hours (Basic Computer Operation - M.S. Office - 10 hours, Internet – 16 hours, ; working with QR code – 6 hours)
Semester II – 32 hours (Basic Computer Operation - M.S. Office - 10 hours, Internet – 16 hours, ; working with QR code – 6 hours)</td><td>2</td><td>50</td></tr>
<tr><td>7</td><td>Health Education & Yoga
(Observing and recording the yoga activitiesconducted in the College and alsoTeaching and Practicing activity related to Yoga,Health awareness and Physical Activity.
<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td>2</td><td>-</td><td>-</td><td>1x2
1x2</td><td>2
2</td><td>32
32</td><td>25
25</td></tr>
</table>
Practical – 64 Hours
Semester I – Health - 32 hours (Health Awareness -11hours , Physical Activity - 11 hours, Mental Health – 10 hours).
Semester II – Yoga - 32 hours (Yoga & Asanas - 26hours, Pranayama – 10 hours)</td><td>2</td><td>50</td></tr>
<tr><td>8</td><td>Communication Skills in English
Enhancing the LSRW skills and soft skills of the prospective teachers</td><td>2</td><td>50</td></tr>
</table>

<table>
<tr><td></td><td>
<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td>2</td><td>-</td><td>-</td><td>1x2
1x2</td><td>2
2</td><td>32
32</td><td>25
25</td></tr>
</table>
Practical – 64 Hours
Semester I & Semester II – LSRW skills – 32hours & soft skills – 32 hours</td><td></td><td></td></tr>
<tr><td>9</td><td>Reading and Reflecting on Books (Library)
<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td>2</td><td>-</td><td>-</td><td>1x2
1x2</td><td>2
2</td><td>32
32</td><td>25
25</td></tr>
</table>
Practical – 64 Hours
Semester I & Semester II – Reading & Analyzing –2 hours , Writing – 2 hours per book (8+ 8 = 16 books)</td><td>2</td><td>50</td></tr>
<tr><td>10</td><td>Poster Presentation on important Occasions
Practical – 64 Hours
Semester I & Semester II – prepare posters for important occasions during the semester.</td><td>2</td><td>50</td></tr>
<tr><td>11</td><td>Course related Activities
Practicum / Field work related Tasks and assignments for each Theory courses carry the weight age of 25 marks. List of tasks and Assignments to be carried out by the prospective teachers based on the suggested Activities that are given at the end of each unit of the Theory courses. Tasks and Assignments are to be submitted in the form of separate Records at the time of practical examinations.</td><td>10</td><td>250</td></tr>
<tr><td></td><td>Total</td><td>28</td><td>700</td></tr>
</table>

NOTE:

Levels – 1 refers to Standard VI to VIII (Upper Primary), for all UG prospective teachers and standard IX&X (Secondary) for all PG Students. For Activities pertaining to Level – I, prospective teachers shall either Standard VI or VII or VIII UG Student IX&X for PG Student for as per the requirements of the Co-operative Schools.

Level – II refers to Standard IX & X (Secondary) for UG qualified prospective teachers / Standard XI & XII (Higher Secondary / Senior Secondary) for PG qualified prospective teachers.

B. ED Second Year

PART B - Practicum Component

S. No	ACTIVITIES	Credits	Total marks
16 weeks Teaching Practice related work: □ 1 week in the college for writing Lesson plan & Achievement test construction □ 15 weeks of intensive teaching practice in allotted schools			
1	**Assessment of Teaching Competency** (a) Level - I (b) Level - II	4+4 = 08	100 +100
2	**Lesson Plan Record** a) Lesson plan Record: level-I(30 lesson plans pertaining to the basic Subjects of the prospective teachers VI to VIII level (UG)/ IX&X(PG) b) Lesson plan Record: Level – II (30 Lesson plans pertaining to the basic Subjects of prospective teachers IX & X (UG)/ XI & XII(PG)	2+2 =4	50+50
3	**Preparation and Use of Teaching and Learning Materials (TLM)** a) preparation and use of 30 TLM: level – I b) preparation and use of 30 TLM: Level –II	4	50+ 50
4	**Test and Measurement Record** Level – II (Based on the Achievement Test conductedby the prospective teachers in their basic Subjects)	1+1 = 2	25+25
5	**Case Study –Individual**	1	25
6	**Action Research** (Each prospective teachers have to identify one unique problem for action research, which should be different from other perspective teachers)	1	25
7	**Power Point Presentation (PPT)** (Soft and Hard copy are to be submitted at the time of practical Examination)	1	25

<table>
<tr><td>8</td><td>Report of Maintenance of School Records andRegisters
(A detailed report on maintenance of various Records and Registers in the co-operative schools)</td><td>1</td><td>25</td></tr>
<tr><td>9</td><td>Report on organization of Non-scholasticActivities
(Any 4 activities such as exhibition, celebration of important days, festivals, role play, dramatization, quiz, school Assembly, Awareness Programmes, Rally, etc. in the co- operative schools)</td><td>1</td><td>25</td></tr>
<tr><td>10</td><td>Reflective Journal – Diary
The prospective teachers have to maintain a reflective journal to record their daily professional teaching experience during their internship in the co-operative schools. Level -I & Level -II</td><td>2</td><td>25 + 25</td></tr>
<tr><td>11</td><td>Poster Presentation on important Occasions
Practical – 64 Hours
Semester I & Semester II – prepare posters for important occasions during the semester.</td><td>2</td><td>50</td></tr>
<tr><td>12</td><td>Citizenship Training Camp
<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td>2</td><td>-</td><td>-</td><td>1x2
1x2</td><td>2
2</td><td>32
32</td><td>25
25</td></tr>
</table>
Practical – 64 Hours (5days x12= 60 hours & 4 hours for writing Record)</td><td>2</td><td>50</td></tr>
<tr><td>13</td><td>Educational Field trip (Related to Optional Subject) (organizing and reporting on one-day Field trip related to any concept of B.Ed. curriculum with prior approval from the competent authorities)
<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td>1</td><td>-</td><td>-</td><td>1x2</td><td>2</td><td>32</td><td>25</td></tr>
</table>
Practical – 32 Hours (Mahaballipuram -16 hours , Birla Planetarium - 6 hours, Vivekanadha illam – 4 hours and Bharathiyar illam - 2 hours and writing record -4hours)</td><td>1</td><td>25</td></tr>
</table>

<table>
<tr>
<td>14</td>
<td>Drama and Art in Education
(Any 5 activities of prospective teachers with an emphasize on self-realization through Drama, puppet show, dance, music, songs, painting, drawing, clay modeling, Rangoli, paper cutting, paper folding.
<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td>1</td><td>-</td><td>-</td><td>1x2</td><td>2</td><td>32</td><td>25</td></tr>
</table>
Practical – 32 Hours (Drama - 10 hours ; Art- 18 hours & record – 4 hours)</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>Socially Useful Productive Record (SUPW) - Work Experience Record (Preparation of socially useful productive materials like pickles, phenol, soap powder, candle, files, and office cover etc.)
<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td>1</td><td>-</td><td>-</td><td>1x2</td><td>2</td><td>32</td><td>25</td></tr>
</table>
Practical – 32 Hours (Preparation of each items -30hours & record – 2 hours)</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>Competitive Exam / School Subjects Competency
III-Sem: 6th ,7th & 8thStandard Content
For Home Science and Computer Science - 11 th
IV-Sem: 9 & 10th Standard Content
For Home Science and Computer Science - 12th
a) The major objective of the course is to make the Prospective Teachers attain mastery in their respective school subject.
b) The Prospective Teachers of Computer Science, Home Science should study their respective subject of11th and 12th standard Content</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>17</td>
<td>Communication Skills in English
Enhancing the LSRW skills and soft skills of the prospective teachers
<table>
<tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr>
<tr><td rowspan="2">2</td><td rowspan="2">-</td><td rowspan="2">-</td><td>1x2
1x2</td><td>2
2</td><td>32
32</td><td>25
25</td></tr>
</table></td>
<td>1</td>
<td>25</td>
</tr>
</table>

<table>
<tr><td></td><td>Practical – 64 Hours
Semester I & Semester II – LSRW skills – 32hours & soft skills – 32 hours</td><td></td><td></td></tr>
<tr><td>18</td><td>Reading and Reflecting on Books (Library)
<table><tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr><tr><td>2</td><td>-</td><td>-</td><td>1x2
1x2</td><td>2
2</td><td>32
32</td><td>25
25</td></tr></table>Practical – 64 Hours
Semester I & Semester II – Reading & Analyzing – 2 hours , Writing – 2 hours per book (8+ 8 = 16 books)</td><td>1</td><td>25</td></tr>
<tr><td>19</td><td>Physical Education
<table><tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr><tr><td>2</td><td>-</td><td>-</td><td>1x2
1x2</td><td>2
2</td><td>32
32</td><td>25
25</td></tr></table>Practical – 32 Hours (Indoor Games- Carom, Chinese checker , Badminton Shuttle cock and Chess each - 3hours ; Out Door Games – Valley Boll, Throw ball, koh koh and Tennikoit each3hours & record –5 hours)</td><td>1</td><td>25</td></tr>
<tr><td></td><td>Visit to Innovative School (1 day) – Two schools
Visit to Special School (1 day) – Three schools
(Hearing impaired, visually impaired and Mentally retarded)
<table><tr><th>Credit</th><th>Lecture</th><th>Tutorial</th><th>Practical</th><th>Hours per week</th><th>Total Hours per semester</th><th>Total Marks</th></tr><tr><td>2</td><td>-</td><td>-</td><td>1x2
1x2</td><td>2
2</td><td>32
32</td><td>25
25</td></tr></table>Practical – 32 hours</td><td>1</td><td>25</td></tr>
<tr><td>20</td><td>Course related Activities
Practicum / Field work related Tasks and assignments for each Theory courses carry the weight age of 25 marks. List of tasks and Assignments to be carried out by the prospective teachers based on the suggested Activities that are given at the end of each unit of the Theory courses. Tasks and Assignments are to be submitted in the form of separate Records at the time of practical examinations.</td><td>6</td><td>6x25=150</td></tr>
<tr><td colspan="2">Total</td><td>44</td><td>1100</td></tr>
</table>

PROGRAMME OUTCOME MAPPING (PRACTICUM)

3- Strongly Correlated, 2- Moderately Correlated, 1-Weakly Correlated

Sl. No.	PRACTICUM	PO								
		1	2	3	4	5	6	7	8	9
FIRST YEAR										
1	Teaching Skills ((Micro Teaching, Language, Science and Social Science Skills)	3	3	3	3	3	3	2	3	-
2	Observation and Demonstration	3	3	3	3	3	3	-	3	-
3	Competitive Exam	3	3	2	3	2	2	-	2	-
4	Psychology Experiment Record	3	-	3	3	3	3	2	2	-
5	Community based Engagement	2	2	1	3	2	3	2	2	3
6	Digital Skills and Educational Technology	3	3	1	3	3	2	-	1	2
7	Communication Skillsin English	3	2	3	3	3	2	-	3	-
8	Reading and Reflecting on Books	2	2	1	3	2	3	2	2	3
9	Health Education and Yoga	3	2	2	2	3	2	-	2	2
10	Visit to Innovative School and Special School	2	3	2	2	2	2	2	2	2
11	Course related Activities	2	3	2	3	2	3	1	2	2
TOTAL		**36**	**35**	**32**	**36**	**37**	**35**	**13**	**29**	**17**
SECOND YEAR										
1	Assessment of Teaching Competency	3	1	3	1	1	1	-	-	-
2	Lesson Plan Record	3	2	3	3	3	3	1	3	2
3	Test and Measurement Record	2	2	3	3	3	2	-	2	-
4	Preparation and Use of Teaching and Learning Materials (TLM)	2	2	2	3	3	2	-	2	2
5	Power Point Presentation (PPT)	2	2	-	3	2	2	-	3	2
6	Case Study –Individual	3	1	3	-	3	3	1	3	3
7	Action Research	3	3	3	2	3	2	1	2	2
8	Report of Maintenance of School Records and Registers	2	1	2	-	3	3	3	2	1
9	Report on organization of Non-scholastic Activities	2	3	1	2	3	3	2	3	2
10	Reflective Journal – Diary	2	2	3	2	3	3	1	2	2
11	Citizenship Training Camp	2	1	-	-	2	3	3	2	3

12	Educational Field trip	2	2	2	-	3	2	2	2	3
13	Drama and Art in Education	3	3	-	2	3	2	2	3	3
14	Socially Useful Productive Work (SUPW) - Work Experience Record	1	2	-	1	2	3	-	-	-
15	Competitive Exam -School Subjects Competency	3	1	3	3	3	2	1	3	2
16	CommunicationSkills in English	3	2	2	3	3	2	2	3	2
17	Poster Presentation on important Occasions	3	3	2	3	2	2	-	2	-
18	Reading and Reflecting on Books (Library)	2	2	1	3	2	3	2	2	3
19	Course related Activities	2	3	2	3	2	3	1	2	2
TOTAL		**42**	**34**	**34**	**34**	**47**	**41**	**20**	**39**	**33**

B.Ed. Credits and Marks Distribution

I Year	Credits	Marks		II Year	Credits	Marks
Semester I - Theory	25	500		Semester III - Theory	5	100
Semester II - Theory	25	500		Semester IV - Theory	25	500
Practical	28	700		Practical	44	1100
Total	**78**	**1700**		**Total**	**74**	**1700**

- Overall Credits – 152
- Overall Marks – 3400

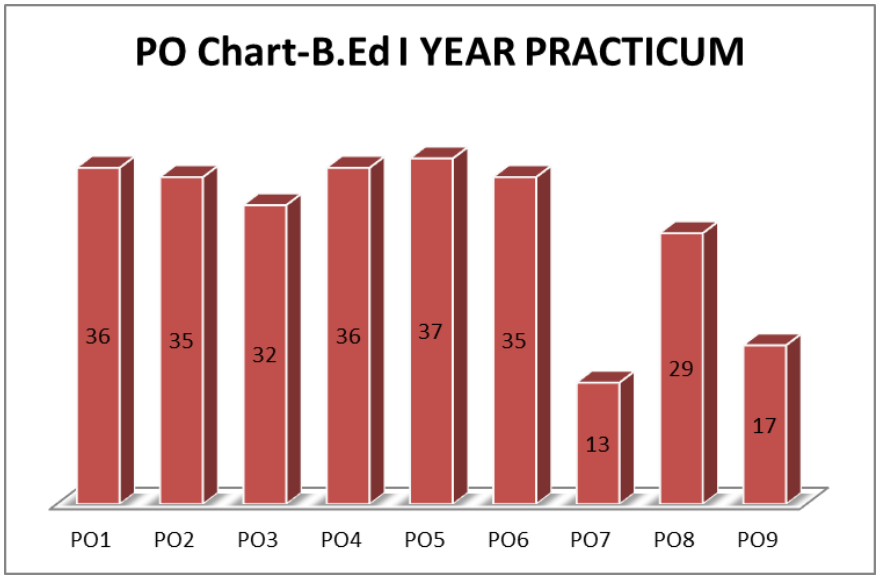
*** Note :** Total 152 Credits = 78 Credits (I Year) + 74 Credits (II Year)

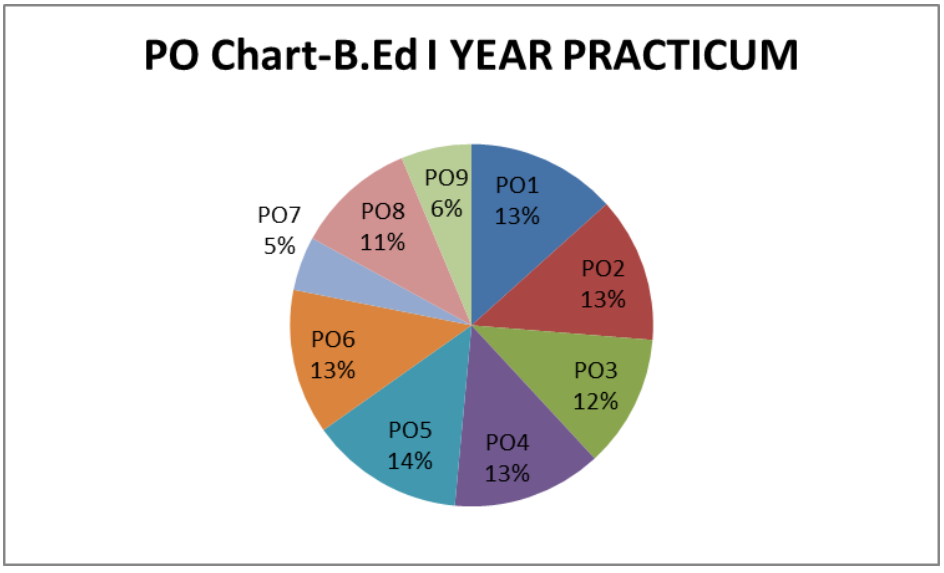
VALUE ADDED COURSE - B.Ed.

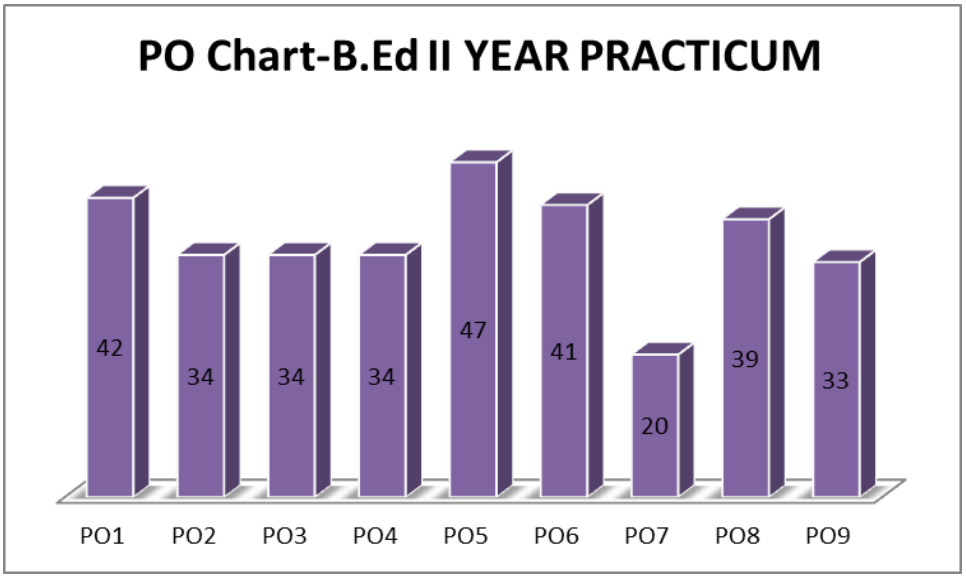
BWWS - WOMEN AND WELLNESS - 50 MARKS
BLCS - LIFE COPING SKILL - 50 MARKS

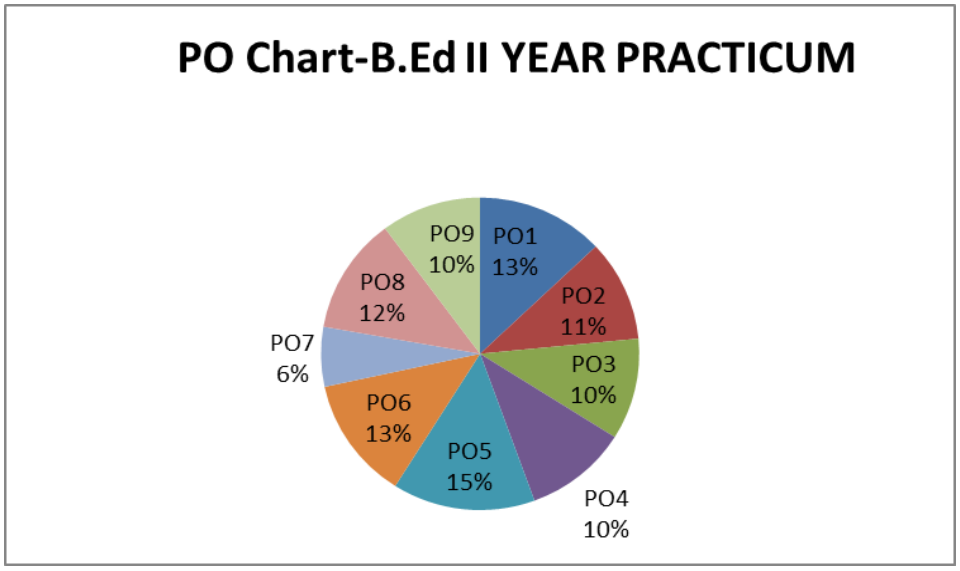
SELF LEARNING COURSES

4 or 6 weeks self Learning course in online mode relevant to Teaching and Learning in Swayam, Course Era, Future learn, edxorg, Udemy, Skill share, Khan Academy, Open Learning etc.


PO Chart-B.Ed I YEAR PRACTICUM
36
35
32
36
37
35
13
29
17
PO1
PO2
PO3
PO4
PO5
PO6
PO7
PO8
PO9


PO Chart-B.Ed I YEAR PRACTICUM
PO1 13%
PO2 13%
PO3 12%
PO4 13%
PO5 14%
PO6 13%
PO7 5%
PO8 11%
PO9 6%


PO Chart-B.Ed II YEAR PRACTICUM
42
34
34
34
47
41
20
39
33
PO1
PO2
PO3
PO4
PO5
PO6
PO7
PO8
PO9


PO Chart-B.Ed II YEAR PRACTICUM
PO1 13%
PO2 11%
PO3 10%
PO4 10%
PO5 15%
PO6 13%
PO7 6%
PO8 12%
PO9 10%

B.Ed.

BCC1-PSYCHOLOGY OF LEARNERS AND LEARNING -I

FIRST YEAR / SEMESTER I

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- acquire knowledgeof nature and scope of educational psychology.
- analyze the role of heredity and environment in growth and development.
- realize human developmental trajectory.
- perceive cognitive development among school students.
- conceptualize the theories of learning.

COURSE OUTCOMES

At the end of the course, the prospective teachers will be able to

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate, K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**INTRODUCTION TO EDUCATIONAL PSYCHOLOGY** Psychology: Historical Development of Psychology - Definition - Branches and Methods - Educational Psychology: Definition - Nature and Scope - Need of Educational Psychology for Teachers. **Outline** the Historical development of psychology and **Familiarize** with the term Psychology. **Classify** the branches of psychology and demonstrate methods of psychology with its application. **Define** and**Outline** the nature of psychology and scope of Educational Psychology. **Explain** the need of Educational Psychology for teachers and **how to Apply** in classroom Environment **Activity:** Prepare an album relating to the need of Educational Psychology for teachers. **PO1,PO2, PO3, PO4, PO5, PO6**	**K1, K2, K3**
CO2	**HUMAN GROWTH AND DEVELOPMENT** Growth and Development: Definition - Characteristics - Principles - Differences - Dimensions – Developmental Tasks: Definition - Stages till adolescence period - Heredity and Environment: Definition - Role of Heredity and Environment in Growth and Development. **Recognize** and **define** Growth and Development. **Explain** the Characteristics Principles and Dimensions of Growth and Development.**Distinguish**between	**K1, K2, & K4**

	Growth and Development. **What**is Developmental Task? **Illustrate** Developmental Tasks - Stages till adolescence period. **Define** Heredity and Environment. **Examine** the role of Heredity and Environment in Growth and Development. **Activity:** Collect pictures on the developmental tasks for the various stages of development. **PO1,PO3, PO5, PO6,PO9**	
CO3	**DEVELOPMENT TRAJECTORY** Development in different stages - Infancy to Adolescence: Physical - Emotional - Social - Erikson's theory - Language - Intellectual / Cognitive - Piaget's theory and Moral Development - Piaget and Kohlberg theories. **Identify**Physical, Emotional, Social, Language, Intellectual and Moral Development in different stages.**Illustrate** Erikson's theory of Social Development.**Explain** Piaget's theory of cognitive Development.**Compare** the moral development of Piaget and Kohlberg theories. **Activity:** Enlist various problems faced in adolescence stage and suggest remedial measures. **PO1,PO3, PO5, PO6,PO9**	**K1, K2 , K3 & K4**
CO4	**COGNITIVE DEVELOPMENT** Cognitive Process - Sensation – Perception: Definition - Laws and errors in perception - Factors affecting Perception and Imagery – Concept: Definition - Types - Stages in Concept Formation - Bruner's Theory and Concept Mapping – Attention: Definition - Types - Factors Relating to Attention - Span of Attention - Inattention and Distraction – Reasoning and Problem Solving - Metacognition: Definition - Educational Implications. **Recognize** the Cognitive Process. **What**is Sensation? **Define** and **Infer** laws and errors in perception. **Elaborate** the Factors affecting Perception and Imagery. **Classify**types and **Relate** the Stages of Concept Formation. **Demonstrate** the Bruner's Theory and **Construct** Concept Map. **List** the types of Attention. **Compare and Contrast** the factors relating to Attention. **Examine and Evaluate** the Span of Attention. **Distinguish** Inattention and Distraction. **Familiarize** the terms Reasoning and Problem Solving. **Build** the Meta Cognition strategies in Teachers. **Activity:**Construct a concept map on one topic in your subject. **PO1, PO3, PO4, PO5**	**K1, K2, K3, K5, K6**

CO5	**LEARNING** Learning: Definition - Importance of Learning - Types - Relationship between Maturation and Learning and Individual Differences in Learning - Theories of Learning: Thorndike -Pavlov – Skinner- Kohler and Gagne - Transfer of Learning: Definition - Factors Facilitating Transfer of Learning – Memory: Definition - Types and strategies to improve Memory - Forgetting: Definition - Types and strategies to minimize forgetting - Curve of Forgetting. **Outline** the Importance of Learning.**Classify** the types and relate Maturation and Learning.**Identify**the Individual Differences in Learning.**Explain and Compare** the Theories of Learning Theories.**Define and Identify** Factors Facilitating Transfer of Learning.**List** the types and strategies toimproveMemory.**Outline**the Types and strategies to minimize forgetting. **Analyze** Curve of Forgetting. **Activity:** Collect a few games to enhance memory. **PO2, PO3, PO4, PO5, PO6**	**K1, K2, K3, K4 & K5**

CO –K LEVELS

Total K Level: K1-5, K2- 5, K4-4, K3-3, K5-2, K6- 1

Knowledge Level	K1	K2	K3	K4	K5	K6
	5	5	4	3	2	1

CO-PO

3- Strongly Correlated, 2- Moderately Correlated, 1 – Weakly Correlated

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3	2	3	2			
CO2	2		1		3	3			2
CO3			2		2	3			1
CO4		2	3	2	3	3			
CO5	3		3	3	3	3			2
	8	**4**	**12**	**7**	**14**	**14**			**5**

Strongly Correlated - 14, Moderately Correlated - 10, Weakly Correlated - 2

COURSE OUTLINE

UNIT I - INTRODUCTION TO EDUCATIONAL PSYCHOLOGY (13Hours)

Psychology: Historical Development of Psychology - Definition - Branches and Methods Educational Psychology: Definition - Nature and Scope - Need of Educational Psychology for Teachers.

Activity: Prepare an album relating to the need of Educational Psychology for teachers.

UNIT II - HUMAN GROWTH AND DEVELOPMENT (11 Hours)

Growth and Development: Definition - Characteristics - Principles - Differences - Dimensions – Developmental Tasks: Definition - Stages till adolescence period - Heredity and Environment: Definition - Role of Heredity and Environment in Growth and Development.

Activity: Collect pictures on the developmental tasks for the various stages of development.

UNIT III - DEVELOPMENT TRAJECTORY (12 Hours)

Development in different stages - Infancy to Adolescence: Physical - Emotional - Social - Erikson's theory - Language - Intellectual / Cognitive - Piaget's theory and Moral Development - Piaget and Kohlberg theories.

Activity: Enlist various problems faced in adolescence stage and suggest remedial measures.

UNIT IV - COGNITIVE DEVELOPMENT (12 Hours)

Cognitive Process - Sensation – Perception: Definition - Laws and errors in perception - Factors affecting Perception and Imagery – Concept: Definition - Types - Stages in Concept Formation - Bruner's Theory and Concept Mapping – Attention: Definition - Types - Factors Relating to Attention - Span of Attention - Inattention and Distraction – Reasoning and Problem Solving - Metacognition: Definition - Educational Implications.

Activity: Construct a concept map on one topic in your subject.

UNIT V – LEARNING (12 Hours)

Learning: Definition - Importance of Learning - Types - Relationship between Maturation and Learning and Individual Differences in Learning - Theories of Learning: Thorndike - Pavlov – Skinner- Kohler and Gagne - Transfer of Learning: Definition - Factors Facilitating Transfer of Learning – Memory: Definition - Types and strategies to improve Memory - Forgetting: Definition - Types and strategies to minimize forgetting - Curve of Forgetting.

Activity: Collect a few games to enhance memory.

PRACTICALS

Following are the list of psychology experiments, prospective teachers have to perform any three experiments.

S.N	GROUP A
1	Transfer of training
2	Perception
3	Distraction / Division of Attention
4	Span of Attention
5	Memory
6	Learning

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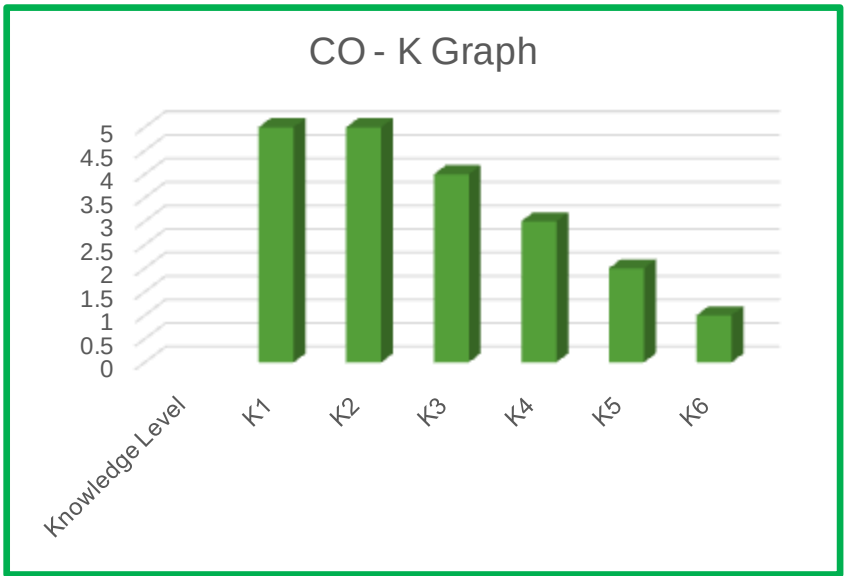
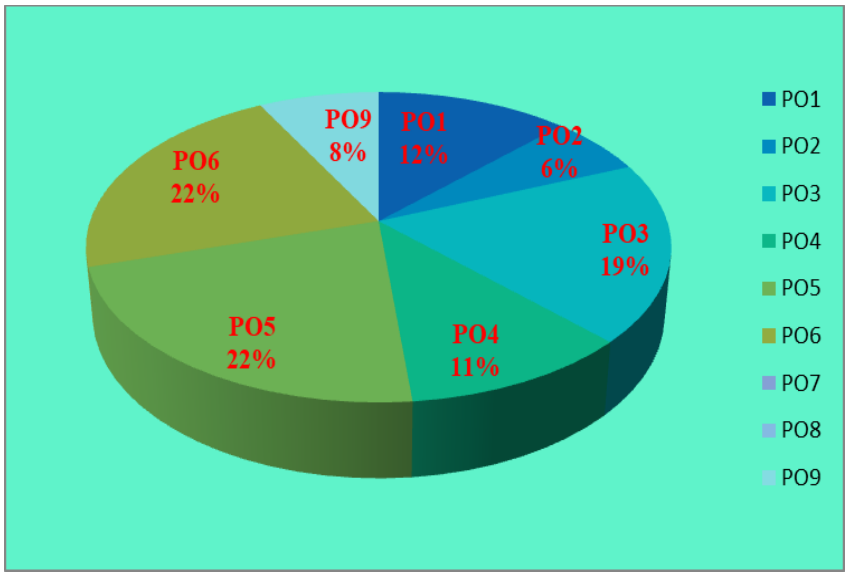
WEB RESOURCES

- https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=15
- http://web.utk.edu/~gwynne/maslow.HTMhttps://www.saylor.org/site/wp-content/uploads/2012/06/Educational-
- Psychology.pdf
- http://www.allonlinefree.com/educational-psychology-complete- notes-download/
- https://www.hzu.edu.in/bed/psychology%20b.ed.pdf
- https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2012/06/Educational-Psychology.pdf
- https://libraries.psu.edu/
- http://www6.teacher.net/?
- https://www.psychologydiscussion.net/individual-differences/individual- differences-meaning-and-causes-educational-psychology/1841
- https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/edu-II%20psycho.pdf

CO - K GRAPH



CO - POGRAPH



B.Ed
BCC2 - EDUCATION IN CONTEMPORARY INDIA
FIRST YEAR / SEMESTER I

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- acquire knowledge about the concept, nature and process of education and various levels of education.
- articulate the ideas of Philosophers for the development of Education.
- compare the educational thoughts of Indian and Western Philosophers.
- identify various statutory bodies and their function for the progress of education.
- analyze the impact of the Right to Education Act and Equitable Standard Education**.**

COURSE OUTCOMES DESCRIPTIONS

At the end of the course, the prospective teacherswill be able to

Knowledge level: K1- (Remember), K2- (Understand), K3-(Apply), K4- (Analyze), K5-(Evaluate), K6 – (Create)

Course	Learning Outcome	Knowledge Level
CO1	**EDUCATION AND ITS CHALLENGES IN INDIAN SOCIETY** Education – Meaning - Definition - Nature and Process: Bipolar - Tripolar and Multipolar- Purpose of Education - Modes of Education: Formal - Informal and Non formal – various level of Education and its objectives: Pre-Primary - Primary - Secondary and Higher Education. Challenges of Education in Indian Society: Illiteracy-Child Labour-Unemployment and Underemployment- Wastage and Stagnation – Brain Drain and Brain Gain –Equalization of Educational Opportunity and Implementation. **Define** Education**. Explain** the Nature and Process of Education.**Compare**the Modes of Education.**Illustrate** the various levels of Education.**Classify** the function of various levels of Education.**Interpret** the Challenges of Education in Indian Society.**Summarize** Equalization of Educational Opportunity and implementation. **Activity:** Prepare a report on Objectives, Process and relevance for School Education. **PO1,PO5,PO7, PO8, PO9)**	**K1, K2, K4**
CO2	**SCHOOLS OF EDUCATIONAL THOUGHT** **Philosophy:** Meaning - Definition - characteristics of Philosophy - Branches of Philosophy-Interrelation between Philosophy and Education**. Indian Schools of Philosophy**: Vedanta - Bhagavad Gita - Jainism -	**K1, K2, K3**

	Buddhism and its Educational Implications. **Western Schools of Philosophy**: Idealism - Naturalism - Realism - Pragmatism - Existentialism and Constructivism and its Educational Implications. **Recall** the Meaning and Definition**. List** the characteristics and **Classify the** Branches of Philosophy.**Compare** Philosophy and Education. **Explain** the Schools of Philosophy.**Apply philosophical** thoughts in Education.**Illustrate** Western Schools of Philosophy**. Make use of** philosophical thoughts in Education and **Explain** the ideas of schools of philosophy. **Activity:** Prepare a comparative chart for Western Philosophical thoughts. **PO2,PO4,PO5, PO7, PO8**	
CO3	**EDUCATIONAL THOUGHTS OF VARIOUS PHILOSOPHERS** **Eastern Philosophical Thoughts:** Mahatma Gandhi - Thiruvalluvar– Rabindranath Tagore - Swami Vivekananda- Sri Aurobindo – J. Krishnamurthy – A.P.J.Abdul Kalam. **Western Philosophical Thoughts:** Rousseau – Froebel- John Dewey - Montessori –Russell. **Recall** the Educational Thoughts ofEastern and western philosophers.**Apply** the philosophers' educational thinking into the current educational situation. **Activity:** Prepare an album on Educational quotations of the Philosophers. **PO2,PO4,PO5, PO7, PO8**	**K1, K3**
CO4	**INDIAN STATUTORY BODIES AND INTERNATIONAL ORGANISATIONS OF EDUCATION** State Government Organisations: DSE – SCERT - SIEMAT – DIET - BRC- CRCs –TANSCHE. Central Government Organizations: MHRD - UGC – AICTE – CABE – NUEPA – NCERT – NCTE – NAAC - RCI - Innovative Programmes for Strengthening Quality and Quantity of Education: OBBS – DPEP – Samagra Shiksha Abhiyan (SSA + RMSA) and RUSA - International Organisations on Education: WHO - UNO – UNICEF - Role of NGOs. **Compare** the functions of State and central Government Organisations. **Summarize** the duties of DSE – SCERT - SIEMAT – DIET - BRC- CRCs – TANSCHE.**Define**theCentral Government Organizations - MHRD - UGC – AICTE – CABE – NUEPA – NCERT – NCTE – NAAC - RCI - **Interpret** Innovative Programmes for Strengthening Quality and Quantity of Education.**Utilize** the recommendation of various statutory	**K1, K2, K3, K4, K5**

	bodies. **Analyse** the roles of International Organisations on Education.**Explain** motive of the NGO. **Activity**: Collect current information about Central and State Government organizations of Education. **PO1, PO2, PO3, PO4, PO7, PO8**	
CO5	**EDUCATION IN THE INDIAN CONSTITUTION** Education in the Concurrent List – Directive Principles: Article 21A - Article 45 – Constitutional Amendments: 73rd Amendment - 86th Amendment - Right to Education - Universalisation of Elementary Education- Right to Education Act (2009) -Equitable Standard Education - SamacheerKalvi. **What**is a Concurrent List? **Explain** Article 21A, Article 45 – the Importance of 73rd & 86th Amendment.**Illustrate** the Function of Right to Education. **Discuss** Universalisation of Elementary Education and **Elaborate** RTE Act (2009).**Determine** Equitable Standard Education of SamacheerKalvi. **Activity:** Study the impact of the Right to Education Act on schools. **PO4, PO7, PO8**	**K1, K2, K4, K5, K6**

CO – K LEVELS

Total K Level: K1-5, K2-4, K3- 3, K4 – 3, K5 – 2, K6 -1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	4	3	3	2	1

CO - PO

3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO/ PSO	PSO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1	1				2		3	3	3
CO2		2		3	3		3	2	
CO3		2		3	3		3	2	
CO4	3	3	3	2			3	1	
CO5				2		2	3		
TOTAL	**4**	**7**	**3**	**10**	**8**	**2**	**15**	**8**	**3**

Strongly Correlated - 14, Moderately Correlated - 8, Weakly Correlated – 2

COURSE OUTLINE

UNIT – I: EDUCATION AND ITS CHALLENGES IN INDIAN SOCIETY (12Hours)

Education – Meaning - Definition - Nature and Process: Bipolar -Tripolar and Multipolar- Purpose of Education - Modes of Education: Formal - Informal and Non formal – various level of Education and its objectives: Pre-Primary - Primary - Secondary and Higher Education. Challenges of Education in Indian Society: Illiteracy-Child Labour- Unemployment and Underemployment- Wastage and Stagnation – Brain Drain and Brain Gain –Equalization of Educational Opportunity and Implementation.

Activity: Prepare a report on Objectives, Process and relevance for School Education.

UNIT–II:SCHOOLS OF EDUCATIONAL THOUGHT (12Hours)

Philosophy: Meaning - Definition - characteristics of Philosophy - Branches of Philosophy- Interrelation between Philosophy and Education. Indian Schools of Philosophy: Vedanta - Bhagavad Gita - Jainism - Buddhism and its Educational Implications. Western Schools of Philosophy: Idealism - Naturalism - Realism - Pragmatism - Existentialism and Constructivism and its Educational Implications.

Activity: Prepare a comparative chart for Western Philosophical thoughts.

UNIT – III: EDUCATIONAL THOUGHTS OF VARIOUS PHILOSOPHERS (12Hours)

Eastern Philosophical Thoughts: Mahatma Gandhi - Thiruvalluvar– Rabindranath Tagore - Swami Vivekananda- Sri Aurobindo – J. Krishnamurthy – A.P.J.Abdul Kalam.

Western Philosophical Thoughts: Rousseau – Froebel- John Dewey - Montessori –Russell.

Activity: Prepare an album on Educational quotations of the Philosophers .

UNIT – IV: INDIAN STATUTORY BODIES AND INTERNATIONAL ORGANISATIONS OF EDUCATION (13 Hours)

State Government Organisations: DSE – SCERT - SIEMAT – DIET - BRC- CRCs – TANSCHE. Central Government Organizations: MHRD - UGC – AICTE – CABE – NUEPA – NCERT – NCTE – NAAC - RCI - Innovative Programmes for Strengthening Quality and Quantity of Education: OBBS – DPEP – Samagra Shiksha Abhiyan (SSA + RMSA) and RUSA - International Organisations on Education: WHO - UNO – UNICEF - Role of NGOs.

Activity: Collect current information about Central and State Govt. organizations of Education

UNIT –V: EDUCATION IN THE INDIAN CONSTITUTION (11 Hours)

Education in the Concurrent List – Directive Principles: Article 21A - Article 45 – Constitutional Amendments: 73rd Amendment - 86th Amendment - Right to Education - Universalisation of Elementary Education- Right to Education Act (2009) -Equitable Standard Education - SamacheerKalvi.

Activity: Study the impact of the Right to Education Act on schools.

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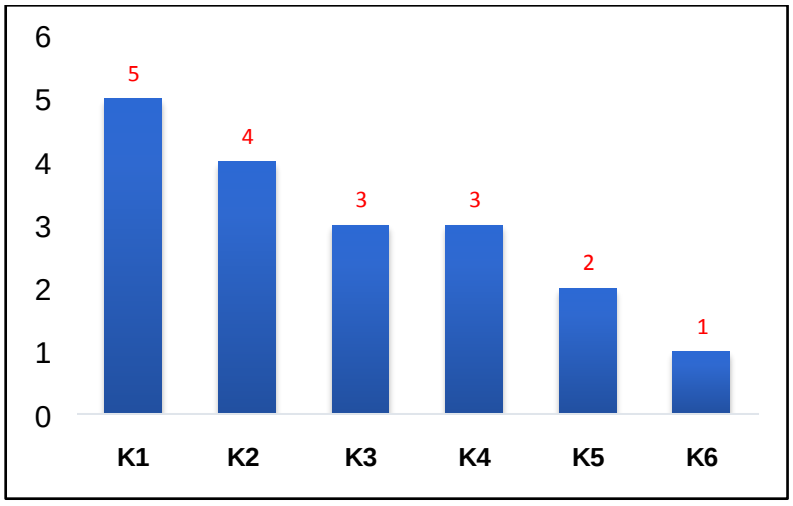
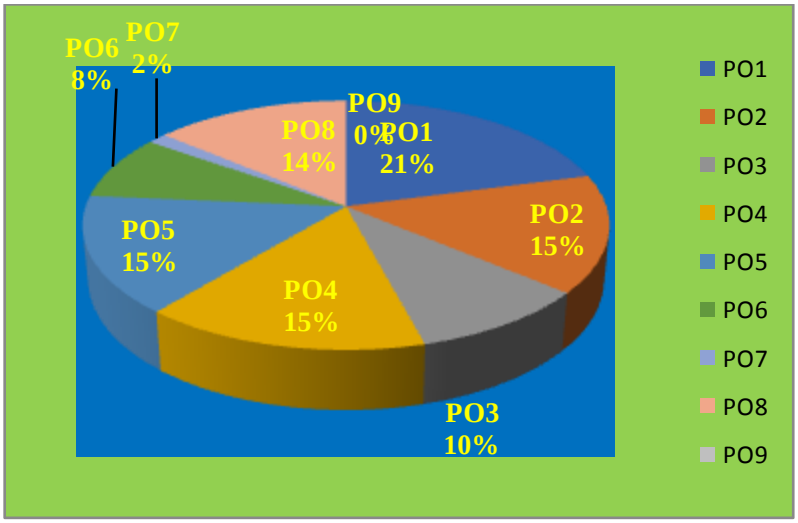
WEB RESOURCES

- http://economictimes.indiatimes.com
- http://www.tribuneindia.com
- Dr Vikrant Mishara, Kurushetra University, Kurushetra. http://www.educationindiajournal.org/home_art_avi.php?path=&id=453

CO – K Graph



CO – PO GRAPH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B.Ed.
BCC3 – EDUCATION AND SOCIETY
FIRST YEAR / SEMESTER I

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- appreciate education as a sub-system of Indian society.
- analyse the principles and promotion of democratic values in education.
- recognise the role of education in promoting social mobility.
- utilize the recommendations of the education commissions in education progress.
- comprehend the influence of LPG in Education.

COURSE OUTCOMES

At the end of the course, the prospectiveteachers will be able to

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 – (Analyse), K5 – (Evaluate), K6 – (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**EDUCATION AND SOCIAL STRUCTURE** Education: Meaning- Definition – Aims - Characteristics - Functions of Education – Aims of Education – Factors influencing aims of Education – Education as a Sub-System of Indian society – Education as an investment – Social Structure – Education and its relationship with Indian Social Structure – Social Organization – Social Ideals – School as a social unit – Democracy in School life – Social climate of the school – Role of the teacher – School as a social demand for Education. **Recall** the definition, aims and functions of education.**Analyse** the factors influencing aims of education.**Explain** education as an investment and a Sub-System of Indian society.**Summarize** the term Social Structure, Social Organisation and Social Ideals in education.**Relate** democracy in school life.**Examine** School as a social demand for Education. **Activity:** Prepare a pictorial chart showing that educationas an investment for the improvement of the society. **PO1, PO2, PO3, PO5, PO7, PO8, PO9**	**K1, K2, K4.**
CO2	**BASIC CONCEPTS OF THE SOCIOLOGY OF EDUCATION** Sociology: Meaning - definition – Difference between Micro-sociology and Macro-sociology – Relationship between Sociology and Education – Sociology of	

	Education: Meaning - Nature – Scope – Educational Sociology: Meaning - Nature - Role of the teacher in Educational Sociology – Difference between Educational Sociology and Sociology of Education – Socialization– Sanskritization - Westernization – Modernization: Meaning - Characteristics of Modernization and Factors responsible for Modernization – Democracy: Meaning – Principles - Types –Role of School in promoting Democratic values and Principles in the students – Equality: Meaning – definition - types – Equality in the constitution of India and Education. **Define** the term sociology.**Distinguish** the difference between Micro-sociology and Macro-sociology.**Identify** the relationship between Sociology and Education.**Explain**the Nature and Scope of Sociology of Education.**What** is Educational Sociology? **Summarise** the role of the teacher in Educational Sociology.**Find**the difference between Educational Sociology and Sociology of Education.**What**is Socialisation? **Analyse** the term Sanskritization and Westernisation.**List** the factors responsible for Modernisation.**Describe**the role of the School on Democratic values and Principles in the students.**Outline** Equality in Education. **Activity:** Prepare a chart showing the Democratic Principles and Values acquired by a student for the smooth functioning of the school. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9**	**K1, K2, K3, K4.**
CO3	**EDUCATION IN THE SOCIAL CONTEXT** Social Change: Meaning - Definition - Types – Factors are responsible for Social Change – Barriers to Social Change – Theories of Social Change: Environmental Theory - Cultural Theory and Eclectic Theory —Impact of Social Changes in the Educational system of India: Economic – Social -Cultural – Political- Social Stratification - SocialMobility: Meaning - Types – Role of Education in promoting Social Mobility. **Classify** the types and factors responsible for Social Change.**Explain** the theories of Social Change.**Examine** the impact of Social Changes on the educational system in India.**Identify** the educational inputs for Social Change in India. **Examine** the Social Change in Economic, Social, Cultural and Political perspectives.**List** the types of Social Mobility. **Outline** the role of Education in promoting Social Mobility. **Activity:** Prepare a report on the Social Mobility of an individual. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9**	**K1, K2, K3, K4.**

CO4	**EDUCATION COMMISSIONS AND COMMITTEES** University Education Commission (1948) – Secondary Education Commission (1952-53) – Kothari Commission (1964-66) – NPE (1986) – Acharya Ramamurthy Committee (1990) – POA (1992) – Prof. Yashpal Committee Report (1993& 2009) – National Curriculum Framework (NCF) 2005 – Sachar Committee Report (2005-2006) – National Knowledge Commission (2006) – Justice J.S. Verma Committee(2012) – New Educational Policy(2020). **Explain** the recommendations of the University Education Commission. Secondary Education Commission and Kothari Commission.**Recall** the salient features of NPE (1986).**Outline** the important aspects of Acharya RamamurtiCommittee.**What** is POA (1992)? **Identify** the specific recommendations of Prof. Yashpal Committee Report, Sachar Committee Report and Justice J.S. Verma Committee.**Perceive** the important features of National Curriculum Framework (2005) and National Knowledge Commission (2006).**Discuss** the main features of New Educational Policy (2020). **Activity:**Report on initiatives of the Government of India in the field of Education. **PO1, PO2, PO3, PO4, PO7, PO8**	**K1, K2, K3, K5, K6.**
CO5	**INTERNATIONALISATION OF EDUCATION** Meaning – Objectives - Advantages and Issues of Liberalization, Privatization and Globalization (LPG) – Positive and Negative Impact of (LPG) in education – Internationalization of Education – Virtual University: Meaning – Goals - Advantages and Disadvantages of Virtual University in 21st Century Education – Tamil Virtual University – Concept – Features – Purpose-Advantages – Virtual University in Global Perspectives. **Explain** the Objectives, Advantages and Issues of Liberalisation, Privatisation and Globalisation.**Classify**the Positive and Negative Impact of LPG in education.**Outline**Internationalisation of Education.Define Virtual University.**Find**the features of Tamil Virtual University.**Identify** the role of Virtual University in 21st Century Education. **Activity:** List the modern trends in education recommended by the International Organisation. **PO1, PO2, PO4, PO7, PO8, PO9**	**K1, K2, K3, K5.**

CO – K LEVELS

Total K Level: K1- 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO – PO

3 -Strongly Correlated, 2 - Moderately Correlated, 1 -Weakly Correlated

CO/PO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	2		2		3	3	3
CO2	2	3	2	2	2	1	2	3	3
CO3	2	3	1	3	2	2	3	3	3
CO4	2	3	3	3			3	2	
CO5	2	3		3			2	3	3
Total	10	15	8	11	6	3	13	14	12

Strongly Correlated -20, Moderately Correlated - 15 , Weakly Correlated - 2

COURSE OUTLINE

UNIT I: EDUCATION AND SOCIAL STRUCTURE (12 Hours)

Education: Meaning- Definition – Aims - Characteristics - Functions of Education – Aims of Education – Factors influencing aims of Education – Education as a Sub-System of Indian society – Education as an investment – Social Structure – Education and its relationship with Indian Social Structure – Social Organization – Social Ideals – School as a social unit – Democracy in School life – Social climate of the school – Role of the teacher – School as a social demand for Education.

Activity: Prepare a pictorial chart showing that educationas an investment for the improvement of the society.

UNIT II: BASIC CONCEPTS IN THE SOCIOLOGY OF EDUCATION (13 Hours)

Sociology: Meaning - definition – Difference between Micro-sociology and Macro-sociology – Relationship between Sociology and Education – Sociology of Education: Meaning - Nature – Scope – Educational Sociology: Meaning - Nature - Role of the teacher in Educational Sociology – Difference between Educational Sociology and Sociology of Education – Socialization– Sanskritization - Westernization – Modernization: Meaning - Characteristics of Modernization and Factors responsible for Modernization – Democracy: Meaning – Principles - Types –Role of School in promoting Democratic values and Principles in the students – Equality: Meaning – definition - types – Equality in the constitution of India and Education.

Activity: Prepare a chart showing the Democratic Principles and Values acquired by a student for the smooth functioning of the school.

UNIT III: EDUCATION OF THE SOCIAL CONTEXT (11 Hours)

Social Change: Meaning - Definition - Types – Factors are responsible for Social Change – Barriers to Social Change – Theories of Social Change: Environmental Theory - Cultural Theory and Eclectic Theory —Impact of Social Changes in the Educational system of India: Economic – Social -Cultural – Political- Social Stratification - Social Mobility: Meaning - Types – Role of Education in promoting Social Mobility.

Activity: Prepare a report on the Social Mobility of an individual.

UNIT IV: EDUCATION COMMISSIONS AND COMMITTEES (12 Hours)

University Education Commission (1948) – Secondary Education Commission (1952-53) – Kothari Commission (1964-66) – NPE (1986) – Acharya Ramamurthy Committee (1990) – POA (1992) – Prof. Yashpal Committee Report (1993& 2009) – National Curriculum Framework (NCF) 2005 – Sachar Committee Report (2005-2006) – National Knowledge Commission (2006) – Justice J.S. Verma Committee(2012) – New Educational Policy(2020).

Activity: Report on initiatives of the Government of India in the field of Education.

UNIT V: MODERN TRENDS IN EDUCATION (12 Hours)

Meaning – Objectives - Advantages and Issues of Liberalization, Privatization and Globalization (LPG) – Positive and Negative Impact of (LPG) in education – Internationalization of Education – Virtual University: Meaning – Goals - Advantages and Disadvantages of Virtual University in 21st Century Education – Tamil Virtual University – Concept – Features – Purpose- Advantages – Virtual University in Global Perspectives.

Activity: List the modern trends in education recommended by the International Organisation.

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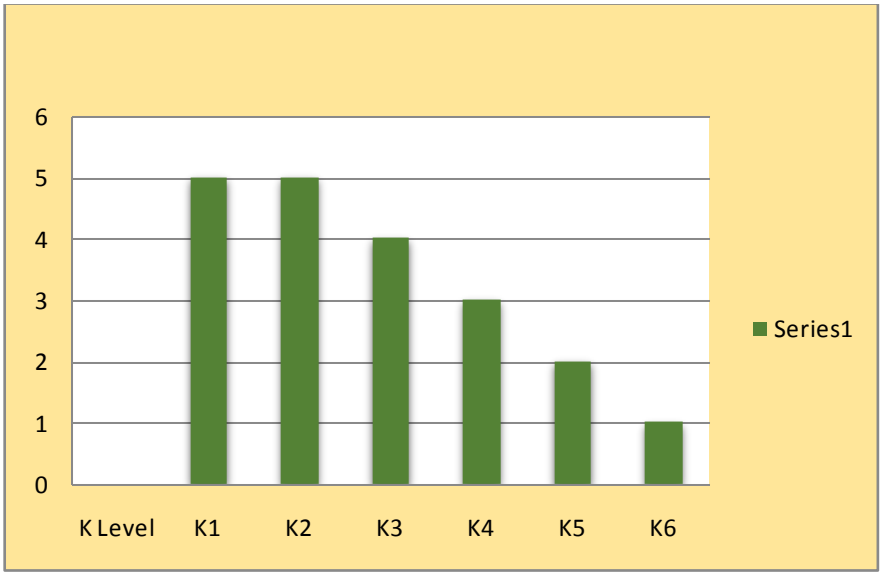
WEB RESOURCES

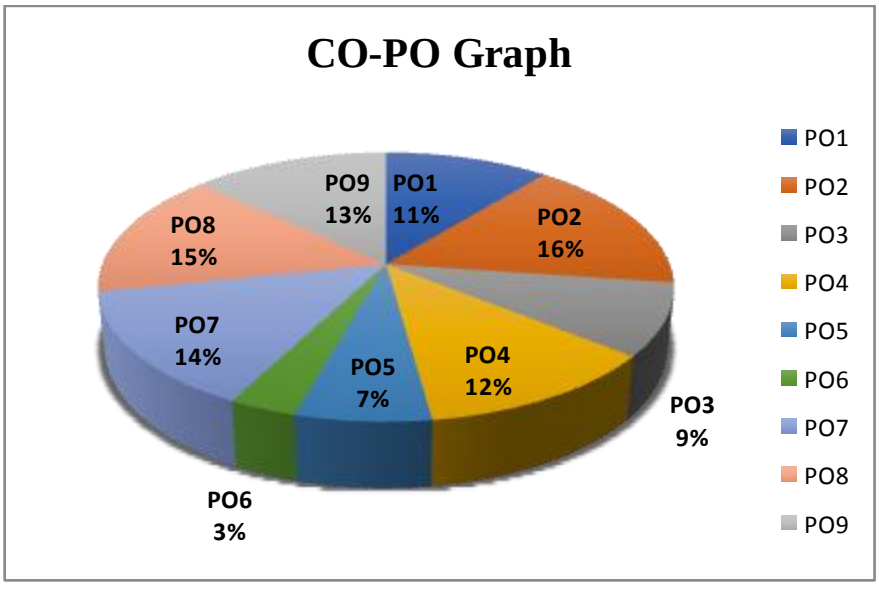
- https://www.sociologylearners.com/functions-of-education/
- https://ddceutkal.ac.in/Syllabus/MA_Education/Paper-2.pdf
- https://www.cukashmir.ac.in/docs/econtent%20By%20Dr.Nasreen%20Qusar%20unit%20III.pdf
- https://www.egyankosh.ac.in/bitstream/123456789/31614/1/Unit-1.pdf
- https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/BA%201st%20Semester/BA-1ST(Education)-Education%20and%20Society.pdf
- https://nios.ac.in/media/documents/331courseE/L7%20SOCIAL%20STRUCTURE%20AND%20SOCIAL%20SYSTEM.pdf
- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-16.pdf
- https://archive.mu.ac.in/myweb_test/ma%20edu/M.A.%20Sociology%20of%20Edu..pdf
- http://gdckulgam.edu.in/Files/f07ef270-7e91-4716-8825-2966f17cc0f7/Custom/Generic%20Elective(Educational%20Sociology).pdf
- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-8.pdf

- https://egyankosh.ac.in/bitstream/123456789/46965/1/Unit-4.pdf
- https://www.sjsu.edu/people/ken.nuger/courses/pols120/Ch-3-Principles-of-Democracy.pdf
- https://ncert.nic.in/textbook/pdf/keec103.pdf
- https://www.academia.edu/5650830/The_Virtual_University_Advantages_and_Disadvantages
- https://taleemiboard.org/wp-content/uploads/2020/02/EDUCATION-COMMISSIONS.pdf

CO-K Graph



CO-PO Graph



B.Ed.
BEC1 -ENRICHING LEARNING THROUGH ICT
FIRST YEAR / SEMESTER I

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- Explain the concept and scope of Information and Communication Technology.
- Appreciate the current and future trends in ICT and its implications to education.
- Utilize internet resources in preparing learning material and teaching process.
- Design learning experiences using innovative pedagogical approaches.
- Analyze the role of ICT in Evaluation.

Course Outcomes Descriptions:

At the end of the course, the prospective teachers will be able to

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 -(Evaluate), K6 - (Create)

CO1	**ICT IN EDUCATION** ICT: Meaning – Concept – Objectives - Need and scope in education - National ICT policy - curriculum and schemes - Role of technology in emerging pedagogical practices – Digital literacy - Visual literacy - new media literacy - Hardware fundamentals - Network technology: LAN – WAN – SDN - IoT – Software : Concept - Meaning – Types: System software - application software - proprietary software and open source software. **Define** the meaning and **Explain** the concept, objective of the ICT in education and National ICT policy. **Demonstrate** and **Analyze** the use of digital literacy, Visual literacy, and New media literacy.**Utilize** Hardware fundamentals.**Summarize** the use of Network technology.**Apply** the application software in education). **Activity:** Prepare an e-module on any one application software and analyze its effectiveness for student learning. **PO1, PO2, PO4, PO5, PO7, PO8**	**K1, K2 K3,**
CO2	**EMERGING TRENDS IN ICT AND ITS EDUCATIONALAPPLICATIONS** ICT in learning – E-Learning - M-Learning - B-Learning - Game based learning: Concept – Meaning – Tools – Reusable Learning Objects and its Advantages – E-books – Blogs - Creating Multi-media learning contents - Augmented reality. Community Radio: Gyanvani - Audio podcast - vodcasting – MOODLE - MOOC - SWAYAM - FOSS - Gyan Darshan - Sakshat Portal - E-Gyankosh – NROER –	**K1, K2 K3, K4, K6**

	DHIKSHA - TNTP. **Apply** the E-Learning, M-Learning, B-Learning in teaching, Prepare RLO .**Develop** Multi-media learning contents .**Interpret** the benefits of Community Radio (Gyanvani).**Create** Audio podcast and vodcast channel.**Analyze** the benefits of MOODLE, MOOC, SWAYAM.**Make use of** FOSS tools in learning, Gyandarshan, Sakshat Portal, E-Gyankosh, NROER, DHIKSHA, TNTP. **Activity:** Prepare an audio podcast/video podcast and report their effectiveness on learning of the students. **PO1, PO2, PO3, PO4, PO5, PO7, PO8**	
CO3	**INTERNET AND ITS APPLICATIONS** History of the internet - Understanding WWW - Web browsers – Search engines - Locating internet resources – searching- evaluating and bookmarking – Web 2.0 tools – creating - sharing - Social websites - Online forums - Media streaming. Critical Issues in Internet usage. Open Educational Resources – Concept – Importance - Various OER initiatives – Creating an OER: Principle - Steps. **Remember** the History of the internet. **Explain** WWW, Web browsers. **Utilize** Search engines for resources, internet resources for education. **Analyze** the Critical Issues in Internet usage. **Use** Open Educational Resourcesand **Appraise** the Various OER initiatives. **Creating** an OER. **Activity: Prepare an OER and report its benefits in teaching and learning. PO1, PO2, PO4, PO5, PO7, PO8**	**K1, K2 K3, K4,**
CO4	**ICT AND PEDAGOGY** Approaches to integrating ICT: Techno pedagogical content knowledge (TPCK) - Learning Management Systems (LMS) - Subject specific ICT tools (creating and facilitating learning) - Role of ICT in instructional design - Authentic learning - Assistive technology for Children With Special Needs (CWSN) and inclusion: Tools - advantages - Personalized System of Instruction (PSI) – Meaning – Concept - Advantages - Limitations. **Make use of** Techno pedagogical content knowledge (TPCK) approach in teaching .**Comprehend** the concept of Learning Management Systems (LMS).**Understand** and **make use of** Assistive technology for Children With Special Needs (CWSN) and **Plan** for effective inclusion. **Activity:** List five subject specific ICT tools and explain its benefits in learning. **PO1, PO2, PO4, PO5, PO6, PO8, PO9**	**K1, K2, K3, K5**
CO5	**LEARNING AND EVALUATION THROUGH ICT** Digital Story Telling – Scripting - video content and documentation – Creating photo essay - ICT based Concept mapping : Tools – Worksheet - Games and	**K1, K2, K3, K5**

	Activities - ICT in Evaluation – Need and Scope - Use of web 2.0 tools for assessment -e-portfolio - e-rubrics - survey tools - puzzle makers - test generators - reflective journal etc., - Data analysis: make meaning - Graphical interpretation – Exploring Sources of data and communication. **Develop** a Digital Story, video content.**Construct** a Script and documentation C**reating** photo essay .**Understand** the **Importance** of ICT in Evaluation.**Use** of web 2.0 tools for assessment.**Make meaning** and **analysis** of data, Graphical interpretation. **Activity**: Use an online assessment tool and evaluate the students and highlight the report with graphical representation. **PO1, PO2, PO3, PO4, PO5, PO8**	

K-LEVELS

Total K - Levels : K1= 5, K2 = 5, K3 = 4, K4 = 3, K5 = 2, K6 = 1

PROGRAM SPECIFIC OUTCOME (PSO)

3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO/PSO	PSO								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2		3	2		3	3	
CO2	3	2	2	3	3		3		
CO3	2	3	2	3	3		3	2	
CO4	3	3		3	2	3		3	2
CO5	2	2	3	3	2			2	
TOTAL	**13**	**12**	**5**	**15**	**12**	**3**	**9**	**10**	**2**

COURSE OUTLINE

UNIT-I: ICT IN EDUCATION **(12 Hours)**

ICT: Meaning – Concept – Objectives - Need and scope in education - National ICT policy - curriculum and schemes - Role of technology in emerging pedagogical practices – Digital literacy - Visual literacy - new media literacy - Hardware fundamentals - Network technology: LAN – WAN – SDN - IoT – Software : Concept - Meaning – Types: System software - application software - proprietary software and open source software.

Activity: Prepare an e-module on any one application software and analyze its effectiveness for student learning.

UNIT– II: EMERGING TRENDS IN ICT AND ITS EDUCATIONALAPPLICATIONS (11 Hours)

ICT in learning – E-Learning - M-Learning - B-Learning - Game based learning: Concept – Meaning – Tools – Reusable Learning Objects and its Advantages – E-books – Blogs - Creating Multi-media learning contents - Augmented reality.

Community Radio: Gyanvani - Audio podcast - vodcasting – MOODLE - MOOC - SWAYAM - FOSS - Gyan Darshan - Sakshat Portal - E-Gyankosh – NROER – DHIKSHA - TNTP.

Activity: Prepare an audio podcast/video podcast and report their effectiveness on learning of the students.

UNIT - III: INTERNET AND ITS APPLICATIONS (12 Hours)

History of the internet - Understanding WWW - Web browsers – Search engines - Locating internet resources – searching- evaluating and bookmarking – Web 2.0 tools –creating - sharing - Social websites - Online forums - Media streaming. Critical Issues in Internet usage. Open Educational Resources – Concept – Importance - Various OER initiatives – Creating an OER: Principle - Steps.

Activity: Prepare an OER and report its benefits in teaching and learning.

UNIT -IV: ICT AND PEDAGOGY (12 Hours)

Approaches to integrating ICT: Techno pedagogical content knowledge (TPCK) - Learning Management Systems (LMS) - Subject specific ICT tools (creating and facilitating learning) - Role of ICT in instructional design - Authentic learning - Assistive technology for Children With Special Needs (CWSN) and inclusion: Tools -advantages - Personalized System of Instruction (PSI) – Meaning – Concept - Advantages - Limitations.

Activity: List five subject specific ICT tools and explain its benefits in learning.

UNIT- V: LEARNING AND EVALUATION THROUGH ICT (13 Hours)

Digital Story Telling – Scripting - video content and documentation – Creating photo essay - ICT based Concept mapping : Tools – Worksheet - Games and Activities - ICT in Evaluation – Need and Scope - Use of web 2.0 tools for assessment -e-portfolio - e-rubrics - survey tools - puzzle makers - test generators - reflective journal etc., - Data analysis: make meaning - Graphical interpretation – Exploring Sources of data and communication.

Activity: Use an online assessment tool and evaluate the students and highlight the report with graphical representation.

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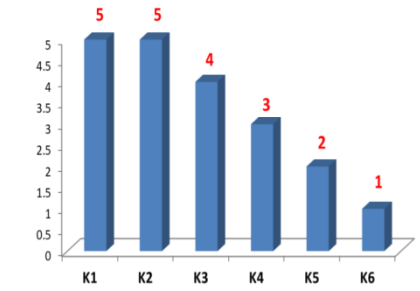
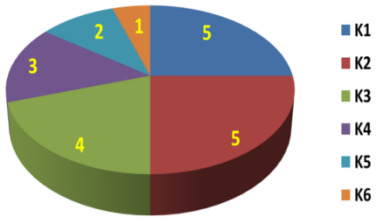
WEB RESOURCES

- https://www.education.gov.in/en/sites/upload_files/mhrd/files/upload_document/revised_policy%20document%20ofICT.pdf
- https://swayam.gov.in/
- https://nroer.gov.in/home/repository
- https://files.eric.ed.gov/fulltext/EJ844273.pdf
- https://www.aicte-india.org/sites/default/files/AT/ICT%20UNESCO.pdf
- https://study.com/academy/lesson/web-20-tools-for-education.html
- http://oasis.col.org/bitstream/handle/11599/36/2015_UNESCO_COL_A-Basic-Guide-to-OER.pdf?sequence=6&isAllowed=y
- https://files.eric.ed.gov/fulltext/ED543171.pdf
- https://www.google.co.in/books/edition/Design_in_Educational_Technology/NtW4BAAAQBAJ?hl=en&gbpv=0
- Media, Visual, & Digital Literacy (psu.edu)
- https://www.comparitech.com/net-admin/software-defined-networking/
- https://builtin.com/internet-things/iot-education-examples
- https://www.teacheracademy.eu/blog/game-based-learning/
- https://www.viewsonic.com/library/education/6-benefits-and-5-examples-of-augmented-reality-in-education/
- https://www.slideshare.net/gerardsylvester/reusable-learning-objects
- https://www.india.gov.in/spotlight/diksha-national-digital-infrastructure-teachers
- http://egyankosh.ac.in/bitstream/123456789/41876/1/Unit-20.pdf

CO-K Graph

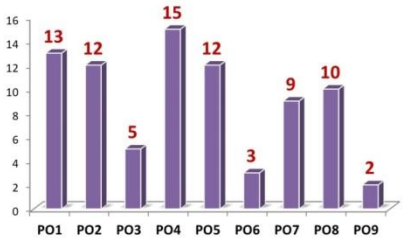
K1	K2	K3	K4	K5	K6
5	5	4	3	2	1

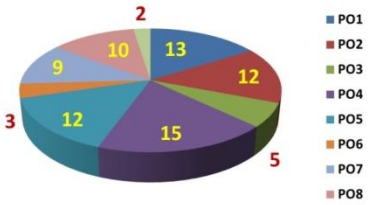




CO-PSO Graph

PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
13	12	5	15	12	3	9	10	2





B.Ed.
BEC2 UNDERSTANDING DISCIPLINES AND SUBJECTS
FIRST YEAR / SEMESTER I

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to:

- explain the concept and meaning of School Subjects, Academic Disciplines and the role of disciplines and subjects in school curriculum
- Appreciate the social, political and intellectual contexts of various disciplines.
- Analyze the paradigm shift in selection of content.
- Illustrate the advantages of learner oriented curriculum.
- Explore the aspects of life oriented curriculum.

COURSEOUTCOMEDESCRIPTIONS

At the end of the course, the prospective teachers will be able to:
Knowledge Level: K1 – (Remember), K2 – (Understanding), K3 – (Apply), K4 - (Analyze),K5–(Evaluate), K6–(Create)

Course	Learning Outcomes	Knowledge Level
CO1	**DISCIPLINES AND SUBJECTS** Disciplines and subjects: meaning – definition – concept - characteristics of academic discipline - nature and types – sources of discipline and subject-Distinction and Relationship between school subjects and academic disciplines - Importance of the knowledge of disciplines and subjects-Need and importance of studying school subjects-classification of academic discipline: Becher-Biglan typology: pure-hard - pure-soft -applied-hard - applied-soft typeswith emphasis on nature of knowledge in each type - John Dewey's ideas on disciplinary knowledge and curriculum **Define** the meaning, definition and the characteristics of academic discipline. **Classify** the types of discipline and subject. **Identify** the need and importance of studying school subjects. **Activity:** Prepare a report on the academic disciplines of school education at various school levels. **PO1,PO2, PO5,PO7,PO8**	**K1, K3,K4**

CO2	**DISCIPLINES AND SUBJECTS IN SOCIO-CULTURAL PERSPECTIVES** Emergence and development of knowledge- impact of social - political and intellectual context on discipline and school subjects – School subjects for social reconstruction - practical knowledge - community knowledge and intuitive knowledge- Changes in social science - natural science and linguistics- Redefining and re-structuring of school subject from socio-cultural perspectives - school subjects and social justice. **Define** the social, political and intellectual context on discipline and school subjects. **Explain** the School subjects for social reconstruction, practical knowledge. **Identify** the changes in social science, natural science and linguistics. **Activity:** Explain the social, political and cultural influences on your major subject in the Secondary school syllabus. **PO2,PO5,PO6,PO8, PO9**	**K1,K2,K3**
CO3	**SELECTION OF CONTENT** Criteria for selection of subject-matter or content of the curriculum: self-sufficiency – significance – validity – interest – utility - learn ability and feasibility - Reasons for inclusion or exclusion of a subject from the school curriculum - Recent developments in school subject. **Choose** the criteria for selection of subject-matter or content of the curriculum. **Explain** the validity – interest – utility - learn ability and feasibility. **Analyze** the reasons for inclusion or exclusion of a subject from the school curriculum .**Apply** the recent developments in school subject. **Activity:** Prepare an album on recent developments in school curriculum. **PO1,PO2,PO3,PO4,PO5, PO8**	**K1, K2, K3,K4**
CO4	**LEARNER ORIENTED CURRICULUM** Learner oriented curriculum - Discipline oriented curriculum and Social oriented curriculum: meaning – concept - advantages and disadvantages – Social oriented curriculum for social reconstruction – Designing learning centered curriculum - five basic principles of curriculum - syllabus and textbooks. **Define** the meaning and concept of Learner oriented curriculum, Discipline oriented curriculum and Social oriented curriculum. **Distinguish** between advantages and disadvantages . **Illustrate** the social oriented curriculum for social reconstruction–syllabus and textbooks. **Activity:** Prepare a report on learner centered curriculum based on present textbook. **PO1, PO2,PO3,PO4, PO6,PO8,PO9**	**K1, K2, K6**

CO5	**LIFE-ORIENTED CURRICULUM** Life-oriented curriculum and Inter-disciplinary curriculum: meaning - nature and scope- the growing need for inter-disciplinary curriculum - need for curriculum integration – need for life oriented curriculum – Discipline and subjects for national development - Selection of components - based on the experiences of children – communities - their natural curiosities and subjects - life oriented curriculum inculcate the values among students through our textbooks. **Find** the meaning, nature and scope of Life-oriented curriculum and Inter-disciplinary curriculum. **Assess** the need for curriculum integration and life oriented curriculum. **Interpret** the Discipline and subjects for national development. **Activity:** Write a report on life oriented curriculum based concepts pesent in the textbook. **PO1,PO2,PO3,PO4,PO5,PO6,PO8,PO9**	**K1,K2, K5**

CO-K LEVELS

Total K level: K1–5, K2 –4, K3–3, K4 –2, K5–1, K6–1

KnowledgeLevel	K1	K2	K3	K4	K5	K6
Total	5	4	3	2	1	1

CO-PO

3–Strongly Correlated, 2–Moderately Correlated, 1–Weakly Correlated

CO/ PO	PO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1	2	3			2		2	3	
CO2		3			2	2		2	3
CO3	1	3	2	2	2			3	
CO4	3	3	2	3		1		3	3
CO5	3	3	3	2	3	2		3	3
TOTAL	**9**	**15**	**7**	**7**	**9**	**5**	**2**	**14**	**9**

Strongly Correlated-17, Moderately Correlated -12, Weakly Correlated-2

COURSE OUTLINE:

UNIT - I: DISCIPLINES AND SUBJECTS (13 Hours)

Disciplines and subjects: meaning – definition – concept - characteristics of academic discipline - nature and types – sources of discipline and subject-Distinction and Relationship between school subjects and academic disciplines - Importance of the knowledge of disciplines and subjects-Need and importance of studying school subjects-classification of academic discipline: Becher- Biglan typology: pure-hard - pure-soft - applied-hard - applied-soft typeswith emphasis on nature of knowledge in each type - John Dewey's ideas on disciplinary knowledge and curriculum

Activity: Prepare a report on the academic disciplines of school education at various school levels.

UNIT - II: DISCIPLINES AND SUBJECTS IN SOCIO-CULTURAL PERSPECTIVES (12 Hours)

Emergence and development of knowledge- impact of social - political and intellectual context on discipline and school subjects – School subjects for social reconstruction - practical knowledge - community knowledge and intuitive knowledge- Changes in social science - natural science and linguistics- Redefining and re-structuring of school subject from socio-cultural perspectives - school subjects and social justice.

Activity: Explain the social, political and cultural influences on your major subject in the Secondary school syllabus.

UNIT - III: SELECTION OF CONTENT (11 Hours)

Criteria for selection of subject-matter or content of the curriculum: self-sufficiency – significance – validity – interest – utility - learn ability and feasibility - Reasons for inclusion or exclusion of a subject from the school curriculum - Recent developments in school subject.

Activity: Prepare an album on recent developments in school curriculum.

UNIT - IV: LEARNER ORIENTED CURRICULUM (12 Hours)

Learner oriented curriculum - Discipline oriented curriculum and Social oriented curriculum: meaning – concept - advantages and disadvantages – Social oriented curriculum for social reconstruction – Designing learning centered curriculum -five basic principles of curriculum - syllabus and textbooks.

Activity: Prepare a report on learner centered curriculum based on present textbook.

UNIT - V: LIFE-ORIENTED CURRICULUM (12 Hours)

Life-oriented curriculum and Inter-disciplinary curriculum: meaning - nature and scope- the growing need for inter-disciplinary curriculum - need for curriculum integration – need for life oriented curriculum – Discipline and subjects for national development - Selection of components - based on the experiences of children – communities - their natural curiosities and subjects - life oriented curriculum inculcate the values among students through our textbooks.

Activity: Write a report on life oriented curriculum based concepts present in the textbook.

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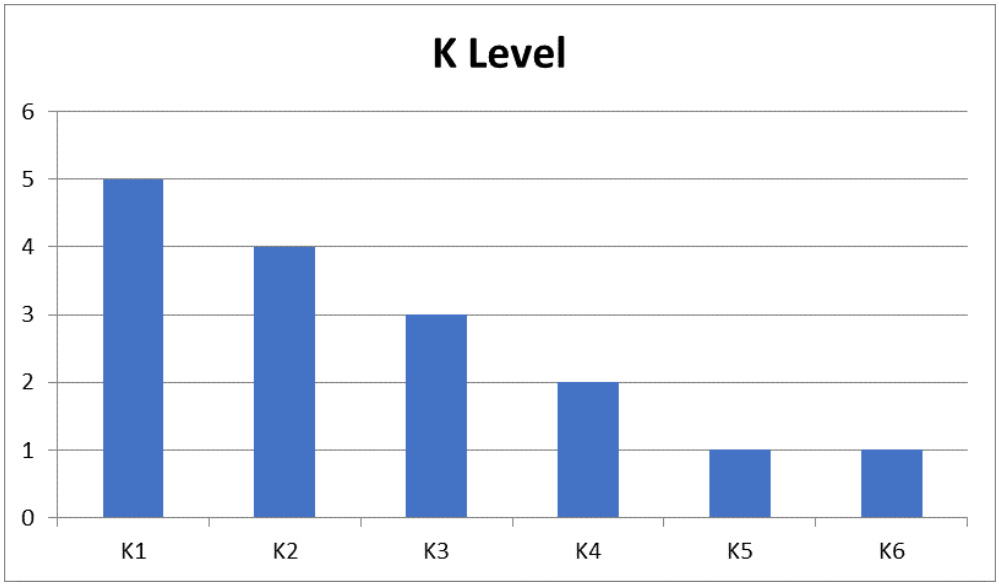
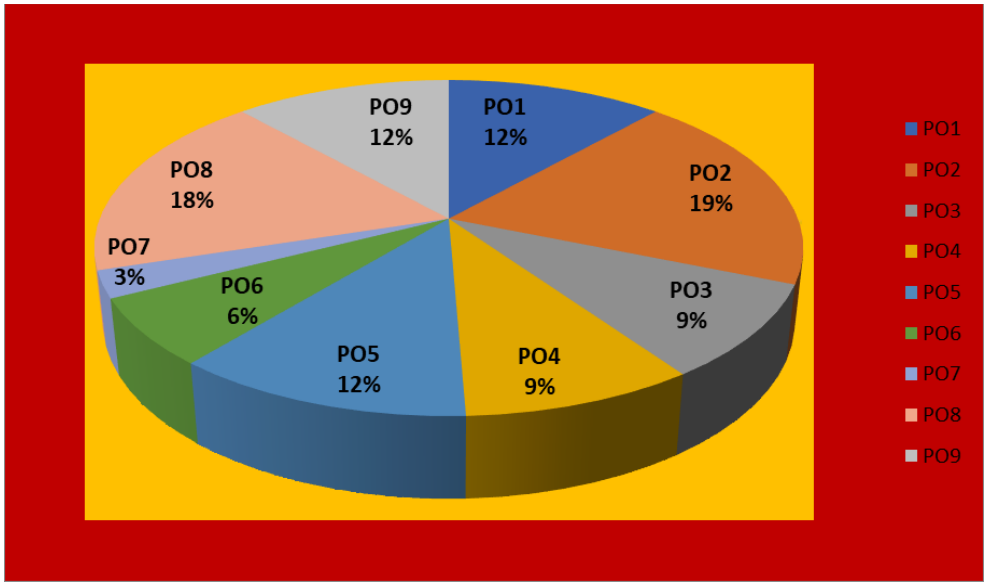
CO–K GRAPH



CO - PO GRAPH



BTA1 தமிழ் கற்பித்தல்
பி.எட். - அரைமம் - ஒன்று

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

கற்றல் நோக்கங்கள **5 Credits**

மாணவஆசிரியர் அரைமத்தின் இறுதியில் அறிந்துகொள்ள இயல்வன,

- மொழித்தோற்றக் கொள்கைகள்,தமிழ் வரிவடிவவளர்ச்சியைப் பற்றிஅறிந்துகொள்ளுதல்.
- கற்பித்தல் திறன்களின் முழுத் திறனறிவுபெறுதல்
- மொழியில் அமைப்புப் பற்றிஅறிந்துகொள்ளுதல்
- மொழிகற்பித்தலில் பல்வேறுமுறைகளைக் கையாளுதல்
- ஐவகைப் பாடங் கற்பித்தல் நோக்கங்கள் மற்றும் முறைகள் பற்றிஅறிதல்

COURSE OUTCOMES DESCRIPTIONS

மாணவஆசிரியர்கள்-பயிற்றுநர் அரைமத்தின் இறுதியில் அறிந்துகொள்ள இயல்வன
Knowledge level: K1- (Remember), K2 - (Understand), K3 - (Apply), K4- (Analyze), K5 – (Evaluate), K6 – (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**மொழித் தோற்றம்,தமிழ் வரிவடிவவளர்ச்சி** மொழியின் பண்புகளை பற்றி**அறிந்துகொள்ளல்** கிளைமொழிக் கொள்கைகள் பற்றி**புரிந்துகொள்ளல்** மொழித் தோற்றக் கொள்கைகள் பற்றி**புரிந்துகொள்ளல்** மொழிவரலாறுப் பற்றி**நீவீர் அறிவனயாவை?** தமிழ் வரிவடிவவளர்ச்சிப் பற்றி**அறிந்துகொள்ளல்.** கிளைமொழிகொள்கைகளைப் **புரிந்துகொள்ளுதல்** பேச்சுமொழிமற்றும் எழுத்துமொழியினைவேறுபடுத்த**அறிந்துகொள்ளல்.** எழுத்துசீர்திருத்தம் பற்றி**புரிதல் மற்றும் பயன்படுத்தல் செய்முறைவேலைகள்:**தமிழ் வரிவடிவவளர்ச்சிப் பற்றிபடத் தொகுப்புதயாரித்தல். PO7,PO5,PO8	**K1, K2, K3, K4, K5**
CO2	**கற்பித்தல் திறன்கள்** நுண்ணிலைகற்பித்தல் **என்றால் என்ன?** நுண்ணிலைகற்பித்தல் படிகளை**அறிதல் புரிதல் மற்றும் பயன்படுத்துதல்** நுண்ணிலைகற்பித்தலசுழற்சியைப் **பயன்படுத்துல்** நுண்ணிலைத் கற்பித்தல் திறன்களை**பயன்படுத்துதல்** இணைப்புப் பயிற்சியை **புரிதல் மற்றும் உருவாக்குதல் செய்முறைவேலைகள்**: கற்பித்தல் திறன்களைப் பயன்படுத்திச் சக மாணவர்கள் முன்னிலையில் கற்பித்தல் பயிற்சிமேற்கொண்டதன்மைகுறித்து ஓர் அறிக்கைதயாரித்துவழங்குக. PO1,PO6,PO5,PO8,PO4	**K1,K2,K3, K6**
CO3	**மொழியியல் அமைப்பு**	**K1,K2,K3,**

	மொழியின் அமைப்பைப் பற்றி**அறிந்துகொள்ளுதல்** ஒலிமொழியாதல் பற்றி**புரிந்துகொள்ளுதல்**ஒலியின் பிறப்புபற்றி**அறிதல் புரிதல் மற்றும் பயன்படுத்துதல்** பேச்சுறுப்பின் செயல்பாடுகள் குறித்து**அறிதல் புரிதல் மற்றும் பயன்படுத்துதல்**. ஒலியின் வகைப்பாடுபற்றி**அறிதல் புரிதல் மற்றும் பயன்படுத்துதல் செய்முறைவேலைகள்:**பேச்சுறுப்புகளும் அவற்றின் செயல்பாடுகளைவரைப்படம் மூலம் விளக்குதல். PO1,PO4,PO5,PO7,PO8	**K4**
CO4	**கற்பிக்கும் முறைகள்** பண்டையகாலபயிற்சிமுறைகள் பற்றி**அறிதல் மற்றும் புரிதல்** புதியகற்பித்தல் முறைகள் குறித்து**அறிதல் புரிதல் மற்றும் வகைப்படுத்தல்** அண்மைக்காலகற்பித்தல் முறைகள் குறித்து**அறிதல் புரிதல் மற்றும் ஓப்பிட்டாய்தல்** **செய்முறைவேலைகள்** -திட்டமிட்டுக் கற்றல் முறையில் இலக்கணப் பாடம் தயாரித்தல். PO1,PO2,PO4,PO8	**K1,K2,K3, K4, K5**
CO5	**ஐவகைப் பாடங் கற்பித்தல் நோக்கங்கள் மற்றும் முறைகள்** செய்யுள் கற்பித்தல் நோக்கங்கள் பற்றி**புரிந்துகொள்ளுதல்இ** செய்யுள் கற்பித்தல் முறைகள் பற்றி**அறிதல் புரிதல் மற்றும் பயன்படுத்துதல்** உரைநடைபயிற்றலின் நோக்கங்கள் பற்றி**புரிந்துகொள்ளுதல்** உரைநடைபயிற்சிமுறைகள் பற்றி**அறிதல்,புரிதல் மற்றும் பயன்படுத்துதல்** இலக்கணம் கற்பித்தலில் நோக்கங்களைப் **புரிந்துகொள்ளுதல்** இலக்கணம் கற்பித்தல் முறைகள் குறித்து**அறிதல்,புரிதல் பயன்படுத்துதல் மற்றும் உதாரணங்களைஉருவாக்குதல்**துணைப் பாடம் கற்பித்தலின் நோக்கங்கள் **புரிந்துகொள்ளுதல்**துணைப்படம் கற்பித்தல் முறைகள் பற்றி**அறிதல்,புரிதல் மற்றும் பயன்படுத்துதல்** கட்டுரைஎழுதுவதன் வளர்ச்சிநிலைகள் பற்றி**அறிந்துகொள்ளல்** கட்டுரைவகைகளைப் பற்றி**புரிதல் மற்றும் உதாரணங்களைஅளித்தல்** கடிதம் எழுதுதலின் நோக்கங்களைப் **புரிந்துகொள்ளல்**கடிதங்களின் வகைகளைப் **பற்றிபுரிதல் மற்றும் உதாரணங்களைஅளித்தல்** **செய்முறைவேலைகள்:**கட்டுரையின் வகைகளைதொடர்அட்டை மூலம் பட்டியலிடுக. PO1,PO2,PO6,PO5,PO8	**K1,K2,K3, K6**

CO-K LEVELS

Total K levels: K1-5, K2-5, K3-4, K4-3, K5-2, K6-1

UNIT	K1	K2	K3	K4	K5	K6
TOTAL	5	5	4	3	2	1

CO-PO

3- Strongly Correlated, 2- Moderately Correlated, 1-Weakly Correlated

CO/PO/PSO	PSO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1					2		3	3	
CO2	3			2	3	3		3	
CO3	3			2	3		1	3	
CO4	3	3		3				3	
CO5	3	3			3	3		3	
TOTAL	**12**	**6**	**0**	**7**	**11**	**6**	**4**	**15**	**0**

Strongly Correlated - 18 Moderately Correlated - 2 Weakly Correlated - 1

COURSE OUTLINE

அலகு 1: மொழித் தோற்றம், தமிழ் வரிவடிவவளர்ச்சி **(12 Hours)**

மொழியின் பண்புகள் - தோற்றக் கொள்கைகள் - மொழிவரலாறு–கிளைமொழிக் கொள்கைகள் - பேச்சுமொழியும்,எழுத்துமொழியும் தமிழ் வரிவடிவவளர்ச்சிசித்திர (ஓவிய) எழுத்துமுறை–ஆப்பெழுத்துக்கள் - பிராமிஎழுத்துக்கள் - வட்டெழுத்துக்கள் - கிரந்தஎழுத்து–சதுரஎழுத்து–தமிழ் எழுத்து–எழுத்துச் சீர்திருத்தம் - எழுத்துக்களின் பிறப்பு (நன்னூல் வழி நின்றுஅறிதல்).

செய்முறைவேலைகள்:தமிழ் வரிவடிவவளர்ச்சிப் பற்றிபடத் தொகுப்புதயாரித்தல்.

அலகு2:கற்பித்தல்திறன்கள் **(13 Hours)**

நுண்ணிலைக் கற்பித்தல் - பொருள் - கொள்கைகளும்,படிகளும் - நன்மைகள் - கற்பித்தல் சூழல் - வகுப்பறைக் கற்பித்தல்,நுண்ணிலைக் கற்பித்தல் வேறுபாடு–தொடங்குத் திறன் - விளக்குதல் திறன் - பல்வகைத் தூண்டல்கள் திறன் - கிளர் வினாத் திறன் - வலுவூட்டும் திறன் - முடிக்கும் திறன் - இணைப்புப் பயிற்சி.

செய்முறைவேலைகள்: கற்பித்தல் திறன்களைப் பயன்படுத்திச் சக மாணவர்கள் முன்னிலையில் கற்பித்தல் பயிற்சிமேற்கொண்டதன்மைகுறித்து ஓர் அறிக்கைதயாரித்துவழங்குக.

அலகு3 :மொழியியல் அமைப்பு **(11 Hours)**

மொழியின் அமைப்பு–ஒலிமொழியாதல் (ஒலியியல்,உருபனியல்,தொடரனியல்) –தமிழ் ஒலிகளின் பிறப்பு (உயிர் ஒலிகள்,மெய்யொலிகள்) –பேச்சுறுப்புகளும் அவற்றின் செயல்பாடுகளும் - மெய்யொலிகள் - அடைப்பொலிகள் - உரசொலிகள் - மூக்கொலிகள் - ஆடொலிகள் - வருடொலி–மருங்கொலிகள் - ஒலியியல்.

செய்முறைவேலைகள்:பேச்சுறுப்புகளும் அவற்றின் செயல்பாடுகளைவரைப்படம் மூலம் விளக்குதல்.

அலகு 4 –கற்பிக்கும் முறைகள் **(12 Hours)**

பண்டைக் காலப் பயிற்றுமுறைகள் - சொற்பொழிவுமுறை–உரையாடல் முறை–தடைவிடைமுறை–வினா-விடைமுறை–பன்முறைப் பயிற்சிமுறை–காரணகாரியம் முறை–போலக் கற்றல் முறை–நெட்டுருமுறை–உய்த்துணர்தல் முறை.

புதியமுறை–விளையாட்டுமுறை–நடிப்புமுறை–மேற்பார்வைப் படிப்பு–செயல்திட்டமுறை–ஒப்படைப்புமுறை–திட்டமிட்டுக் கற்றல் முறை–குழுவிவாதம் - உரையாடல் முறை

அண்மைக்காலமுறை:- இ-கற்றல் - காணொலிக் காட்சிவழிக் கற்றல்.

செய்முறைவேலைகள் -திட்டமிட்டுக் கற்றல் முறையில் இலக்கணப் பாடம் தயாரித்தல்.

அலகு 5: ஐவகைப் பாடங் கற்பித்தல் நோக்கங்கள் மற்றும் முறைகள் **(12 Hours)**

செய்யுள் பயிற்றல் நோக்கங்கள் - செய்யுள் கற்பித்தல் முறைகள் - உரைநடைபயிற்றலின் நோக்கங்கள் - உரைநடைப் பாடம் கற்பித்தல் முறைகள் - இலக்கணம் கற்பித்தலின் நோக்கங்கள் - இலக்கணம் கற்பித்தல் முறைகள் - துணைப்பாடங் கற்பித்தலின் நோக்கங்கள் - துணைப்பாடம் கற்பிக்கும் முறைகள். கட்டுரைஎழுதுவதன் வளர்ச்சிநிலைகள் - கட்டுரையின் வகைகள் - கடிதம் எழுதுதலின் நோக்கங்கள் - கடிதங்களின் வகைகள்.

செய்முறைவேலைகள்:கட்டுரையின் வகைகளைதொடர்அட்டை மூலம் பட்டியலிடுக.

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பாடநூல்கள்

- **6, 7, 8, 9,10 -ஆம் வகுப்புத் தமிழ்ப்பாடநூல்கள்.(2019)சென்னை:பள்ளிக்கல்வித்துறை.**

வலைத்தளவளங்கள்

- www.textbookonline.tn.nic.in,
- www.tamilvu.org,
- www.tamilsurangam.in
- www.uq.edu.au>teach>what-is-fc
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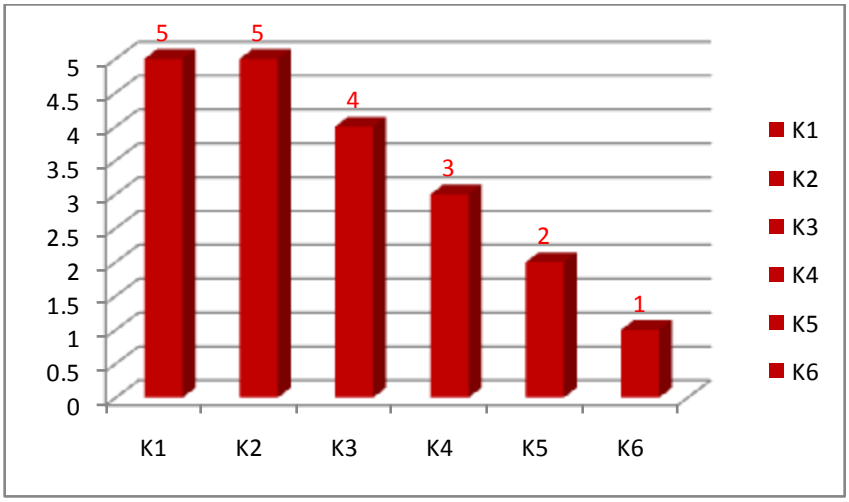
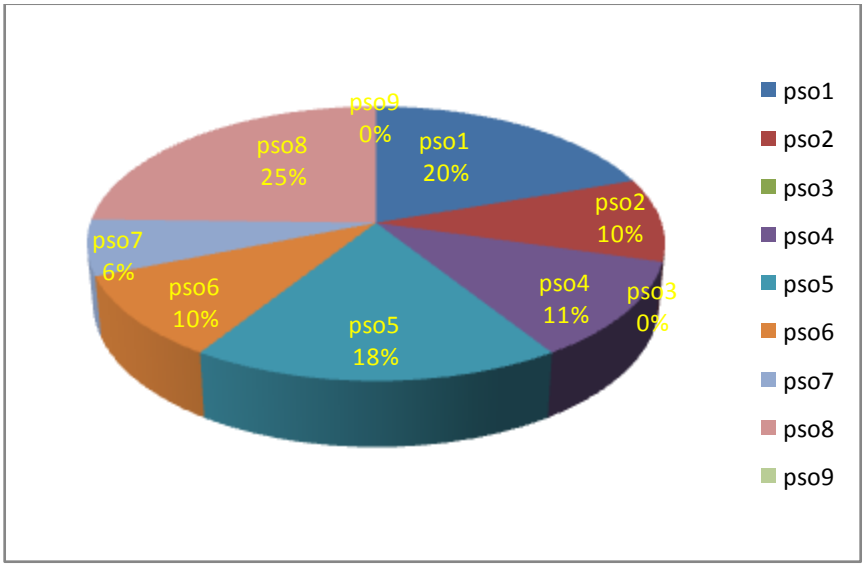
- https://www2.ed.gov/pubs/OR/ConsumerGuides/cooplear.html

CO – K GRAPH



CO – PO GRAPH



B.Ed.
BEN1 -PEDAGOGY OF ENGLISH - 1
FIRST YEAR / SEMESTER I

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- acquire an understanding of the status, role and nature of English language learning in India.
- develop an understanding of the objectives of teaching English
- execute the teaching skills in classroom scenario
- acquire the knowledge of methods and approaches of teaching English
- develop an understanding of the sub-skills of listening and the activities for developing listening skills.
- practise the various techniques in teaching speaking.

COURSE OUTCOMES DESCRIPTIONS

At the end of the course, the prospective teachers will be able to
Knowledge level: K1 – (Remember), K2 – (Understand), K3 – (Apply), K4 – (Analyze), K5 – Evaluate, K6 – (Create).

Course	Learning Outcomes	Knowledge Level
CO1	**OVERVIEW OF LANGUAGE TEACHING AND THE POSITION OF ENGLISH IN INDIA.** Language –meaning, definition and role - Functions of Language – Instrumental, Personal, Interactional, Regulatory, Representational, Heuristic, Imaginative - The status of English in India today –The rationale for learning English - Principles of language teaching - The Aims of teaching English as a second language – cultural, literary, utilitarian linguistic and Integrative Aim - Elements of English Language –Phonology, Graphology, Lexis and Grammar - Contribution of Linguistics and Psychology to the teaching of English - Teaching English as skill rather than knowledge subject - Learning the mother tongue and learning a second language –Structural Differences-Interference and transfer from the Mother tongue - The goals to be attained at the end of Secondary and Higher	**K1, K2, K3, K4**

	Secondary and outlined in the syllabus. **Recall** the meaning, definition and role of language**. Perceive** the Functions of language**. Reflect** on the status of English in India today –The rationale for learning English. **State and justify t**he principles of language teachi**ng. Explai**ns the aims of teaching English as a second. **Examine** the Elements of English Language. **Evaluate** the contribution of Linguistics and Psychology to the teaching of English. **Justify** the teaching English as skill rather than knowledge subject. **Distinguish** between the learning the mother tongue and learning a second language. **List** the goals to be attained at the end of Secondary and Higher Secondary and outlined in the syllabus. **Activity:** Illustrate the interference of mother tongue at phonological, morphological and syntactic level. **PO1, PO2, PO5, PO8**	
CO2	**TEACHING SKILLS** Micro-teaching –meaning and definition –principles – steps –features –the micro teaching cycle – merits and demerits. Core teaching skill and their components – Introducing a lesson, Explanation, Reinforcement, Stimulus Variation, Probing Questions, Using Black board, Closure –Link lesson - Observation – Demonstration lesson –Teacher Educator –Guide teacher –Peer Group observation - Mini Teaching . **Define** Mini-teaching. List the principles of Mini-teaching. **Infer and apply** the steps of Mini-teaching of mini teaching cycle. **Evaluate** the merits and demerits of Mini-teaching. **Explain** the components of Core teaching skill. **Write** episodes and practices the Core teaching Introducing a lesson, Explanation, Questions, Reinforcement, Stimulus Variation, probing questions, using black board, Closure –Link lesson. **Examine and Discuss** the classroom teaching behaviour through the Observation and Demonstration lesson. **Compare** the role of Teacher Educator and Guide teacher. **Activity:** Choose a prose lesson in IX Std text book and write the objectives (cognitive, Affective and Psychomotor) based on Bloom's Taxonomy. Identifies and develops the objectives. **PO1, PO2, PO3, PO4, PO5, PO**	**K1, K2, K3, K5**

CO3	**COURSES, APPROACHES AND METHODS OF TEACHING ENGLISH.** Courses: Global Course, Specific Course, Remedial Course. Method –Approach –Technique –Design – Methods: Grammar –Cum –Translation method, Direct method, Bilingual method, Dr.West's New method –Merits and Demerits - Approaches : Structural Approach – Meaning of structure -Types of structure and selection and gradation of structures – Situational Approach –Principles and types of situation –Oral Approach - Communicative Approach –Meaning - Principles –Merits and Demerits - Eclectic Approach - Current trends in the Teaching of English. **Name** are the different types of Courses. **Differentiate** Global Course, Specific Course and Remedial Course. **Define and differentiate** between Method –Approach –Technique –Design. **Apply** the principles of Grammar –Cum –Translation method, Direct method, Bilingual method, Dr. West's New method –Structural Approach –Situational Approach –Oral Approach - Communicative Approach – Eclectic Approach, **Interpret** the Merits and Demerits of the above methods and approaches. **Develop** strategies to use the Current trends in the Teaching of English in ESL class. **Activity:** Choose a grammar lesson and design a classroom instruction using different types of situations. **PO1, PO2, PO3, PO4. PO6, PO8**	**K1, K2, K3, K4, K5**
CO4	**LISTENING SKILL** Sub skills of listening - Types of listening: listening for perception and listening for comprehension - Three phases of listening class - Material and resources for developing listening:Recorded - Real and authentic - Listening Activities: dictation - following a route - listening to a telephone call - listening to commentaries - listening to instructions - Jigsaw listening, etc. - Testing listening Skill. **Recognize and classify** the Sub skills of listening. **Differentiate** between listening for perception and listening for comprehension. **Explain** the three phases of listening class. **Identify** and list out the Materials and resources for developing listening. **Writeand justify** the merits and demerits of using the Recorded, Real and authentic materials for developing listening skill. **Prepare** interesting Listening Activities for developing listening skill. **Construc**t test items for	**K1, K2, K3, K4, K6**

	assessing listening Skill. **Activity:** Record a conversation and use it to test listening comprehension. **PO1, PO2, PO3, PO4, PO5, PO8**	
CO5	**SPEAKING SKILL** Oral Practice of New language Items –Types of Drills: Repetition Drills - Substitution Tables - matching Drills - Substitution Drills - manipulation Drills - Technique in teaching speaking: conversation class - topic based discussion - class and task centered fluency practice - Speaking Activities: story telling - dialogues - situational conversation - role plays - dramatics - simulation - just –a- minute (JAM) - interview - communicative games - debates - extempore speech etc. - Materials and Resources: Language lab - Tape recorder - Pictures - Maps - graph - Tables - authentic materials and multimedia resources - Testing speaking Skill. **Outline** the importance of Oral Practice of New language Items for developing fluency**. Illustrate the usage** of different Types of Drills. **Create** drills for developing communication skill**. Select and practice** appropriate Technique for teaching speaking**. Design** Speaking Activities for an ESL class. **Select** appropriate Materials and resources for developing speaking skill**. Construct** test items for assessing speaking Skill. **Activity:** Design games and activities to develop speaking skill **PO1, PO2, PO3, PO4, PO5,PO8, PO9**	**K1, K2, K3, K4, K5, K6**

CO –K LEVELS

Total K Level: K1-5, K2- 5, K3-5, K4-4, K5-3, K6- 2

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	5	4	3	2

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO	PO								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9
CO1	3	1			2			2	
CO2	3	2	2	2	3			3	
CO3	3	2	1	1		2		1	
CO4	3	2	2	3	1			3	1
CO5	3	2	2	3	1			3	1
	15	9	7	9	7	2		12	2

Strongly Correlated – 11; Moderately Correlated – 11; Weakly Correlated – 8

COURSE OUTLINE

UNIT I: OVERVIEW OF LANGUAGE TEACHING AND THE POSITION OF ENGLISH IN INDIA. (13 Hours)

Language –meaning, definition and role - Functions of Language – Instrumental, Personal, Interactional, Regulatory, Representational, Heuristic, Imaginative - The status of English in India today –The rationale for learning English - Principles of language teaching - The Aims of teaching English as a second language –cultural, literary, utilitarian linguistic and Integrative Aim - Elements of English Language –Phonology, Graphology, Lexis and Grammar - Contribution of Linguistics and Psychology to the teaching of English - Teaching English as skill rather than knowledge subject - Learning the mother tongue and learning a second language –Structural Differences-Interference and transfer from the Mother tongue - The goals to be attained at the end of Secondary and Higher Secondary and outlined in the syllabus.

Activity: Illustrate the interference of mother tongue at phonological, morphological and syntactic level.

UNIT II- TEACHING SKILLS (11 Hours)

Micro-teaching –meaning and definition –principles –steps –features –the micro teaching cycle – merits and demerits. Micro teaching skill and their components –Introducing a lesson, Explanation, Reinforcement, Stimulus Variation, Probing Questions, Using Black board, Closure –Link lesson - Observation –Demonstration lesson –Teacher Educator –Guide teacher –Peer Group observation - Mini Teaching .

Activity: Choose a prose lesson in IX Std text book and write the objectives (cognitive, Affective and Psychomotor) based on Bloom's Taxonomy.

UNIT III – COURSES, APPROACHES AND METHODS OF TEACHING ENGLISH.
(12Hours)

Courses: Global Course, Specific Course, Remedial Course. Method –Approach –Technique –Design – Methods: Grammar –Cum –Translation method, Direct method, Bilingual method, Dr.West's New method –Merits and Demerits - Approaches : Structural Approach – Meaning of structure ,Types of structure and selection and gradation of structures –Situational Approach –Principles and types of situation –Oral Approach - Communicative Approach – Meaning, Principles –Merits and Demerits - Eclectic Approach - Current trends in the Teaching of English.

Activity: Choose a grammar lesson and design a classroom instruction using different types of situations.

UNIT IV -LISTENING SKILL **(12Hours)**

Sub skills of listening - Types of listening: listening for perception and listening for comprehension - Three phases of listening class - Material and resources for developing listening:Recorded - Real and authentic - Listening Activities: dictation - following a route - listening to a telephone call - listening to commentaries - listening to instructions - Jigsaw listening, etc. - Testing listening Skill.

Activity: Record a conversation and use it to test listening comprehension**.**

UNIT V - SPEAKING SKILL **(12Hours)**

Oral Practice of New language Items –Types of Drills: Repetition Drills - Substitution Tables - matching Drills - Substitution Drills - manipulation Drills - Technique in teaching speaking: conversation class - topic based discussion - class and task centered fluency practice - Speaking Activities: story telling - dialogues - situational conversation - role plays - dramatics - simulation - just –a- minute (JAM) - interview - communicative games - debates - extempore speech etc. - Materials and Resources: Language lab - Tape recorder - Pictures - Maps - graph - Tables - authentic materials and multimedia resources - Testing speaking Skill.

Activity: Design games and activities to develop speaking skill

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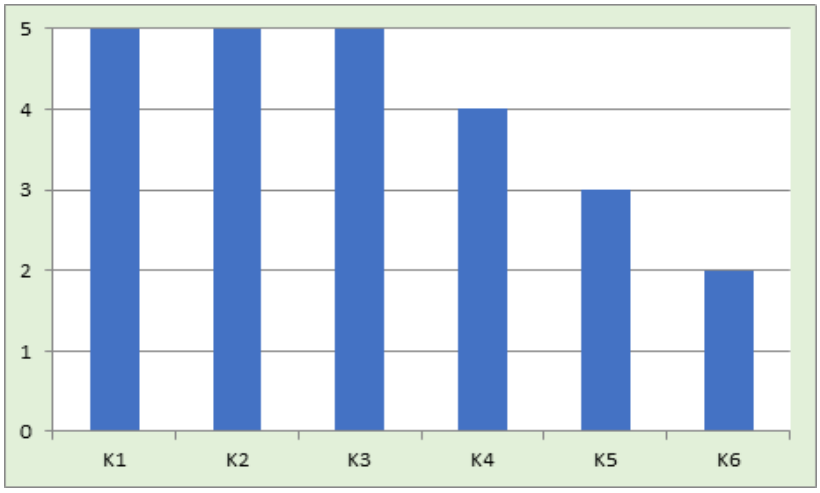
WEB RESOURCES

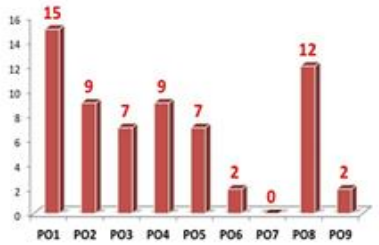
- https://www.uou.ac.in/sites/default/files/slm/A5(II).pdf
- https://core.ac.uk/download/pdf/234693306.pdf
- https://egyankosh.ac.in/bitstream/123456789/7605/1/Unit-1.pdf
- http://ashmikraj.blogspot.com/2018/02/principles-of-teaching-english.html
- https://egyankosh.ac.in/bitstream/123456789/46889/1/Unit-14.pdf
- http://www.tnteu.ac.in/pdf/english.pdf
- https://www.teachervision.com/professional-development/focused-mini-lessons
- https://www.egyankosh.ac.in/bitstream/123456789/46768/1/Unit-3.pdf
- https://www.elcomblus.com/the-different-types-of-syllabus-according-to-reilley/
- https://core.ac.uk/download/pdf/229883652.pdf
- https://egyankosh.ac.in/bitstream/123456789/46840/1/Unit-5.pdf

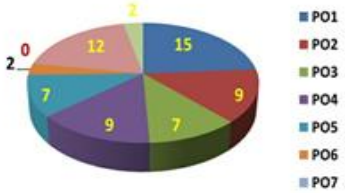
CO –K GRAPH



CO-PSO Graph

PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
15	9	7	9	7	2	0	12	2





B.Ed.
BHI 1 - PEDAGOGY OF HISTORY - 1
FIRST YEAR / SEMESTER I

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- comprehend the aims and objectives of teaching history.
- develop effective teaching skills.
- acquire knowledge of contributions of eminent historians to the development of history.
- get familiarized with methods in teaching history.
- identify the trends in teaching history.

COURSE OUTCOME DESCRIPTIONS

At the end of the course, the prospective teachers will be able to

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**NATURE, SCOPE AND VALUES OF TEACHING HISTORY** Defining History - Historical Quotations - Narrating Definitions of History - Nature of History – Need and Importance of History - History of History - Kinds of History - Logical Sequence - Structure and Scope of History - Values of Teaching History - Aims: Concept - Significance - Types of Aims – Aims of Teaching History through the Ages - Objectives: Concept – Types of Objectives: General and Specific - Aims and Objectives of Teaching History at Different Stages: Elementary - High and Higher Secondary Stage. Different Conception of History - Biological - Evolutionary - Theistic - Cyclic - Modern Concept of History - Objectivity and Scientific study of History. **Define** History. **List** the Historical Quotations about History. **Examine** Nature of History. **What** are the Need and Importance of History? **Explain** History of History. **Classify** Kinds of History. **Analyze**Logical Sequence, Structure and Scope of History. **Appraise** Values of Teaching History. **Outline** theAims and Objectives of Teaching History. **Recall** Aims of Teaching History through the Ages. **Categorize** the	**K1, K2, K3, K4, K5, K6**

	Types of Objectives: General and Specific. **Organize** theAims and Objectives of Teaching History at Different Stages: Elementary, High and Higher Secondary Stage. **Discuss** Different Conceptions of History. **Activity:** Discuss the values of learning History and submit a report. **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	
CO2	**TEACHING SKILLS** Micro-Teaching - Concepts - Principles and Phases of Micro-Teaching - Developing the Skills - Introducing a Lesson - Explaining - Probing Questions - Stimulus Variation - Reinforcement - Using the Black Board and Achieving Closure - Link Lesson - Need and its Importance - Mini Teaching. **What** is Micro-Teaching? **How** to Develop Skills? **List** the Micro-Teaching Skills. **Apply** the various Micro-Teaching skills in the classroom. **Explain** the Need and Importance of Link Lessons. **Activity:** Practicing Micro-lessons with different Skills. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9**	**K1, K2, K3, K4**
CO3	**CONTRIBUTION OF EMINENT HISTORIANS TO THE DEVELOPMENT OF HISTORY** Greek Historiography - Herodotus - Thucydides - Xenophone - Polybius - Plutarch - Roman Historiography - Cato - Cicero - Livy - Tacitus - Medieval Historiography - Eusebius - Pamphilus - St.Augustine - Ibnkhaldun. **Define** Historiography. **Explain** Greek Historiography, Roman Historiography and Medieval Historiography. **Activity:** Make an album on Historians. **PO1, PO2, PO4, PO5, PO6, PO8**	**K1, K2**
CO4	**METHODS OF TEACHING HISTORY** Teacher Centered Methods - Lecture - Storytelling - Team Teaching - Supervised Study - Review and Drill - Source Method - TextBook Method - Unit Method - Online Method - Learner Centered Methods - Heuristic - Excursion - Observation method - Problem Solving Method - Reasoning - Inductive - Deductive - Project Method - Laboratory Method - Field Work - - Group Directed Instructional Inputs: Socialized Recitation - Debate - Discussion - Symposium - Brainstorming - Seminar - Workshop - Dramatization. Aptitude Treatment Interaction (A.T.I) - Programmed Learning: Concept - Principles - Types - Merits and Demerits - Dalton Plan - Keller Plan-	**K1, K2, K3, K4**

	Computer Assisted Instruction - Web Based Learning. **Categorize** Teacher Centered Methods, Learner Centered Methods and Group Directed Instructional Inputs. **What** is Aptitude Treatment Interaction (A.T.I)? **Apply** Programmed Learning in the teaching of History. **Explain** Dalton Plan and Keller Plan. **Illustrate** Computer Assisted Instruction and Web Based Learning. **Activity:**Prepare Programmed Learning Materials in History. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8**	
CO5	**TRENDS IN TEACHING OF HISTORY** Teaching Chronology or Time Sense in History: Importance - Suggestion for Effective Teaching and Important Devices for Teaching Time-Sense - Contemporary Affairs or Current Affairs: Importance - Objectives - Scope - Nature - Procedures or Methods - Utilization and Techniques of Contemporary Affaires - Role of Teacher in Imparting Knowledge of Contemporary Affairs - Controversial Issues: Concept - Types - and Role of Teacher - Developing National Integration and International Understanding: Meaning - Principles - Role of Education. **What** is Teaching Chronology or Time Sense in History? **Importance** of Teaching Contemporary Affairs in History Classroom. **Explain** the Role of Teachers to Teach Controversial Issues in History Classroom. **Develop** National Integration and International Understanding. **Activity:** Submit a creative write up for Developing National Integration. **PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9**	**K1, K2, K3, K5**

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO/PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1	3	3	2	2	3	3	-	3	-
CO2	3	3	3	3	3	3	2	3	1
CO3	3	2	-	3	2	3	-	3	-
CO4	3	3	2	2	3	3	1	3	-
CO5	3	2	2	2	2	3	-	3	2
TOTAL	15	13	9	12	13	15	3	15	3

Strongly Correlated - 24, Moderately Correlated - 12, Weakly Correlated - 2

COURSE OUTLINE

UNIT I - NATURE, SCOPE AND VALUES OF TEACHING HISTOR (12 Hours)

Defining History - Historical Quotations - Narrating Definitions of History - Nature of History – Need and Importance of History - History of History - Kinds of History - Logical Sequence - Structure and Scope of History - Values of Teaching History - Aims: Concept - Significance - Types of Aims – Aims of Teaching History through the Ages - Objectives: Concept – Types of Objectives: General and Specific - Aims and Objectives of Teaching History at Different Stages: Elementary - High and Higher Secondary Stage.

Different Conception of History - Biological, Evolutionary - Theistic - Cyclic - Modern Concept of History - Objectivity and Scientific study of History.

Activity: Discuss the values of learning History and submit a report.

UNIT II - TEACHING SKILLS (12 Hours)

Micro-Teaching - Concepts - Principles and Phases of Micro-Teaching - Developing the Skills - Introducing a Lesson - Explaining - Probing Questions - Stimulus Variation - Reinforcement - Using the Black Board and Achieving Closure - Link Lesson - Need and its Importance - Mini Teaching.

Activity: Practicing Micro-lessons with different Skills.

UNIT III - CONTRIBUTION OF EMINENT HISTORIANS TO THE DEVELOPMENT OF HISTORY (11 Hours)

Greek Historiography - Herodotus - Thucydides - Xenophone - Polybius - Plutarch - Roman Historiography - Cato - Cicero - Livy - Tacitus - Medieval Historiography - Eusebius - Pamphilus - St.Augustine - Ibnkhaldun.

Activity: Make an album on Historians.

UNIT IV - METHODS OF TEACHING HISTORY (13 Hours)

Teacher Centered Methods - Lecture -Storytelling- Team Teaching - Supervised Study - Review and Drill - Source Method - TextBook Method - Unit Method - Online Method - Learner Centered Methods - Heuristic - Excursion - Observation method - Problem Solving Method - Reasoning - Inductive - Deductive - Project Method - Laboratory Method - Field

Work - Group Directed Instructional Inputs: Socialized Recitation - Debate - Discussion - Symposium -Brainstorming - Seminar - Workshop - Dramatization.
Aptitude Treatment Interaction (A.T.I) - Programmed Learning: Concept - Principles - Types - Merits and Demerits - Dalton Plan - Keller Plan- Computer Assisted Instruction - Web Based Learning.
Activity: Prepare Programmed Learning Materialsin History.

UNIT V - TRENDS IN TEACHING OF HISTORY (12 Hours)
Teaching Chronology or Time Sense in History: Importance - Suggestion for Effective Teaching and Important Devices for Teaching Time-Sense - Contemporary Affairs or Current Affairs: Importance - Objectives - Scope - Nature - Procedures or Methods - Utilization and Techniques of Contemporary Affaires - Role of Teacher in Imparting Knowledge of Contemporary Affairs - Controversial Issues: Concept - Types and Role of Teacher - Developing National Integration and International Understanding: Meaning - Principles - Role of Education.
Activity: Submit a creative write up for Developing National Integration.

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- Aggarwal, J.C. (3rd Revised Edition 1996). *Teaching of history: A practical approach.* Vikas Publishing House Pvt.Ltd.
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WEB RESOURCES

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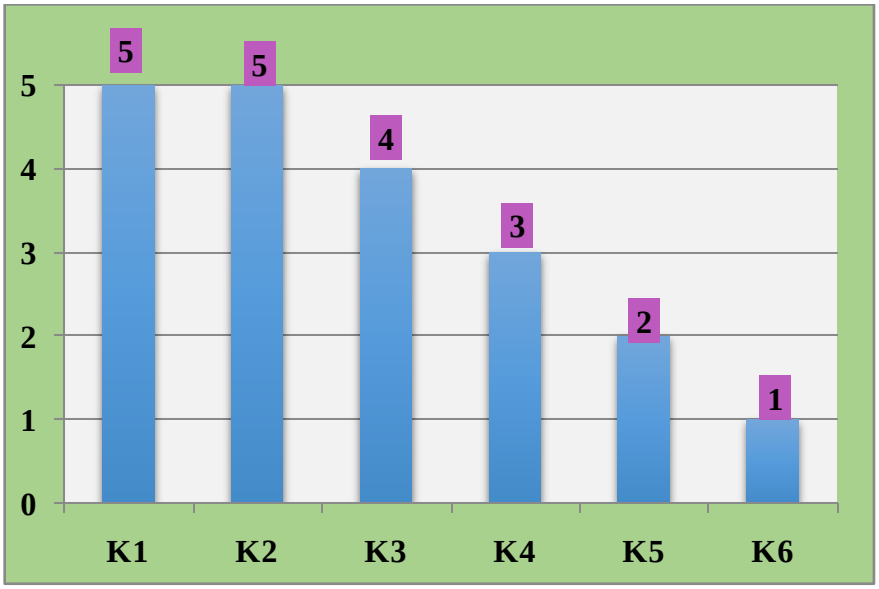
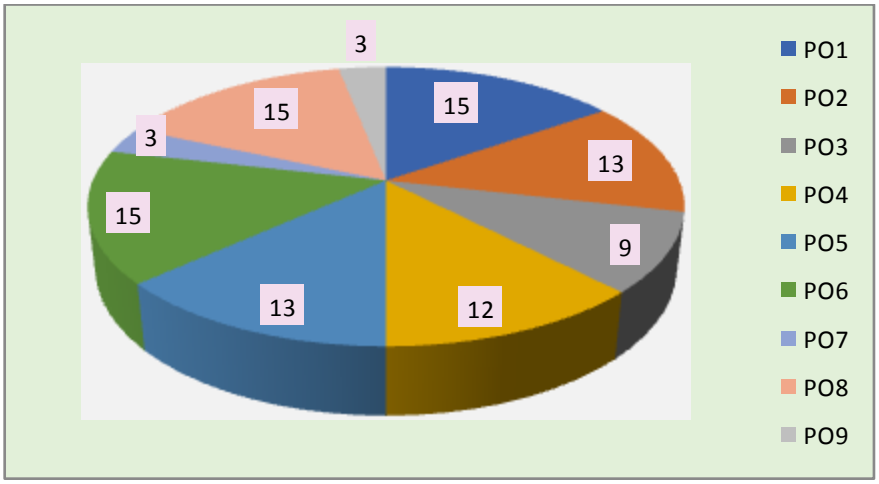
- https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_history.pdf
- https://www.preservearticles.com/history/values-of-teaching-history/5363
- https://rm.coe.int/1680494432
- https://en.wikipedia.org/wiki/Historian
- https://www.britannica.com/browse/Historians
- https://ta.wikipedia.org/wiki/%E0%AE%A8%E0%AF%81%E0%AE%A3%E0%AF%8D%E0%AE%A8%E0%AE%BF%E0%AE%B2%E0%AF%88_%E0%AE%95%E0%AE%B1%E0%AF%8D%E0%AE%AA%E0%AE%BF%E0%AE%A4%E0%AF%8D%E0%AE%A4%E0%AE%B2%E0%AF%8D
- https://www.slideshare.net/deivammuniyandi/micro-teaching-39134208
- http://niu.edu.in/soe/MICRO-TEACHING-1-BED-116.pdf
- https://www.slideshare.net/kuldeepvyas370/methods-of-teaching-142283499
- https://ncert.nic.in/pdf/focus-group/social_sciencel.pdf
- http://anildcsicollege.blogspot.com/2014/08/national-integration-and-international.html

CO-K GRAPH



CO-PO GRAPH



B.Ed.
BGE1 - PEDAGOGY OF GEOGRAPHY - 1
FIRST YEAR / SEMESTER – I

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- acquire the knowledge of geograpgy.
- develop effective teaching skills.
- comprehend the aims and objectives of teaching geography.
- get familiarized with methods in teaching geography.
- identify the trends in teaching geography.

COURSE OUTCOMES DESCRIPTIONS

At the end of the course, the prospective teachers will be able to

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**INTRODUCTION OF GEOGRAPHY** Geography: Meaning, Definitions, Nature and Scope of Geography - Branches of Geography: Physical, Human, Economic, Political and Historical Geography - Values of Teaching Geography - Stages of Development of Geographical thoughts - Place of Geography in School Curriculum - Location - Places and People of Earth's Surface, Grid System – Maps: Concept, Kinds and Uses – Scales: Concept, Types and Importance – Sketch: Concept, Types, Importance and sketching of locale environment - Pictorial and Graphical Charts - Local Map to Global Map Transition - Aerial Photographs. **Define** Geography.**Outline**Nature and Scope of Geography.**Classify**the Branches of Geography.**Assess**theValues of Teaching Geography.**Explain**the Stages of Development of Geographical thoughts.**Identify** Place of Geography in School Curriculum.**Explain** Location - Places and People of Earth's Surface and Grid System.**Make use of** Maps, Scales and Sketch.**Identify**Pictorial and Graphical Charts.**Discuss**Local Map to Global Map Transition.**What** is Aerial Photograph?	**K1, K2,K3, K6**

	Activity: Collect Different kinds of Maps **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	
CO2	**TEACHING SKILLS** Micro-Teaching - Concepts, Principles and Phases of Micro-Teaching, Developing the Skills - Introducing a Lesson, Explaining, Probing Questions, Stimulus Variation, Reinforcement, Using the Black Board and Achieving Closure - Link Lesson - Need and its Importance - Mini Teaching. **What** is Micro-Teaching? **How** to Develop Skills? **List** the Micro-Teaching Skills. **Apply** the various Micro-Teaching skills in the classroom. **Explain** Need and Importance of Link Lessons. **Activity:** Practising Micro-lessons with different Skills. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9**	**K1, K2, K3**
CO3	**TEACHING OF GEOGRAPHY** Aims: Concept, Significance, Types of Aims – Aims of Teaching Geography through the ages - Objectives: Concept – Types of Objectives: General and Specific - Aims and Objectives of Teaching Geography at Different Stages: Elementary, High and Higher Secondary Stage. **List** the Aims and Objectives of Teaching Geography.**Recall** Aims of Teaching Geography through the ages.**Explain**the Types of Objectives: General and Specific. **Summarize**the Aims and Objectives of Teaching Geography at Different Stages. **Activity:** Discuss the aims of teaching and learning geography at different stagesdand submit a report. **PO1, PO2, PO4, PO5, PO6, PO8**	**K1, K2, K3, K4, K5**
CO4	**METHODS OF TEACHING GEOGRAPHY** Teacher Centered Methods - Lecture, Story Telling, Team Teaching, Supervised Study, Review and Drill, Source Method, Textbook Method, Unit Method, Online Method - Learner Centered Methods - Regional Method, Excursion, Observation method, Problem Solving Method, Reasoning, Inductive, Deductive, Project Method, Laboratory Method, Field Work, - Group Directed Instructional Inputs: Socialized Recitation, Debate, Discussion, Symposium, Brainstorming, Seminar, Workshop, Dramatization. Aptitude Treatment Interaction (A.T.I) -	**K1, K2, K3, K4**

	Programmed Learning: Concept, Principles, Types, Merits and Demerits - Dalton Plan - Keller Plan- Computer Assisted Instruction - Web Based Learning. **Categorize** Teacher Centered Methods,Learner Centered Methods and Group Directed Instructional Inputs. **What** is Aptitude Treatment Interaction (A.T.I)? **Apply** Programmed Learning in teaching of Geography.**Explain**Dalton Plan and Keller Plan.**Illustrate**Computer Assisted Instruction and Web Based Learning. **Activity:**Prepare programmed learning materials in geography. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8**	
CO5	**TRENDS IN TEACHING GEOGRAPHY** Modern Geography: Meaning, Concept, Scope and Function of Modern Geography - Recent and Innovative Application in Geography - Geographical Information Systems Applications - Advantages Remote Sensing and Global Positioning Systems – Contemporary Event or Current Events: Importance, Objectives, Scope, Nature, Procedures or Methods, Utilization and Techniques of Contemporary Event - Role of Teacher in Imparting Knowledge of Contemporary Event. **What** is Modern Geography? **Summarize**Scope and Function of Modern Geography.**Find**Recent and Innovative Application in Geography.**Explain**Geographical Information Systems Applications.**List**the Advantages Remote Sensing and Global Positioning Systems.**Importance of** Current Events. **Outline**the Role of Teacher in Imparting Knowledge of Current Events. **Activity:** Prepare a chart on recent trends used in geographical locations. **PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9**	**K1, K2, K4, K5**

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO/PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1	3	3	2	2	3	3	-	3	-
CO2	3	3	3	3	3	3	2	3	1
CO3	3	2	-	3	2	3	-	3	-
CO4	3	3	2	2	3	3	1	3	-
CO5	3	2	2	2	2	3	-	3	2
TOTAL	15	13	9	12	13	15	3	15	3

Strongly Correlated - 24, Moderately Correlated - 12, Weakly Correlated - 2

COURSE OUTLINE

UNIT – 1 INTRODUCTION OF GEOGRAPHY (12 Hours)

Geography: Meaning, Definitions, Nature and Scope of Geography - Branches of Geography: Physical, Human, Economic, Political and Historical Geography - Values of Teaching Geography - Stages of Development of Geographical thoughts - Place of Geography in School Curriculum - Location - Places and People of Earth's Surface, Grid System – Maps: Concept, Kinds and Uses – Scales: Concept, Types and Importance – Sketch: Concept, Types, Importance and sketching of locale environment - Pictorial and Graphical Charts - Local Map to Global Map Transition - Aerial Photographs.

Activity: Collect Different kinds of Maps

UNIT – II: TEACHING SKILLS (12 Hours)

Micro-Teaching - Concepts, Principles and Phases of Micro-Teaching, Developing the Skills - Introducing a Lesson, Explaining, Probing Questions, Stimulus Variation, Reinforcement, Using the Black Board and Achieving Closure - Link Lesson - Need and its Importance - Mini Teaching.

Activity: Practising Micro-lessons with different Skills.

UNIT - III:TEACHING OF GEOGRAPHY (11 Hours)

Aims: Concept, Significance, Types of Aims – Aims of Teaching Geography through the ages - Objectives: Concept – Types of Objectives: General and Specific - Aims and Objectives of Teaching Geography at Different Stages: Elementary, High and Higher Secondary Stage.

Activity: Discuss the aims of teaching and learning geography at different stagesdand submit a report.

UNIT - IV: METHODS OF TEACHING GEOGRAPHY (13 Hours)

Teacher Centered Methods - Lecture, Story Telling, Team Teaching, Supervised Study, Review and Drill, Source Method, Textbook Method, Unit Method, Online Method - Learner Centered Methods - Regional Method, Excursion, Observation method, Problem Solving Method, Reasoning, Inductive, Deductive, Project Method, Laboratory Method, Field Work, - Group Directed Instructional Inputs: Socialized Recitation, Debate, Discussion, Symposium, Brainstorming, Seminar, Workshop, Dramatization.

Aptitude Treatment Interaction (A.T.I) - Programmed Learning: Concept, Principles, Types, Merits and Demerits - Dalton Plan - Keller Plan- Computer Assisted Instruction - Web Based Learning.

Activity: Prepare programmed learning materials in geography.

UNIT – V: TRENDS IN TEACHING GEOGRAPHY (12 Hours)

Modern Geography: Meaning, Concept, Scope and Function of Modern Geography - Recent and Innovative Application in Geography - Geographical Information Systems Applications - Advantages Remote Sensing and Global Positioning Systems – Contemporary Event or Current Events: Importance, Objectives, Scope, Nature, Procedures or Methods, Utilization and Techniques of Contemporary Event - Role of Teacher in Imparting Knowledge of Contemporary Event.

Activity: Prepare a chart on recent trends used in geographical locations.

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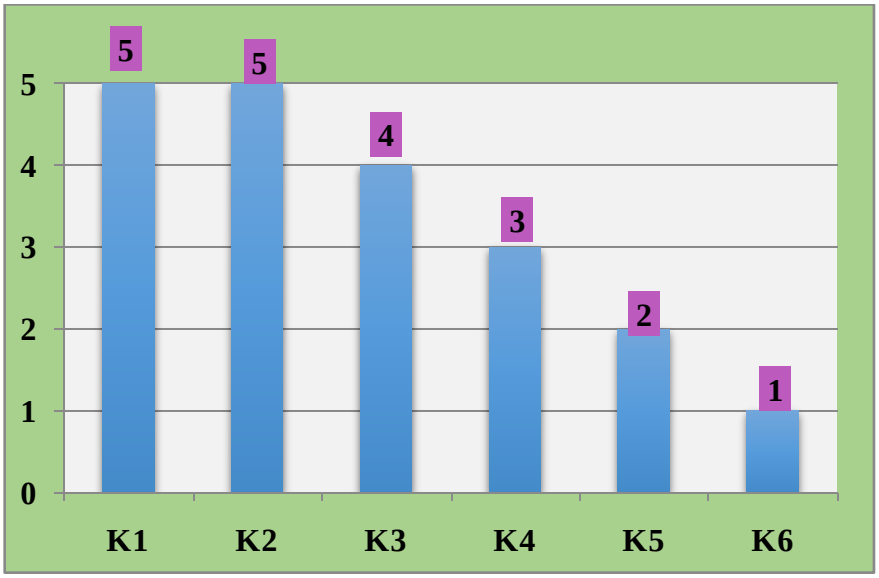
- UNESCO Source Book for Geography Teaching, (1982). London: Longman's Green and Company.
- Vedanayagam, E.G. (1997). Teaching Technology for College Teachers. Sterling Publishers.

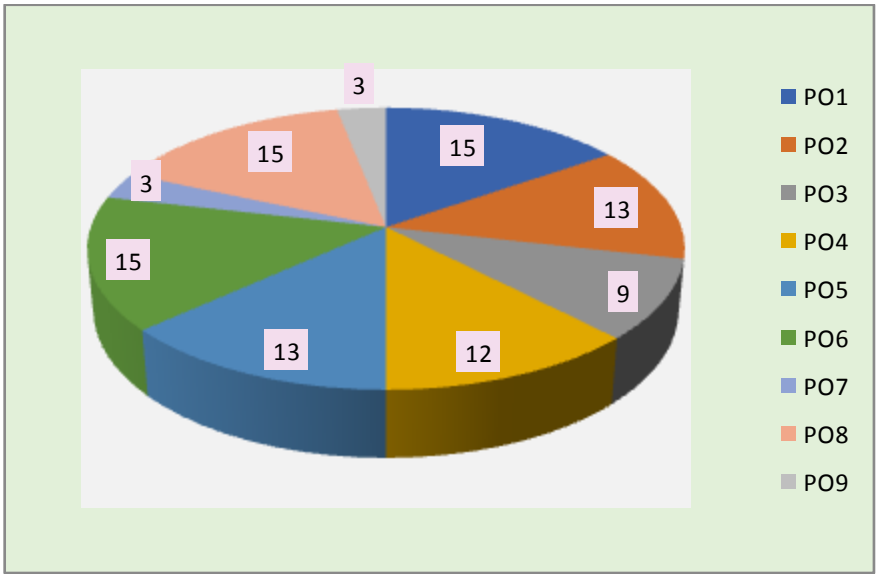
WEB RESOURCE

- https://www.geography.org.uk/Why-and-how-to-teach-geography/Why-teach-geography-in-schools
- https://www.preservearticles.com/geography/what-are-the-aims-and-objectives-of-teaching-geography/2654
- https://www.preservearticles.com/geography/aims-of-teaching-geography/5369
- https://4hlnet.extension.org/why-are-maps-important/
- http://oer.nios.ac.in/wiki/index.php/Importance_of_Maps
- https://ta.wikipedia.org/wiki/%E0%AE%A8%E0%AF%81%E0%AE%A3%E0%AF%8D%E0%AE%A8%E0%AE%BF%E0%AE%B2%E0%AF%88_%E0%AE%95%E0%AE%B1%E0%AF%8D%E0%AE%AA%E0%AE%BF%E0%AE%A4%E0%AF%8D%E0%AE%A4%E0%AE%B2%E0%AF%8D
- https://www.slideshare.net/deivammuniyandi/micro-teaching-39134208
- http://niu.edu.in/soe/MICRO-TEACHING-1-BED-116.pdf
- https://www.slideshare.net/kuldeepvyas370/methods-of-teaching-142283499
- https://ncert.nic.in/pdf/focus-group/social_sciencel.pdf
- https://www.geography.org.uk/teaching-geography-themes/values-and-controversial-issues

CO-K GRAPH



CO-PO GRAPH



B.Ed.
BMA1 - PEDAGOGY OF MATHEMATICS - 1
FIRST YEAR / SEMESTER I

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teacher will be able to;

- discuss about the values of teaching mathematics
- prepare and practice each and every micro teaching skill.
- write critical thinking questions in content of school mathematics
- adopt appropriate method to solve the problems.
- Construct a blue print

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teacher will be able to;

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyse), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**NATURE AND DEVELOPMENT OF MATHEMATICS** Mathematics: Meaning and Definitions - Characteristics of Mathematics: Logical Sequence - Precision – Abstractness – Symbolism - Values of Teaching Mathematics: Practical – Social - Disciplinary - Cultural Values - Mathematics is a Science of Measurement - Development of Mathematics: Egyptians – Greeks – Romans - Arabs - Europeans and Indians - Contributions of Eminent Mathematicians: Thales – Pythogoras – Democritus – Hippocrates – Plato – Euclid – Erastosthenes – Archimedes – Appollonius – Hipparchus – Hero – Boethius - Al Khwarizmi - Aryabatta – Brahmagupta – Mahavira – Baskara – Ramanujam – Descartes – Pascal – Fermet - Cantor. **Recognise** meaning and definitions. **Discuss** the values of teaching mathematics. **Analyzing** the contributions of mathematicians. **Creating** their own characteristics from the values and characteristics of mathematics. **Activity:** Compare	**K1, K2, K4, K6**

	the contributions of Indian and Foreign mathematicians. **PO1, PO2, PO4, PO5, PO7, PO8, PO9**	
CO2	**TEACHING SKILLS** Higher Order Thinking Skills: Problem Solving Skill - Inquiring Skill - Reasoning Skill - Conceptualizing Skill: Soft Skills - Communication skills - Interpersonal skills - motivational skills - Leadership skills - Decision making skills and Time management skills - Micro teaching skills: Meaning and definition - Micro teaching cycle - Knowing the skills - observing skills - prepare an episode - practice the skill feedback - reprepare – repractice - Micro teaching skills: Stimulus variation –explaining – Reinforcement - probing questions – questioning - using blackboard - introducing a lesson - achieving closure - link lesson – Mini Teaching. **List** all the skills. **Explain** the components of the skills. **Apply** higher order thinking skills. **Evaluating** the episodes of mini teaching skills. **Activity:** prepare an activity to develop higher order thinking skills. **PO1, PO3, PO4, PO5, PO6, PO8, PO9**	**K1, K2, K3, K5**
CO3	**TWENTY FIRST CENTURY SKILLS** Learning skills: Critical thinking: definition - steps of critical thinking - six critical questions - barriers of critical thinking - Creative thinking: definition – principles - steps involving in creative thinking - barriers of creative thinking- Collaboration: definition - principles of collaboration - 3R's for collaboration - barriers of collaboration - Communication: definition - communication skills - bad habit of listeners - overcoming the barriers of communication - Literacy skills: Information literacy skills: cognitive – metacognitive - affective and social –Media – Technology - Life skills: Flexibility – Leadership – Initiative - Productivity and social skills. **Define** critical thinking skills. **Detect** the barriers of communication. **Apply** the steps in creative thinking skill. **Analyze** meta cognitive skills. **Activity:** Discuss about the development of 4'Cs through mathematics for 21st century learners. **PO1, PO2, PO3, PO5, PO6, PO7, PO9**	**K1, K2, K3, K4**

CO4	**METHODS OF TEACHING MATHEMATICS** Inductive method - Deductive method - Analytic method – Synthetic method - Heuristic method - Laboratory method - Project Method – Problem solving Method – Activity based learning – active learning method – tiger method - Zigzaw method - Fish bowl – Stations - Concept mapping - Dalton Method – Team Teaching – Seminar - Symposium – Workshop - Panel Discussion - Assignment Method - Analysis of contents in VI standard maths book prescribed by Tamilnadu government. **Recognize** the methods. **Discuss** about the merits of each method. **Applying** the methods. **Evaluating** inductive – deductive method. **Activity:** Differentiate about inductive – deductive method, analytic-synthetic method. **PO1, PO2, PO3, PO4, PO6, PO7, PO8**	**K1, K2, K3, K5**
CO5	**EVALUATION** Rating scale - Check list - Anecdotal records - Socio-Metric Technique – Interview – Opinionnaire – Questionnaire – Schedule - Attitude Scale and Inventory - Test and examination: oral - written and practical - tests: ability test - inventory test- practice test - diagnostic test - remedial measures - achievement test - blue print - written test – objective: multiple choice - yes/no - fill ups – match - true or false – descriptive: short answers and essay types - II & characteristics of good test: validity – reliability – objectivity – practicability - item analysis: item difficulty index - item discrimination index - Continuous and Comprehensive Evaluation: Concept – Meaning – Objectives – Need – characteristics - Functions and Benefits of Continuous and Comprehensive Evaluation - Assessment of Scholastic area and Co-Scholastic area of Continuous and Comprehensive Evaluation - Recording and Reporting: Analysis of contents in VII standard mathematics book prescribed by Tamilnadu government. **Recognize** check lists. **Classify** different types of tests. **Apply** remedial measures to diagnostic tests. **Analyze** CCE. **Evaluate** blue print and **Create**own achievement questionnaire. **Activity:** construct a test and do item analysis. **PO1, PO2, PO3, PO5, PO6, PO8, PO9**	**K1, K2, K3, K4, K6**

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO/PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1	3	2	-	2	2	-	2	2	3
CO2	3	-	3	3	3	3	-	3	2
CO3	3	3	1	-	3	3	3	-	3
CO4	3	2	3	3	-	2	3	3	-
CO5	3	2	2	-	2	3	-	1	2
TOTAL	15	9	9	8	10	11	8	9	10

Strongly Correlated - 21, Moderately Correlated - 12, Weakly Correlated - 2

COURSE OUTLINE

UNIT – I: NATURE AND DEVELOPMENT OF MATHEMATICS (12 Hours)

Mathematics: Meaning and Definitions - Characteristics of Mathematics: Logical Sequence - Precision – Abstractness – Symbolism - Values of Teaching Mathematics: Practical – Social - Disciplinary - Cultural Values - Mathematics is a Science of Measurement - Development of Mathematics: Egyptians – Greeks – Romans - Arabs - Europeans and Indians - Contributions of Eminent Mathematicians: Thales – Pythogoras – Democritus – Hippocrates – Plato – Euclid – Erastosthenes – Archimedes – Appollonius – Hipparchus – Hero – Boethius - Al Khwarizmi - Aryabatta – Brahmagupta – Mahavira – Baskara – Ramanujam – Descartes – Pascal – Fermet - Cantor.

Activity: Compare the contributions of Indian and Foreign mathematicians.

UNIT – II: TEACHING SKILLS (12 Hours)

Higher Order Thinking Skills: Problem Solving Skill - Inquiring Skill - Reasoning Skill - Conceptualizing Skill: Soft Skills - Communication skills - Interpersonal skills - motivational skills - Leadership skills - Decision making skills and Time management skills - Micro

teaching skills: Meaning and definition - Micro teaching cycle - Knowing the skills - observing skills - prepare an episode - practice the skill feedback - reprepare – repractice - Micro teaching skills: Stimulus variation –explaining – Reinforcement - probing questions – questioning - using blackboard - introducing a lesson - achieving closure - link lesson – Mini Teaching.

Activity: prepare an activity to develop higher order thinking skills.

UNIT – III: TWENTY FIRST CENTURY SKILLS (12 Hours)

Learning skills: Critical thinking: definition - steps of critical thinking - six critical questions - barriers of critical thinking - Creative thinking: definition – principles - steps involving in creative thinking - barriers of creative thinking- Collaboration: definition - principles of collaboration - 3R's for collaboration - barriers of collaboration - Communication: definition - communication skills - bad habit of listeners - overcoming the barriers of communication - Literacy skills: Information literacy skills: cognitive – metacognitive - affective and social – Media – Technology - Life skills: Flexibility – Leadership – Initiative - Productivity and social skills.

Activity: Discuss about the development of 4'Cs through mathematics for 21st century learners.

UNIT – IV: METHODS OF TEACHING MATHEMATICS (12 Hours)

Inductive method - Deductive method - Analytic method – Synthetic method - Heuristic method - Laboratory method - Project Method – Problem solving Method – Activity based learning – active learning method – tiger method - Zigzaw method - Fish bowl – Stations - Concept mapping - Dalton Method – Team Teaching – Seminar - Symposium – Workshop - Panel Discussion - Assignment Method - Analysis of contents in VI standard maths book prescribed by Tamilnadu government.

Activity: Differentiate about inductive – deductive method, analytic-synthetic method.

UNIT – V: EVALUATION (12 Hours)

Rating scale - Check list - Anecdotal records - Socio-Metric Technique – Interview – Opinionnaire – Questionnaire – Schedule - Attitude Scale and Inventory - Test and examination: oral - written and practical - tests: ability test - inventory test- practice test - diagnostic test - remedial measures - achievement test - blue print - written test – objective: multiple choice - yes/no - fill ups – match - true or false – descriptive: short answers and essay types - II & characteristics of good test: validity – reliability – objectivity – practicability - item analysis: item difficulty index - item discrimination index - Continuous and Comprehensive Evaluation: Concept – Meaning – Objectives – Need – characteristics - Functions and Benefits of Continuous and Comprehensive Evaluation - Assessment of Scholastic area and Co-Scholastic area of Continuous and Comprehensive Evaluation - Recording and Reporting: Analysis of contents in VII standard mathematics book prescribed by Tamilnadu government.

Activity: construct a test and do item analysis.

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WEB RESOURCES

- https://www.generationready.com/white-papers/what-is-effective-teaching-of-mathematics
- https://scert-up.in › training-module › mod-9
- https://ncert.nic.in › desm › pdf › Pedagogy_of_...
- http://teachersofindia.org/en/article/pedagogy-mathematics
- https://www.hindawi.com/
- https://en.wikipedia.org › wiki › Critical_mathematics_...
- Using Technology in Elementary Mathematics Teacher Education
- https://www.hindawi.com/

Effective pedagogy in mathematics

- http://www.ibe.unesco.org › EdPractices_19

Content & Pedagogical Instruction | Math Solutions

- https://mathsolutions.com › our-solutions › content-and...

Educational practices - effective pedagogy in mathematics

- https://www.stem.org.uk resources e library resource

Principles of effective pedagogy of mathematics - ResearchGate

- https://www.researchgate.net › figure › Principles-of-effec...

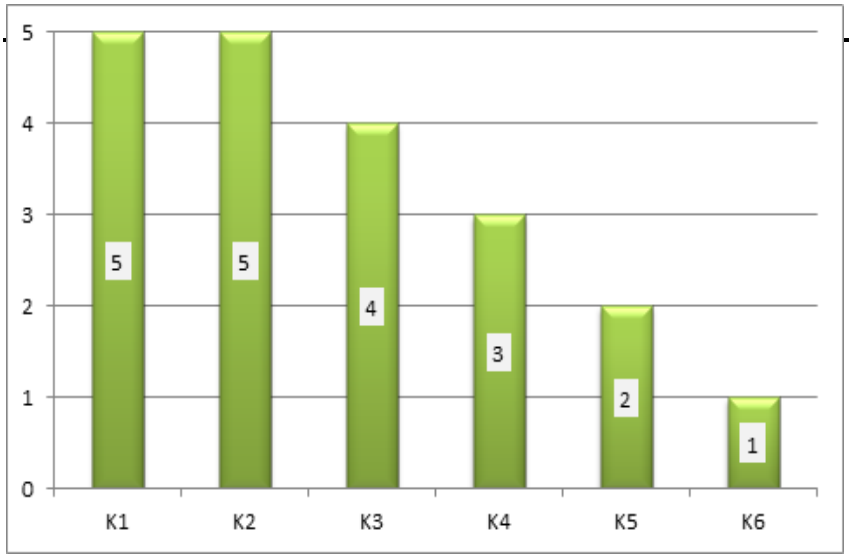
Mathematics Pedagogy and Content in a Blended Teacher ...

- https://files.eric.ed.gov › fulltext

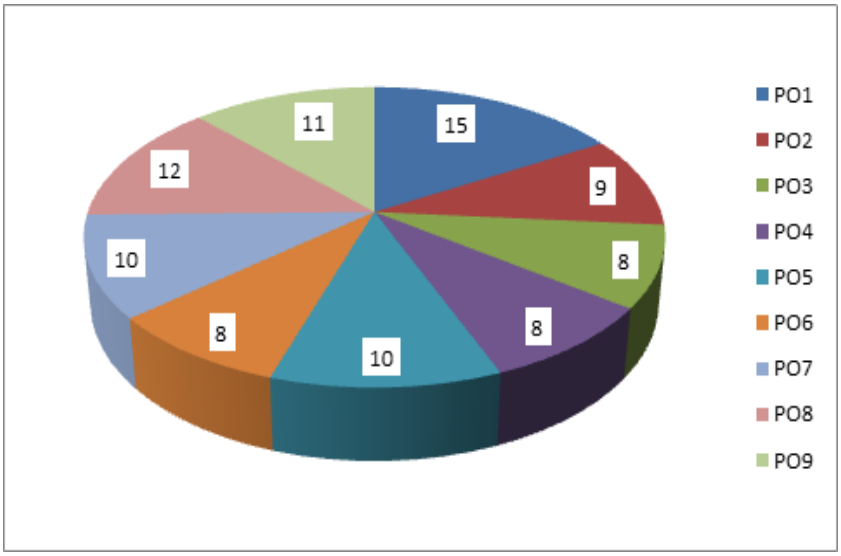
Pedagogy-II: Teaching of Mathematics ... - IGNTU Amarkantak

- http://www.igntu.ac.in › eContent › BEd-02Sem-...

CO-K GRAPH



CO-PO GRAPH



B.Ed.

BPS1-PEDAGOGY OF PHYSICAL SCIENCE-1

FIRST YEAR / SEMESTER – I

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to:

- acquire knowledge of the nature, aims, objectives and scope of physical science.
- develop various micro teaching skills in the teaching of physical science.
- recognise theoretical and practical components of various methods, techniques and self- learning devices of teaching physical science.
- compare the Science curriculaof various countries.
- critically analyse the special qualities required for a good science teacher.

COURSE OUTCOMES DESCRIPTIONS

At the end of the course, the prospective teachers will be able to:

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyse), K5 (Evaluate), K6 (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**NATURE AND SCOPE OF PHYSICAL SCIENCE** The Meaning and Nature of Science - Science: as a Product and Process - as a Body of Knowledge - as a Way of Investigation - as a Way of Thinking – Scientific Literacy: Meaning, Characteristics-Areas of Knowledge related to Physical Science – Meaning - Nature and Scope of Physical Science – Aims and Objectives of learning Physical Science at different levels: Primary - Secondary - Higher Secondary. **Recall and Interpret** the meaning and nature of Science.**Develop** the knowledge of Science as a Product and Process.**Discuss** Science as a way of investigation and thinking.**Determine**the characteristics of Scientific Literacy.**Create**Scientific literacy skills. **Classify** the different areas of Knowledge related to Physical Science.**Remember**the aim, objective and role of science at different levels of maturity. **Activity**: Prepare materials to explore the knowledge of physics and chemistry concepts in your day to day life activities. **PO1, PO3, PO6**	**K1, K2** **K3, K4** **K5, K6**

CO2-	**TEACHING SKILLS** Micro Teaching: Definition – Characteristics - Principles – Phases – Micro Teaching Cycle – Micro Teaching skills: Skill of Set Induction – Skill of Explaining – Skill of Stimulus Variation – Skill of Reinforcement – Skill of Probing Questions – Skill of Demonstration - Skill of Achieving Closure – Need for Link lessons in Micro Teaching Program - Mini Teaching. **State** the meaning of micro-teachin skill. **How to** induct skill set in a group? **When** and **how** to develop explain skill? **Apply** and **Analyze** stimulus variations.**List**various teaching skills and **Extend** it to link lessons. **Activity:** Practising 3 micro lessons with 3 different skills. **PO1, PO3, PO5, PO6, PO8, PO9**	**K1, K2** **K3, K4**
CO3	**METHODS OF TEACHING PHYSICAL SCIENCE** Traditional Methods of Teaching Physical Science: Lecture cum Demonstration - Individual Practical Work - Assignment - Project - Historical - Biographical - Modern Methods of Teaching Physical Science: Discussion - Seminar - Symposium - Team Teaching - Supervised Study and Programmed Instruction: Linear programing - Branching programing - Computer Aided Instruction – Interdisciplinary Approach in teaching science. **Teach** through different methods of interactions with students.**Engage** conversation with the students and stimulate interest.**Apply** it in the classroom in finding the students' strength and weakness. **Activity:** Suggest method to teach for any one Topic from Physical science and justify. **PO1, PO3, PO4, PO5, PO6, PO8, PO9**	**K1, K2** **K3**
CO4	**SCIENCE CURRICULUM IN INDIA AND ABROAD** The Modern Concept in Science Curriculum – Curriculum Development in Science Curriculum – Approaches to Curriculum Organisation in Science Curriculum - Factors Affecting Curriculum Organisation in Science Curriculum – Problems of Curriculum Construction in Science Curriculum – Science Curriculum Improvement in India - Science Curriculum Improvement Projects in Abroad: Asia - United Kingdom - United States of America - Modern Trends in School Curriculum. **Familiar** with various approaches of science teaching,	**K1, K3**

	curriculum framework, skill and knowledge mapping of the curriculum.**Apply** them in their career. **Activity:** Prepare Linear Programme with 20 frames for any Scientific concept. **PO1, PO2, PO3, PO5, PO6, PO7**	
CO5	**SCIENCE TEACHER AND CLASSROOM** Science Teacher – Academic and Professional qualification –Special qualities – Class Room Climate: Meaning - Definition - Types - Interaction Analysis - Flanders. **Explain**the essential qualities and qualifications for a teacher.**Remember** them to keep in the practice. **Activity:** List the Professional Competencies required for a Science Teacher. **PO1, PO3, PO6**	**K1, K2**

CO - K LEVELS

Total K levels: K1 -5, K2 – 4, K3 – 4, K4 – 2, K5 – 1, K6 -1

K1	K2	K3	K4	K5	K6
5	4	4	2	1	1

CO- PSO

3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO/PSO	**PSO**								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1	2		2			1			
CO2	3		3		3	3		3	2
CO3	3		3	3	2	2		3	2
CO4	3	3	2		3	1	2		
CO5	3		3		3				
TOTAL	**14**	**3**	**13**	**3**	**11**	**7**	**2**	**6**	**4**

Strongly Correlated – 15, Moderately Correlated - 8, Weakly Correlated - 2

COURSE OUTCOME

UNIT: I - NATURE AND SCOPE OF PHYSICAL SCIENCE (12 Hours)

The Meaning and Nature of Science - Science: as a Product and Process - as a Body of Knowledge - as a Way of Investigation - as a Way of Thinking – Scientific Literacy: Meaning, Characteristics-Areas of Knowledge related to Physical Science – Meaning - Nature and Scope of Physical Science – Aims and Objectives of learning Physical Science at different levels: Primary - Secondary - Higher Secondary.

Activity: Prepare materials to explore the knowledge of physics and chemistry concepts in your day to day life activities.

UNIT: II TEACHING SKILLS (12 Hours)

Micro Teaching: Definition – Characteristics - Principles – Phases – Micro Teaching Cycle – Micro Teaching skills: Skill of Set Induction – Skill of Explaining – Skill of Stimulus Variation – Skill of Reinforcement – Skill of Probing Questions – Skill of Demonstration - Skill of Achieving Closure – Need for Link lessons in Micro Teaching Program - Mini Teaching.

Activity: Practising 3 micro lessons with 3 different skills.

UNIT: III- METHODS OF TEACHING PHYSICAL SCIENCE (13 Hours)

Traditional Methods of Teaching Physical Science: Lecture cum Demonstration - Individual Practical Work - Assignment - Project - Historical - Biographical - Modern Methods of Teaching Physical Science: Discussion -Seminar -Symposium -Team Teaching -Supervised Study and Programmed Instruction: Linear programing - Branching programing - Computer Aided Instruction – Interdisciplinary Approach in teaching science.

Activity: Suggest method for any one topic from Physical science and justify.

UNIT: IV– SCIENCE CURRICULUM IN INDIA AND ABROAD (12 Hours)

The Modern Concept in Science Curriculum – Curriculum Development in Science Curriculum – Approaches to Curriculum Organisation in Science Curriculum - Factors Affecting Curriculum Organisation in Science Curriculum – Problems of Curriculum Construction in Science Curriculum – Science Curriculum Improvement in India - Science Curriculum Improvement Projects in Abroad: Asia - United Kingdom - United States of America - Modern Trends in School Curriculum.

Activity: Prepare Linear Programme with 20 frames for any Scientific concept.

UNIT: V - SCIENCE TEACHER AND CLASSROOM (11 Hours)

Science Teacher – Academic and Professional qualification –Special qualities – Class Room Climate: Meaning - Definition - Types - Interaction Analysis - Flanders.

Activity: List the Professional Competencies required for a Science Teacher.

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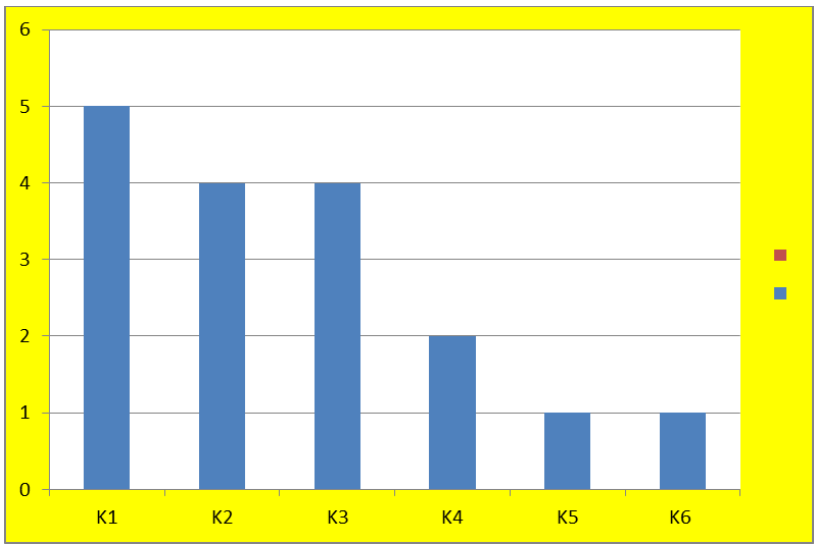
WEB RESOURCES

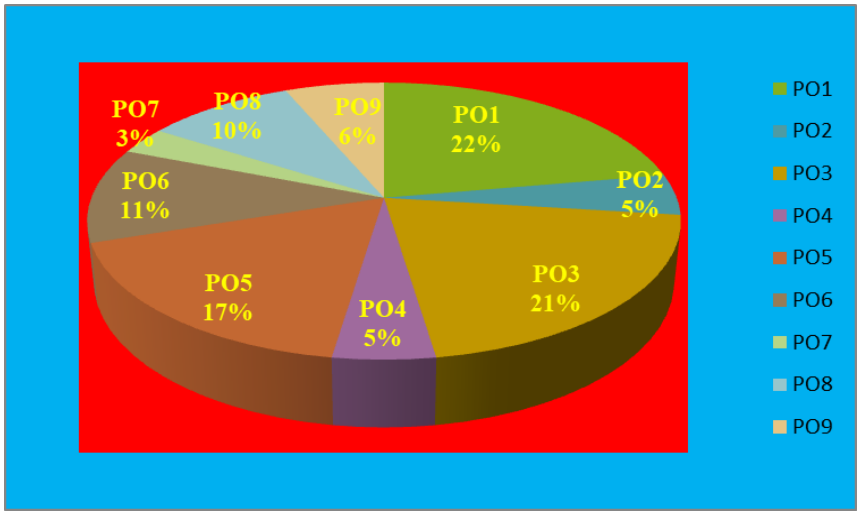
- https://www.learningclassesonline.com/2020/11/pedagogy-of-physical-science.html
- http://www.tnteu.ac.in/pdf/phy.pdf
- https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf

- https://sites.google.com/site/noufalmrk1/welcomes-you-to-the-new-world-of-knowledge/teleconferene/bed-notes/unit-wise-notes-on-physical-science/bed-complete-notes
- http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20SCIENCE.pdf
- https://www.distanceeducationju.in/pdf/B.Ed.%20C.%20No%20302%20(1).pdf
- http://www.gktnpsc.com/2018/02/physical-science-bed-first-year-course.html
- https://www.slideshare.net/JIPSAMOHAN/aims-and-objectives-of-teaching-in-physical-science
- http://sprabhakngce.blogspot.com/2012/03/unit-2-aims-and-objectives.html
- http://rajanachen.com/wp-content/uploads/2017/06/Teaching-All-pages.pdf

CO - K GRAPH



CO-PO GRAPH



B.ED.
BBS1- PEDAGOGY OF BIOLOGICAL SCIENCE-1
FIRST YEAR / SEMESTER I

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teacherswill be able to

- acquire the knowledge of the basic principles and practices of Science Education in Secondary and Higher Secondary Classes.
- acquire various micro and mini-teaching skills
- acquire adequate skills in using proper and suitable methods of teaching Biology.
- develop the ability to construct curriculum and to evaluate critically the present curriculum
- develop special qualities to be a good science teacher.

COURSE OUTCOMES DESCRIPTIONS

At the end of the Course, the prospective teachers will be able to:
Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**GOALS AND OBJECTIVES** **Biology** in the School Curriculum, its Claims for Inclusion, Aims of Teaching Biology at Different Levels - Primary, Secondary and Higher Secondary- Relation between Biology and Other Subjects - Interdisciplinary approaches in Teaching Biology. Goals and Objectives of Teaching Biology with reference to Bloom's Taxonomy. Cognitive, Affective and Psychomotor Domains. Bloom's Revised Taxonomy -Lorin Anderson and David Krathwohl (2000): **Define** and **Understand** biology in the School Curriculum, **Comprehend** the aims of Teaching Biology at Different Levels - **Analyze** the Relation between Biology and Other Subjects – **Explain** the Interdisciplinary approaches in Teaching Biology. **Understand** the Goals and Objectives of Teaching Biology with Reference to Bloom's Taxonomy. Cognitive, Affective and Psychomotor Domains. **Make use of** Bloom's Revised Taxonomy in lesson planning. **Activity**: Choose any 5 topics in biology and write the	**K1, K2,K3, K4**

	objectives (cognitive, Affective and Psychomotor) objectives. **(PO1, PO2, PO3, PO5, PO7, PO8)**	
CO2	**TEACHING SKILLS** Micro-Teaching – Definition –Principles- Phases of Micro teaching-Advantages – Micro-Teaching Cycle – Micro-Teaching Skills – Skill of Introducing a Lesson – Skill of Explaining – Skill of Probing Questions – Skill of Stimulus Variation – Skill of Reinforcement – Skill of Using Black Board – Skill of Achieving Closure – Skill of Demonstration -Integration strategies of Micro teaching skills - Link Lessons - Mini Teaching. **Understand** theMicro-Teaching, **Define** the Principles, Phases of Micro teaching, Advantages – **Explain** the Micro-Teaching Cycle – **Apply** Micro-Teaching Skills, **Apply** and **Analyze** various micro teaching skills, **Build** Integration strategies of micro teaching skills, **what** is Link Lesson. **Activity**: Practising any 3 skills and Link lesson. **(PO1, PO2, PO3, PO4, PO5, PO6, PO8)**	**K1, K2** **K3, K4**
CO3	**METHODS OF TEACHING BIOLOGY** Methods of Teaching Biology, Criteria for Selection of a Method – Types – Lecture Method - Lecture Cum Demonstration, Laboratory Method - Scientific Method of Teaching and Problem Solving – Project Method –- Heuristic Method – Zig zaw method-Invite a guest-Fish bowl-Stations- Concept mapping- Dalton Method – Team Teaching – Seminar - Symposium – Workshop - Panel Discussion - Assignment Method - Historical and Biographical Method. Instructional Technology and its Application to the Teaching of Biology. Programmed Instruction, Teaching Machines, Personalized Instruction, Computer Assisted Instruction, - E-Learning, Internet, Power Point Presentation. **Understand** theMethods of Teaching Biology – **Outline** theCriteria for Selection of a Method – **Illustrate** the different teaching methods, **Understand** Fish bowl method, **Design** Concept map. **Evaluate** theimpactofDalton Method and various methods in biology teaching. **List out** the advantages of Instructional Technology in Teaching of Biology, **Adapt** Computer Assisted Instruction, E-Learning, Internet and Power Point Presentation. **Activity** : Identification of Botany / Zoology topics suitable for various methods. **(PO1, PO2, PO3, PO4, PO5, PO6, PO8)**	**K1, K2** **K3, K5, K6**

CO4	**CURRICULUM IN BIOLOGY** Principles of Curriculum Development - Selection of Content and Organization of Subject Matter – NCERT Curriculum – National curriculum Frame work- BSCS and Its Versions - Nuffield Secondary Science Project. Qualities of a good Biology text book – Criteria for evaluating a biology book – Use of text books in teaching biology – Values of a school biology library – Books for selection and purchase – Classification and Cataloging. **Define** the Principles of Curriculum Development, **How** to Select the Content and **Organize** Subject Matter in curriculum and syllabus, **Classify** different curriculum Frame work, **Understand** Nuffield Secondary Science Project, **Apply** Criteria for Evaluating a biology text book, **Illustrate** the Use of text books in teaching biology – **Value** the school biology library – **Take part** in Books selection and purchase – **Classify** and **Catalog** the books. **Activity**: Critical Review of a recently published research paper in Science/Biology Education Journal **(PO1, PO2, PO3, PO5,PO6, PO7, PO8, PO9)**	**K1, K2, K3, K4, K5,**
CO5	**SCIENCE TEACHER** Academic Qualifications – Professional Development - Special Qualities Required of a Science teacher- Development of Scientific Attitude, Interests and abilities - In-Service Training – Summer Institutes for science teachers – Class Room Climate - and its Types – Self-evaluation of teachers. **Summarise** the academic qualifications, **Develop** Special Qualities Required for a Science teacher, **Develop** Scientific Attitude, Interests and abilities. **Organize** In-Service Training, Summer Institutes for science teachers, **Outline** Class Room Climate, **Analyse** Self-evaluation of teachers. **Activity**: Preparing self-evaluation questionnaire. **(PO1, PO2, PO4, PO5, PO6, PO8)**	**K1, K2, K3,**

Total K - Levels: K1= 5, K2 = 5, K3 = 4, K4 = 3, K5 = 2, K6 = 1

Knowledge Level	**K1**	**K2**	**K3**	**K4**	**K5**	**K6**
Total	**5**	**5**	**4**	**3**	**2**	**1**

PROGRAM SPECIFIC OUTCOME (PSO)
3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO/ PSO	PSO								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2		3		2	2	
CO2	3	2	3	3	3	3		2	
CO3	3	2	2	3	3	3		2	
CO4	2	3	2		2	2	2	2	2
CO5	3	2	3	2	2	3		2	1
TOTAL	**14**	**11**	**12**	**8**	**13**	**11**	**4**	**10**	**3**

Strongly Correlated – 15, Moderately Correlated – 20, weakly Correlated - 1

COURSE OUTLINE

UNIT I - GOALS AND OBJECTIVES (12Hours)

Biology in the School Curriculum, its Claims for Inclusion, Aims of Teaching Biology at Different Levels - Primary, Secondary and Higher Secondary- Relation between Biology and Other Subjects - Interdisciplinary approaches in Teaching Biology. Goals and Objectives of Teaching Biology with reference to Bloom's Taxonomy. Cognitive, Affective and Psychomotor Domains. Bloom's Revised Taxonomy -Lorin Anderson and David Krathwohl (2000):

Activity: Choose any 5 topics in biology and write the objectives (cognitive, Affective and Psychomotor) objectives.

UNIT II- TEACHING SKILLS (12Hours)

Micro-Teaching – Definition –Principles- Phases of Micro teaching-Advantages – Micro-Teaching Cycle – Micro-Teaching Skills – Skill of Introducing a Lesson – Skill of Explaining – Skill of Probing Questions – Skill of Stimulus Variation – Skill of Reinforcement – Skill of Using Black Board – Skill of Achieving Closure – Skill of Demonstration -Integration strategies of Micro teaching skills - Link Lessons - Mini Teaching.

Activity: Practice any three skills and take photographs of the same and submit.

UNIT III - METHODS OF TEACHING BIOLOGY (13Hours)

Methods of Teaching Biology, Criteria for Selection of a Method – Types – Lecture Method - Lecture Cum Demonstration, Laboratory Method - Scientific Method of Teaching and Problem Solving – Project Method –- Heuristic Method – Zig zaw method-Invite a guest-Fish bowl-Stations- Concept mapping- Dalton Method – Team Teaching – Seminar - Symposium – Workshop - Panel Discussion - Assignment Method - Historical and Biographical Method.

Instructional Technology and its Application to the Teaching of Biology. Programmed Instruction, Teaching Machines, Personalized Instruction, Computer Assisted Instruction, - E-Learning, Internet, Power Point Presentation.

Activity: Identify Zoology topics and suggest suitable teachingmethods.

UNIT IV - CURRICULUM IN BIOLOGY (12Hours)

Principles of Curriculum Development - Selection of Content and Organization of Subject Matter – NCERT Curriculum – National curriculum Frame work- BSCS and Its Versions -

Nuffield Secondary Science Project. Qualities of a good Biology text book – Criteria for evaluating a biology book – Use of text books in teaching biology – Values of a school biology library – Books for selection and purchase – Classification and Cataloging.
Activity: Critical Review of a recently published research paper in Science/Biology Education Journal.

UNIT V - SCIENCE TEACHER (11Hours)

Academic Qualifications – Professional Development - Special Qualities Required of a Science teacher-Development of Scientific Attitude, Interests and abilities - In-Service Training – Summer Institutes for science teachers – Class Room Climate - and its Types – Self-evaluation of teachers.
Activity: Prepare a self-appraisal questionnaire.

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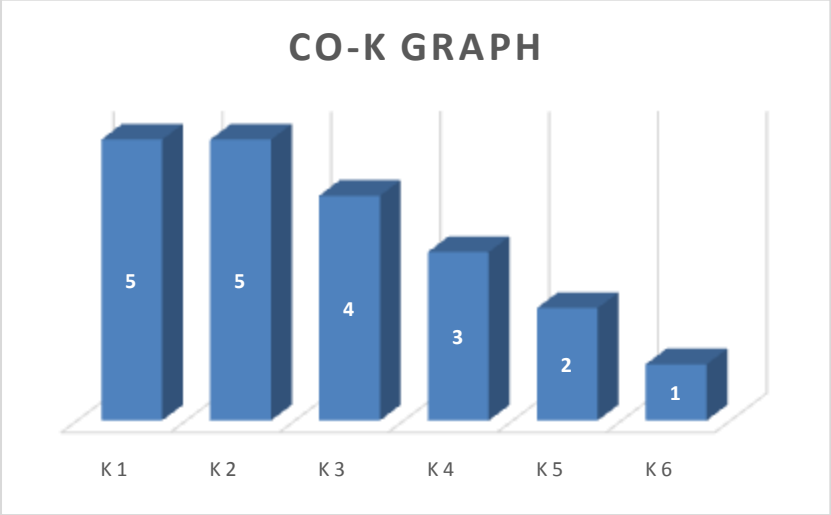
CO-K GRAPH
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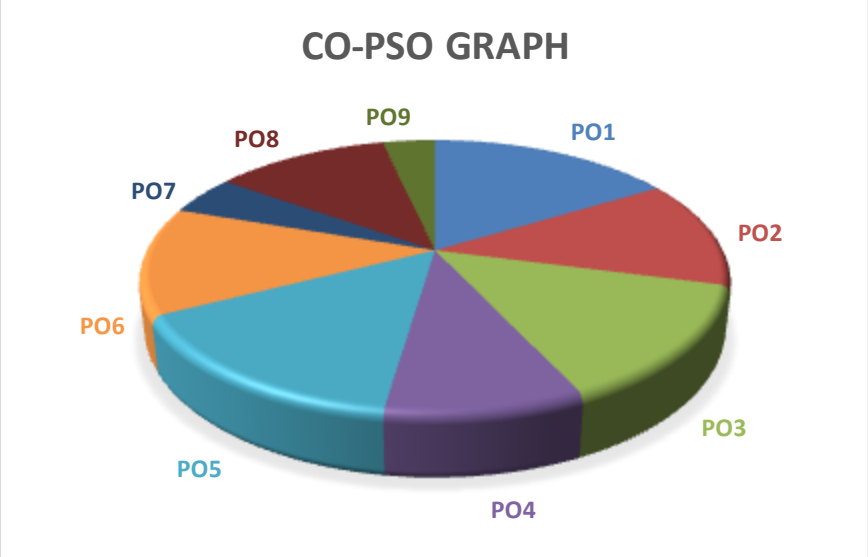
K 1
K 2
K 3
K 4
K 5
K 6


CO-PSO GRAPH
PO9
PO1
PO8
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PO2
PO6
PO3
PO5
PO4

B.Ed.
BHS1 – PEDAGOGY OF HOME SCIENCE-1
FIRST YEAR / SEMESTER I

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- list the nature and scope of Home Science.
- acquire knowledge in various micro teaching skills.
- prepare and practice micro teaching skills.
- recognize the various components of classroom interaction analysis
- expose to different methods of teaching.
- explore the various hardware and software instructional aids.

COURSE OUTCOMES DESCRIPTIONS

At the end of the course, the prospective teachers will be able to
Knowledge level: K1 – (Remember), K2 – (Understand), K3 – (Apply), K4 – (Analyze), K5 – Evaluate, K6 – (Create).

CO1	**NATURE AND SCOPE OF HOME SCIENCE** Home Science: Meaning - Definition - Nature - Scope and Fields of Home Science – Aims and Importance of Home Science Education – Objectives of Home Science in Secondary Schools – Values of Teaching Home Science. **Define** Home Science. **Classify** the Fields of Home Science.**Apply**the**Objectives** of Home Science in Secondary School.**Examine** the values of Teaching Home Science. **Activity:** Prepare an album on the values of Home Science education. **PO1, PO4, PO5, PO8**	**K1, K2, K3, K4, K6**
CO2	**TEACHING SKILLS** Micro Teaching: Meaning - Definition - Characteristics - Steps - Principles and Phases of Micro teaching – Micro Teaching Cycle – Advantages and Disadvantages of Micro Teaching.Teaching Skills: Skill of Motivation - Skill of Introducing the Topic - Skill of Explaining - Skill of Stimulus Variation - Skill of Reinforcement - Skill of Questioning - Skill of Blackboard Writing - Need for Link Lesson - Mini Teaching. **Recall** the term Micro Teaching, **Explain** the Principles of MicroTeaching, **Makeuse of** Micro	**K1, K2, K3, K4.**

	Teaching Cycle, **List** the types of skills, **Plan** Micro Lesson Plan. **Activity:** Write and Practice any three micro teaching skills. **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	
CO3	**CLASSROOM MANAGEMENT** Classroom Management: Meaning - Definition - Process - Principles - Importance and Factors influencing Classroom Management – Techniques of Classroom Management – Types of Classroom Management - Classroom Interaction Analysis by Flander's, Reciprocal Category System and Equivalent Talk Category System – Student Evaluation of Teachers. **State** the meaning of Classroom Management.**Outline** the techniques of Classroom Management.**Select** the different types of Classroom Management.**Explain** the Classroom Interaction Analysis. **Activity:** Prepare a Questionnaire to assess Teacher's competency. **PO1, PO2, PO3, PO5, PO8**	**K1,K2, K3, K5**
CO4	**METHODS OF TEACHING HOME SCIENCE** Group Techniques – Lecture Method – Lecture cum Demonstration Method – Laboratory Method – Problem Solving Method – Discussion – Seminar – Symposium – Brainstorming – Dramatization – Role Play – Field Trips – Exhibitions – Team Teaching Individualized Technique – Assignments – Supervised Study – Programmed Instruction – Linear and Branching Type – CAI. **Choose** the different group techniques. **Compare** thedifferent methods of teaching. **Organize** Linear and Branched Programmed Instruction.**Evaluate** CAI. **Activity:** Prepare Linear and Branched Programme for selected topics. **PO1,PO2, PO3,PO4, PO6,PO8**	**K1,K2, K3, K5**
CO5	**INSTRUCTIONAL AIDS** Edgar Dale's Cone of Experience – Hardware Instructional Aids: Epidiascope - Over-Head Projector - Radio-Tape Recorder - Television - Computers - Closed Circuit TV - Video Tape - Films – Software Instructional Aids: Black Board - Bulletin Board - Flannel Board - Pictures - Graphs - Dioramas - Photographs - Cartoon - Flash Cards - Models - Slides - Filmstrips and Transparencies. **List** the stages of Cone of Experience.**Demonstrate** various Hardware Instructional Aids, and **Categorize**	**K1, K2,K4.**

	the Software Instructional Aids. **Activity:** Prepare an album on Software Instructional Aids. **PO1,PO2,PO3,PO4,PO5,PO6,PO7**	

CO - K LEVELS

Total K Levels: K1- 5, K2-5, K3-4, K4-3, K5-2, K6-1.

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	**5**	**5**	**4**	**3**	**2**	**1**

CO - PO

3-Strongly Correlated, 2- Moderately Correlated, 1 – Weakly Correlated

CO/PO	PO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1	3			2	3			1	
CO2	3	2	1	3	2	2		3	
CO3	3	3	3		2			1	
CO4	3	2	2	3		2		3	
CO5	3	3	1	3	3	2	1	2	
TOTAL	**15**	**11**	**7**	**11**	**11**	**6**	**1**	**10**	

Strongly Correlated – 16; Moderately Correlated – 9; Weakly Correlated - 5

COURSE OUTLINE

UNIT – I: NATURE AND SCOPE OF HOME SCIENCE (11Hours)

Home Science: Meaning - Definition - Nature - Scope and Fields of Home Science – Aims and Importance of Home Science Education – Objectives of Home Science in Secondary Schools – Values of Teaching Home Science.

Activity: Prepare an album on the values of Home Science education.

UNIT – II: TEACHING SKILLS (12Hours)

Micro Teaching: Meaning - Definition -- Characteristics - Steps - Principles and Phases of Micro teaching – Micro Teaching Cycle – Advantages and Disadvantages of Micro Teaching. Teaching Skills: Skill of Motivation -Skill of Introducing the Topic - Skill of Explaining - Skill of Stimulus Variation - Skill of Reinforcement - Skill of Questioning - Skill of Blackboard Writing - Need for Link Lesson - Mini Teaching.

Activity: Write and Practice any three micro teaching skills.

UNIT – III: CLASSROOM MANAGEMENT (12Hours)

Classroom Management: Meaning - Definition - Process - Principles - Importance and Factors influencing Classroom Management – Techniques of Classroom Management – Types of Classroom Management - Classroom Interaction Analysis

by Flander's Reciprocal Category System and Equivalent Talk Category System – Student Evaluation of Teachers.
Activity: Preparea Questionnaire to assess Teacher's competency.

UNIT – IV: METHODS OF TEACHING HOME SCIENCE (13Hours)
Group Techniques – Lecture Method – Lecture cum Demonstration Method – Laboratory Method – Problem Solving Method – Discussion – Seminar – Symposium – Brainstorming – Dramatization – Role Play – Field Trips – Exhibitions – Team Teaching Individualized Technique – Assignments – Supervised Study – Programmed Instruction – Linear and Branching Type – CAI.
Activity: Prepare Linear and Branched Programme for selected topics.
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UNIT – V: INSTRUCTIONAL AIDS (12Hours)
Edgar Dale's Cone of Experience – Hardware Instructional Aids: Epidiascope - Over-Head Projector - Radio-Tape Recorder - Television - Computers - Closed Circuit TV - Video Tape - Films – Software Instructional Aids: Black Board - Bulletin Board - Flannel Board - Pictures -Graphs - Dioramas - Photographs - Cartoon - Flash Cards - Models - Slides - Filmstrips and Transparencies.
Activity: Prepare an album on Software Instructional Aids.

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WEB RESOURCES

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- https://egyankosh.ac.in/bitstream/123456789/46889/1/Unit-14.pdf
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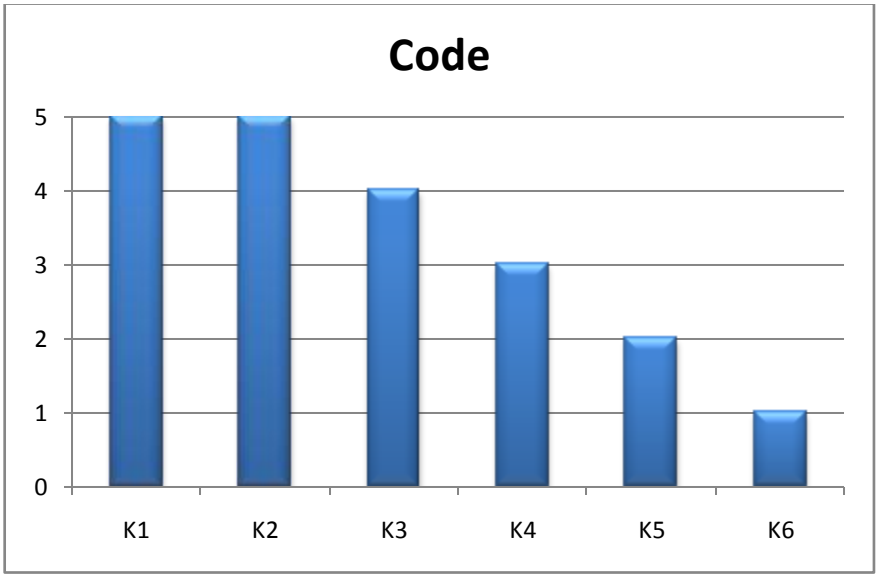
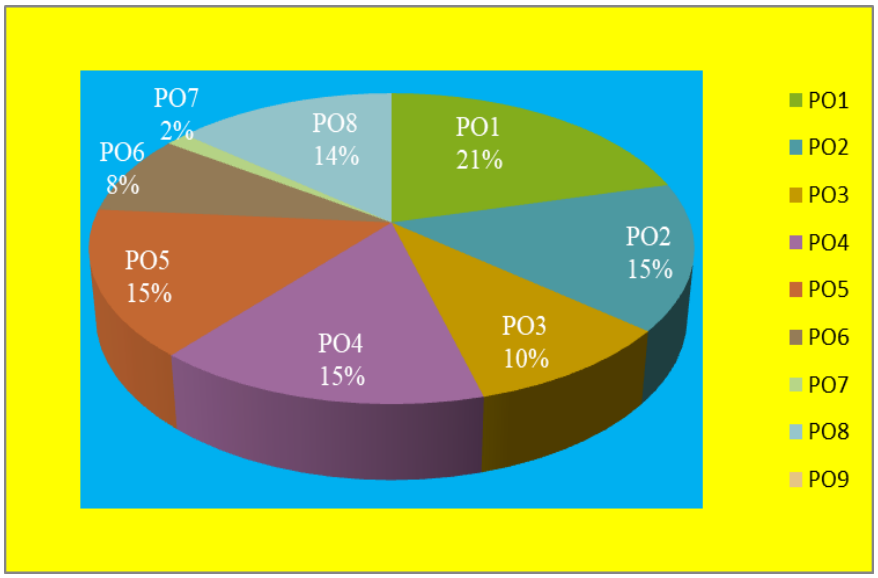
CO- K GRAPH



CO-PO GRAPH



B.Ed.
BCS1 - PEDAGOGY OF COMPUTER SCIENCE-1
FIRST YEAR / SEMESTER I

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- acquaint with the Aims and Objectives of teaching Computer Science.
- acquire skills relating to planning micro lessons and presenting them effectively.
- acquire the knowledge of Computer and Hardware and Software component.
- develop the various Bloom's Taxonomy of Educational objectives
- critically analyse the various traditional methods of teaching computer science.
- identify the new techniques of teaching computer science.

COURSE OUTCOMES DESCRIPTIONS

At the end of the Course, the prospective teachers will be able to:
Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

CO1	**OBJECTIVE OF TEACHING COMPUTER SCIENCE** Introduction -Meaning of the Aims and Objectives of Teaching Computer Science – Importance of objectives - Based on Blooms Taxonomy of Educational Objectives: Cognitive - Affective and Psychomotor domains – Revised Anderson's Taxonomy- Objectives of Teaching Computer Science at Different Levels: Primary - Secondary and Higher Secondary Levels. **Remember the** Meaning of the Aims and Objectives of Teaching Computer Science, **Describe**theBlooms Taxonomy of Educational Objectives, **Examine** the Revised Anderson's Taxonomy, **Explain** the Objectives of Teaching Computer Science at Different Levels: Primary, Secondary and Higher Secondary Levels. **Activity:** Group Discussion: Application of Blooms Taxonomy of Educational Objectives. **PO1, PO2, PO3, PO4, PO6**	**K1, K2, K3, K4**

CO2	**TEACHING SKILLS** Micro teaching: Definitions - Origin - Need - Procedure - Cycle - Advantages –Micro teaching of Relevant Skills: Skill of Introduction (Set Induction) - Demonstration - Explaining - Stimulus Variation - Reinforcement - Questioning and Blackboard Writing Skills – Need for Link Lesson in Micro teaching programme - Mini Teaching. i DefineMicroteaching, Explain the Origin, Need, Procedure, Cycle, and Advantages –Microteaching of Relevant Skills: **PracticeandClassify** theSkill of Introduction (Set Induction), Demonstration, Explaining, Stimulus Variation, Reinforcement, Questioning and Blackboard Writing Skills – **Analyse** the Need for Link Lesson in Microteaching programme. **Activity:** Practicing Mini Teaching (Minimum of three skills) **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	**K1, K2,**
CO3	**HARDWARE AND SOFTWARE OF COMPUTER** Computers: The Basic Hardware Components of a Microcomputer –Generation of Computer – Types of Computers – Types of Software: System Software - Application Software - Operating system for Computers –Operating systems for mobile devices - Computer Languages - Use of Computer in Schools - Discoveries and Inventions in Computer Science at 21st Century. **Recall and Interpret** the Basic Hardware Components of a Microcomputer, Generation of Computer. **Identify** the Types of Computers**. Differentiate** System Software, Application Software, Classifying the Operating systems for Computers and mobile devices. **Use** Computer Languages. **Summarize** the Discoveries and Inventions in Computer Science at 21st Century. **Activity:** Preparing album of Pioneers in Computer Science. **PO1, PO4, PO6, PO8**	**K1, K3, K4, K6**
CO4	**TRADITIONAL METHODS OF TEACHING IN COMPUTER SCIENCE** Teacher Centered Approach: Seminar- Symposium – Group Discussion – Panel Discussion- Team Teaching - Lecture Method– Demonstration Method –Lerner CenteredApproach: - Laboratory Method- Problem Solving Method – Project Method - Workshop	**K1, K2, K3, K5**

	Techniques – Scientific Method – Analytic and Synthetic Methods – Inductive and Deductive Approaches of Teaching Computer Science. **Rephrase** the Teacher Centered Approach: give **Outline** Seminar, Symposium, Group Discussion, Panel Discussion, Team Teaching, **Practice** Lecture Method, Demonstration Method, Lerner Centered Approach, Laboratory Method, Problem Solving Method, Project Method, **Plan** and **execute** Workshop Techniques, Scientific Method, Analytic and Synthetic Methods, **Infer** Inductive and Deductive Approaches of Teaching Computer Science. **Activity:** Suggest the suitable method for any one topic from Higher Secondary Computer Science syllabus and its justify **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	
CO5	**MODERN METHODS OF TEACHING COMPUTER SCIENCE** IndividualizedInstruction: Definitions –Need and importance of Individualized Instruction-Characteristics of Individualized instruction- Programmed Instruction – Computer Assisted Instruction- Computer Managed Instruction- Flipped Learning - Blended Learning -E-Learning- M-Learning – Gamification- Cooperative learning –Competency Based Learning - Design Thinking –Thinking Based Learning and Educational Apps. **Define** and **Describe** the Individualized Instruction and its Need and importance of Individualized Instruction, **Describe** the Characteristics of Individualized instruction, **Experiment** with Programmed Instruction, **Evaluate** the Computer Assisted Instruction, Computer Managed Instruction- Flipped Learning, Blended Learning, E-Learning, M-Learning in teaching. **Plan** the Gamification in teaching and learning; **Demonstrate** the Cooperative learning, Competency Based Learning, Design Thinking, Thinking Based Learning and Educational Apps. **Activity:** Create and Work With QR Code for Higher Secondary Computer Science Text book. **PO1, PO2, PO3, PO4, PO5, PO7, PO8**	**K1, K2, K4**

CO – K LEVELS

Total K - Levels: K1= 5, K2 = 4, K3 = 3, K4 = 3, K5 = 1, K6 = 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	**5**	**4**	**3**	**3**	**1**	**1**

CO-PO

3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO/ PSO	PSO								
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	3			2		3		2	
CO2	2	3	2	3		2			
CO3	2	3	2	2	3	2		2	
CO4	2	2	2	3	2	3		2	
CO5	3	2	2	3	3		3		
TOTAL	**12**	**10**	**8**	**13**	**8**	**10**	**3**	**6**	**0**

Strongly Correlated, 12 – Moderately Correlated, 17 – Weakly Correlated-0

COURSE OUTLINE

UNIT I – OBJECTIVE OF TEACHING COMPUTER SCIENCE (12Hours)

Introduction -Meaning of the Aims and Objectives of Teaching Computer Science – Importance of objectives - Based on Blooms Taxonomy of Educational Objectives: Cognitive - Affective and Psychomotor domains – Revised Anderson's Taxonomy- Objectives of Teaching Computer Science at Different Levels: Primary - Secondary and Higher Secondary Levels.

Activity: Group Discussion Blooms Taxonomy of Educational Objectives.

UNIT II– TEACHING SKILLS (12Hours)

Micro teaching: Definitions - Origin - Need - Procedure - Cycle - Advantages –Micro teaching of Relevant Skills: Skill of Introduction (Set Induction) - Demonstration - Explaining - Stimulus Variation - Reinforcement - Questioning and Blackboard Writing Skills – Need for Link Lesson in Micro teaching programme - Mini Teaching.

Activity: Writing Micro Teaching Episode (Minimum of three skills)

UNIT III – HARDWARE AND SOFTWARE OF COMPUTER (11Hours)

Computers: The Basic Hardware Components of a Microcomputer –Generation of Computer – Types of Computers – Types of Software: System Software - Application Software - Operating system for Computers –Operating systems for mobile devices - Computer Languages - Use of Computer in Schools - Discoveries and Inventions in Computer Science at 21st Century.

Activity: Collection of Pioneers in Computer Science.

UNIT IV - TRADITIONAL METHODS OF TEACHING IN COMPUTER SCIENCE

(12Hours)

Teacher Centered Approach: Seminar- Symposium – Group Discussion – Panel Discussion- Team Teaching - Lecture Method– Demonstration Method – Lerner Centered Approach:- Laboratory Method- Problem Solving Method – Project Method - Workshop Techniques – Scientific Method – Analytic and Synthetic Methods – Inductive and Deductive Approaches of Teaching Computer Science.

Activity: Discuss about the learner centered approach (Minimum of three approach)

UNIT V - MODERN METHODS OF TEACHING COMPUTER SCIENCE

(13Hours)

Individualized Instruction: Definitions –Need and importance of Individualized Instruction- Characteristics of Individualized instruction- Programmed Instruction – Computer Assisted Instruction- Computer Managed Instruction- Flipped Learning - Blended Learning -E-Learning- M-Learning – Gamification- Cooperative learning –Competency Based Learning - Design Thinking –Thinking Based Learning and Educational Apps.

Activity: Create and Working With QR Code for computer Science Text book.

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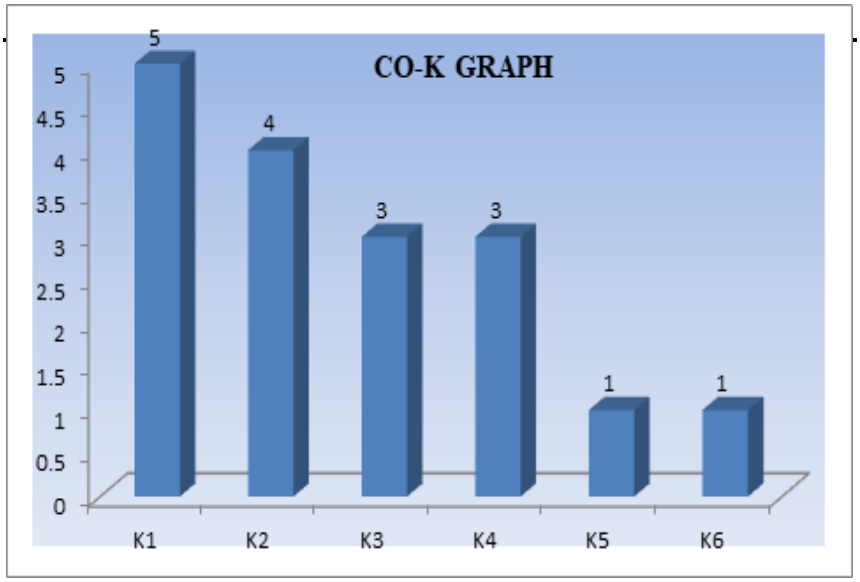
CO-K GRAPH
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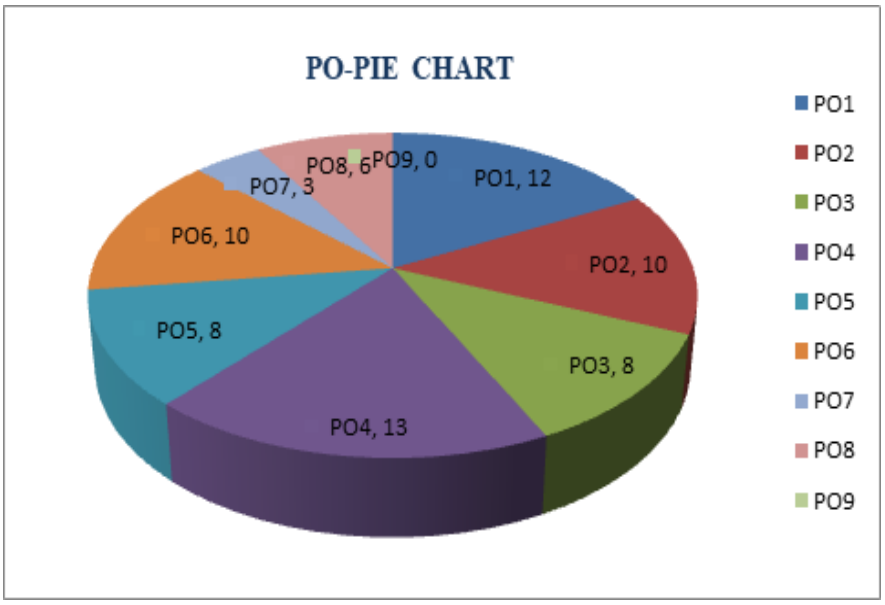
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B.Ed.
BCC4 - PSYCHOLOGY OF LEARNERS AND LEARNING 2
FIRST YEARS / SEMESTER II

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5credits**

At the end of the course, the prospective teachers will be able to

- interpret the significance of motivation and ways of inducing achievement motivation.
- acquire knowledge of intelligence and creativity and their educational implications.
- assess the techniques of personality.
- promotemental health and hygiene among school students.
- acquaint learners with the concept and process of Group Dynamics and their Educational Implication.

COURSE OUTCOMES:

At the end of the course, the prospective teachers will be able to

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**MOTIVATION** Motivation: Definition- Functions of Motives - Kinds of Motives - theories of Motivation: Hull's Drive Reduction and Maslow's Hierarchy of Needs - Level of Aspiration - Achievement Motivation: Definition and Components: Fear of Failure and Hope of Success- Motivation in the Classroom Context- Praise and Blame- Rewards and Punishments- Feedback / Knowledge of Results – Theory: McClelland's Achievement Motivation - Measurement of Achievement Motivation - Inducing Achievement Motivation. **What**isMotivation? **Classify** the kinds of Motives and **utilize** the Functions of Motives. **Demonstrate** Hull's Drive Reduction and Maslow's Hierarchy of needs of Motivation. What is the Level of Aspiration? **Define and list** the Components of Achievement Motivation. **Relate** Fear of Failure and Hope of Success, Praise and Blame, Rewards and Punishments, Feedback /	**K1, K2**

	Knowledge of Results. **Make use of** Motivation in the classroom context. **Explain** Theory of McClelland's Achievement Motivation and Measure TAT test. **Outline** Inducing Achievement Motivation. **Activity:** Discuss the strategies to develop high Achievement Motivation among students. **PO1, PO3, PO4. PO5, PO6, PO7**	
CO2	**INTELLIGENCE AND CREATIVITY** Intelligence: Definition- Nature and Characteristics - Theories of Intelligence: Single Factor - Two Factor - Group Factor - Multifactor Theory and Guilford's Structure of the Intellect – Multiple Intelligence – Individual Differences in distribution of Intelligence – Intelligence Tests and their uses - Emotional Intelligence: Definition- components- Characteristics – Theory: Goleman's Theory of EI - Gifted Children: Definition - Identification and Enrichment Programmes – Creativity: Definition - Relationship and differences between Intelligence and Creativity, Process of Creativity - Convergent - Divergent and Lateral Thinking – Interest : Definition- Characteristics and types - Aptitude: Definition- Characteristics and test types **Define and explain** the nature and characteristics of Intelligence. **Describe** theories of Intelligence. **Illustrate** Guilford's Structure of the Intellect. **Discuss** Multiple Intelligence and infer individual differences in distribution of Intelligence. **Elaborate** the Intelligence tests and its utilization in educational settings. **Explain** the components and characteristics of Emotional Intelligence. **Analyze** Goleman's theory of Emotional Intelligence. **Define**, **how** to **Identify and Examine** Enrichment Programmes for Gifted Children. **Distinguish** Intelligence and Creativity. **Outline** the process of Creativity. **Compare**Convergent and Divergent thinking. **Define and Explain** the characteristics, types of Interest and Aptitude .**Evaluate** the test types of Aptitude **Activity:** Design 5 activities to foster creativity. **PO2, PO3,PO4, PO5, PO6,PO7**	**K1, K2** **K3 , K4** **K5 K6**
CO3	**PERSONALITY** Personality: Definition - Major Determinants of Personality – Theories of Personality: Type Theories: Hippocrates - Kretchmer - Sheldon - Jung's Classification and Trait Theory: Cattell - Trait Cum Type Theory: Eysenck – Psychoanalytic method -	**K1, K 2** **K3 K5**

	Assessment of Personality: Projective and Non-Projective Techniques – Integrated Personality. **Define** and **illustrate** the Major Determinants of Personality. **Describe** the theories of Personality.**Explain** the Psychoanalytic method. **Evaluate** the Assessment of Personality and **outline** the Integrated Personality. **Activity:** Collect a tool for assessment of personality from the internet and administer it. **PO3, PO4. PO5, PO6, PO7,PO9**	
CO4	**MENTAL HEALTH AND MENTAL HYGIENE** Mental Health and Hygiene: Definition - Characteristics and Promotion of mental Health - Conflict: Definition and Approaches – Frustration: Definition and Causes – Adjustment: Concept and Definition – Maladjustment: Definition - Causes and Symptoms of Maladjustment - Defense Mechanism: Definition - Characteristics and Types – Juvenile Delinquency: Definition - Types - Causes and measures for preventing Delinquent behavior at school. **Define** and **outline** the characteristics of Mental Health and Hygiene. **Discuss**approaches of Conflict. Identify the Causes of Frustration. **What** is Adjustment? **Define**and**outline** the causes and symptoms of Maladjustment. **Explain** the characteristics and types of Defense Mechanism. **Classify**types and **outline** the causes of Juvenile Delinquency. **How** to prevent Delinquent behavior at school. **Activity:** Discuss the strategies to maintain mental health and hygiene at school. **PO3, PO4, PO5,PO6 ,PO9**	**K1, K2** **K3 K4**
CO5	**GUIDANCE AND COUNSELLING** History of Guidance - Guidance and Counselling: Meaning, Definition, Nature and Distinction between Guidance and Counselling - Guidance Types: Educational, Vocational and Personal Guidance - Counselling Types: Individual and Group Counselling - Approaches in Counselling: Directive, Non- Directive and Eclectic - School counselling centres. **Outline** the history of Guidance. **Define** Guidance and Counselling. **List** the nature of counselling. **Distinguish** between Guidance and Counselling. Explain types of Guidance and Counselling. **Analyse** approaches in Counselling. **Organize** School counselling centres.	**K1, K2** **K3, K4**

	Activity: Compile the details of courses that students can choose after schooling to provide educational guidance. **PO3, PO4, PO5, PO6**	

CO - K LEVELS

Total K Level: K1-5, K2- 5, K3-3, K4-4, K5-3, K6- 3

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO - PO

3- Strongly Correlated, 2- Moderately Correlated, 1 – Weakly Correlated

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1		2		2	3	2		
CO2		1	3	3	3	2			
CO3			3	3	3	3	2		2
CO4			3		3	3			2
CO5	2		3		3	3		2	3
	3	**1**	**14**	6	**15**	**14**	**4**	**2**	**7**

Strongly Correlated - 15, Moderately Correlated - 9, Weakly Correlated - 2

COURSE OUTLINE

UNIT -I MOTIVATION **(12 Hours)**

Motivation: Definition- Functions of Motives - Kinds of Motives - theories of Motivation: Hull's Drive Reduction and Maslow's Hierarchy of Needs - Level of Aspiration - Achievement Motivation: Definition and Components: Fear of Failure and Hope of Success- Motivation in the Classroom Context- Praise and Blame- Rewards and Punishments- Feedback / Knowledge of Results – Theory: McClelland's Achievement Motivation - Measurement of Achievement Motivation - Inducing Achievement Motivation.

Activity: Discuss the strategies to develop high Achievement Motivation among students.

UNIT II - INTELLIGENCE AND CREATIVITY **(13 Hours)**

Intelligence: Definition- Nature and Characteristics - Theories of Intelligence: Single Factor - Two Factor - Group Factor - Multifactor Theory and Guilford's Structure of the Intellect –

Multiple Intelligence – Individual Differences in distribution of Intelligence – Intelligence Tests and their uses - Emotional Intelligence: Definition- components- Characteristics – Theory: Goleman's Theory of EI - Gifted Children: Definition - Identification and Enrichment Programmes – Creativity: Definition - Relationship and differences between Intelligence and Creativity, Process of Creativity - Convergent - Divergent and Lateral Thinking – Interest : Definition- Characteristics and types - Aptitude: Definition- Characteristics and test types

Activity: Design 5 activities to foster creativity.

UNIT III – PERSONALITY (12 Hours)

Personality: Definition - Major Determinants of Personality – Theories of Personality: Type Theories: Hippocrates - Kretchmer - Sheldon - Jung's Classification and Trait Theory: Cattell - Trait Cum Type Theory: Eysenck – Psychoanalytic method - Assessment of Personality: Projective and Non-Projective Techniques – Integrated Personality.

Activity: Collect a tool for assessment of personality from the internet and administer it.

UNIT IV - MENTAL HEALTH AND MENTAL HYGIENE (12 Hours)

Mental Health and Hygiene: Definition - Characteristics and Promotion of mental Health - Conflict: Definition and Approaches – Frustration: Definition and Causes – Adjustment: Concept and Definition – Maladjustment: Definition - Causes and Symptoms of Maladjustment - Defense Mechanism: Definition - Characteristics and Types – Juvenile Delinquency: Definition - Types - Causes and measures for preventing Delinquent behavior at school.

Activity: Discuss strategies to maintain mental health and hygiene at school.

UNIT- V: GUIDANCE AND COUNSELLING (11 Hours)

History of Guidance - Guidance and Counselling: Meaning, Definition, Nature and Distinction between Guidance and Counselling - Guidance Types: Educational, Vocational and Personal Guidance - Counselling Types: Individual and Group Counselling - Approaches in Counselling: Directive, Non- Directive and Eclectic - School counselling centres.

Activity: Compile the details of courses that students can choose after schooling to provide educational guidance.

PRACTICALS

Following are the list of psychology experiments, prospectiveteachershaveto perform four experiments.

S.No.	Group B
1	Motivation
2	Level of Aspiration
3	Achievement Motivation
4	Intelligence
5	Creativity
6	Aptitude
7	Interest
8	Personality
9	Sociometry
10	Adjustment

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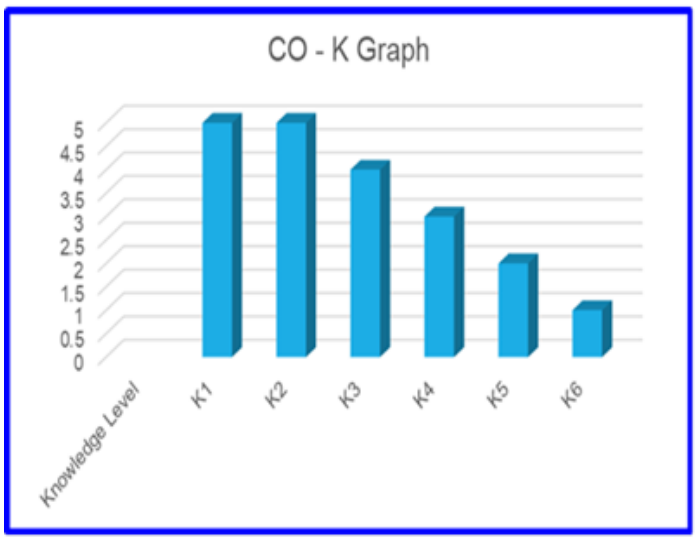
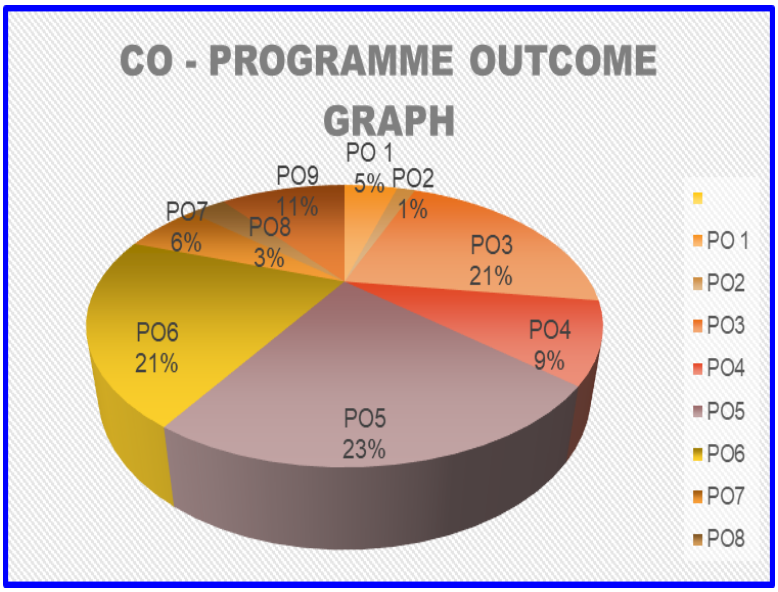
WEB RESOURCES

- https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=15
- http://web.utk.edu/~gwynne/maslow.HTM
- https://www.saylor.org/site/wp-content/uploads/2012/06/Educational-Psychology.pdf
- http://www.allonlinefree.com/educational-psychology-complete-notes-download/
- https://www.hzu.edu.in/bed/psychology%20b.ed.pdf
- https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2012/06/Educational-Psychology.pdf
- https://libraries.psu.edu/
- http://www6.teacher.net/?
- http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/what.cfm

CO – K Graph


CO - K Graph
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Knowledge Level
K1
K2
K3
K4
K5
K6


CO - PROGRAMME OUTCOME GRAPH
PO 1 5%
PO2 1%
PO3 21%
PO4 9%
PO5 23%
PO6 21%
PO7 6%
PO8 3%
PO9 11%
PO 1
PO2
PO3
PO4
PO5
PO6
PO7
PO8

B.Ed.
BCC5 - TEACHING AND LEARNING
FIRST YEARS / SEMESTER II

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- acquire knowledge of concepts, types and theories of learning.
- analyse thephases, levels and theories of teaching.
- gain knowledge about the types of teaching models.
- develop skills of teaching and learning.
- elucidate the role of teacher and administrator in teaching and learning process.

COURSE OUTCOMES:

At the end of the course, the prospective teachers will be able to
Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5- (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**NATURE, TYPES AND THEORIES OF LEARNING** Concept and nature of learning - Steps in learning process - Types : Concept learning - skill learning - verbal learning - principal learning social learning and problem solving - Analytical understanding of relations: learning and development- learning and motivation - learning and creativity - learning and intelligence - Theories related to learning: Behaviorist- Cognitivist- information processing view- humanist- social-constructivist model -Maslow and Vygotsky - Major factors affecting learning. **What** is Learning? **Explain** the nature and types of learning.**Outline**the Steps in the learning process.**Analyze**understanding of relations: learning and development, learning and motivation learning and creativity, learning and intelligence.**Describe**the Theories related to learning.**Identify**the Major factors affecting learning. **Activity:** Prepare an album showing the various factors affecting learning with its remedial measures. **PO3, PO4, PO5, PO6**	**K1,K2, K3, K4**

CO2	**CONCEPT RELATED TO TEACHING** Teaching: Concept- Nature - Importance - and Phases of Teaching - Teaching: Different forms of Instruction - Training and Indoctrination - Levels of teaching: Memory - Understanding and Reflective level - Theories of Teaching: Formal Theory of Teaching - Communication Theory - Molding Theory and Mutual Inquiry - Descriptive theory of Teaching and Normative Theory -Planning for Teaching - Paradigms for learning - Teaching Process: Teacher centric - Subject centred - Learner centric. **Define** Teaching.**Explain**nature, importance and phases of teaching.**Distinguish** forms of Teaching.**Apply**the Levels of teaching.**Describe**the Theories of Teaching.**Plan**for Teaching.**Examine**Paradigms for learning - teaching process. **Activity:** Prepare a chart showing the levels of teaching. **PO1, PO3, PO4, PO5, PO6, PO8**	**K1,K2, K3, K4**
CO3	**MODELS OF TEACHING** Concept and Definition – Fundamental Elements of Teaching Models – Types of Teaching Models: (1) Information Processing Models – Bruner's Concept Model (2) Social Interaction Model – Glaser's Classroom Meeting Model (3) Personal Development Models – Roger's Non-directive Model - Behavior Modification Models – The Training Model. **What** is Model of teaching? **Explain**types of Teaching Models. **Activity:** Suggest your ideas for developingprosocialbehavior among school students and submita report. **PO1, PO2, PO3, PO4. PO5**	**K1, K2,K3**
CO4	**LEARNERS AND PRINCIPLES OF TEACHING – LEARNING** Learners: Characteristics - Needs of the Learners - Dimensions of Differences in Learners - Matching the Teaching Style with the Learning Styles - Challenging the Learners and Evolving Teachers - Delineation of Instructional Objectives - Skills of Teaching and Learning: Teaching Skills and Learning Skills - Relationship between Teaching and Learning - Transfer of Learning - Teaching for Transfer of Learning. **Outline** the Characteristics and needs of the	**K1,K2, K3,K4,K5, K6**

	Learners.**Explain**Dimensions of Differences in Learners.**Distinguish**Teaching Style with the Learning Styles.**Discuss**Challenging the Learners and Evolving Teachers.**Apply**Skills of Teaching and Learning.**Relate** Teaching and Learning.**Analyze**Teaching for Transfer of Learning. **Activity:** Discuss and report various skills of teaching and learning. **PO1, PO3, PO4, PO5**	
CO5	**TEACHER AND ADMINSTRATOR** Teacher: Meaning - Qualities– Functions– Multi-dimension of teacher: Model for students - Transmitter of Knowledge - Facilitator - Negotiator - Co-learner – Headmaster: Meaning - Qualities– Functions – Supervisor-Inspector:Meaning – Purpose - Aims and Objectives - Principles – Characteristics – Scope – Types - Suggestions for Improving Supervision/Inspection – Role of Teacher, Headmaster and Supervisor-Inspector in teaching and learning process – problems faced by the teacher, Headmaster and Supervisor-Inspector in the field of Education. **Explain**theMulti -dimension of teacher. **List** the role of teacher,Headmaster and Supervisor/Inspector in teaching and learning process. **Outline** theproblems of the teacher, Headmaster and Supervisor, Inspector in the field of Education. **Activity:** Create a comparative chart on the function of supervision and inspection. **PO1, PO3, PO4, PO5, PO6**	**K1,K2, K5**

CO - K LEVELS

Total K Level: K1-5, K2- 5, K3-3, K4-3, K5-1, K6- 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1 – Weakly Correlated

CO/PO	PO								
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	3	3	2	2	3	3			
CO2	3	3	2			3		3	
CO3	3	3		2	2	2			
CO4	3		2	2	1	3			
CO5	3	3	2	1	2	3			
	15	**12**	**7**	**8**	**8**	**14**	**-**	**3**	**-**

Strongly Correlated - 15, Moderately Correlated - 11, Weakly Correlated - 2

COURSE OUTLINE

UNIT – I: NATURE, TYPES AND THEORIES OF LEARNING (11 Hours)

Concept and nature of learning - Steps in learning process - Types : Concept learning - skill learning - verbal learning - principal learning social learning and problem solving - Analytical understanding of relations: learning and development- learning and motivation - learning and creativity - learning and intelligence - Theories related to learning: Behaviorist- Cognitivist- informationprocessing view- humanist- social- constructivist model -Maslow and Vygotsky - Major factors affecting learning.

Activity: Prepare an album showing the various factors affecting learning with its remedial measures.

UNIT II: CONCEPT RELATED TO TEACHING (13 Hours)

Teaching: Concept-Nature - Importance - and Phases of Teaching - Teaching: Different forms of Instruction -Training and Indoctrination - Levels of teaching: Memory - Understanding and Reflective level - Theories of Teaching: Formal Theory of Teaching - Communication Theory - Molding Theory and Mutual Inquiry - Descriptive theory of Teaching and Normative Theory -Planning for Teaching - Paradigms for learning - Teaching Process: Teacher centric -Subject centred- Learner centric.

Activity: Prepare a chart showing the levels of teaching.

UNIT–III: MODELS OF TEACHING (12 Hours)

Concept and Definition – Fundamental Elements of Teaching Models – Types of Teaching Models: (1) Information Processing Models – Bruner's Concept Model (2) Social Interaction Model – Glaser's Classroom Meeting Model (3) Personal Development Models – Roger's Non-directive Model - Behavior Modification Models – The Training Model.

Activity: Suggest your ideas for developing prosocial behavior among school students and submit a report.

UNIT – IV: LEARNERS AND PRINCIPLES OF TEACHING – LEARNING

(12 Hours)

Learners: Characteristics - Needs of the Learners - Dimensions of Differences in Learners - Matching the Teaching Style with the Learning Styles - Challenging the Learners and Evolving Teachers -Delineation of Instructional Objectives - Skills of Teaching and Learning: Teaching Skills and Learning Skills - Relationship between Teaching and Learning - Transfer of Learning - Teaching for Transfer of Learning.

Activity: Discuss and report various skills of teaching and learning

UNIT -V: TEACHER AND ADMINSTRATOR (12Hours)

Teacher: Meaning - Qualities– Functions– Multi -dimension of teacher: Model for students - Transmitter of Knowledge - Facilitator - Negotiator - Co-learner – Headmaster: Meaning - Qualities– Functions – Supervisor - Inspector:Meaning – Purpose - Aims and Objectives - Principles – Characteristics – Scope – Types - Suggestions for Improving Supervision/Inspection – Role of Teacher, Headmaster and Supervisor -Inspector in teaching and learning process – problems faced by the teacher, Headmaster and Supervisor-Inspector in the field of Education.

Activity: Create a comparative chart on the function of supervision and inspection.

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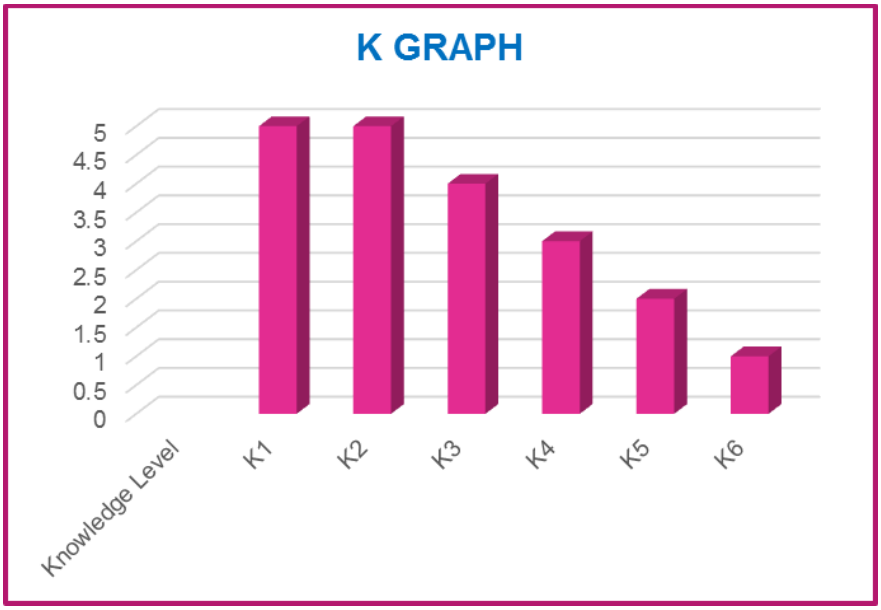
WEB RESOURCES

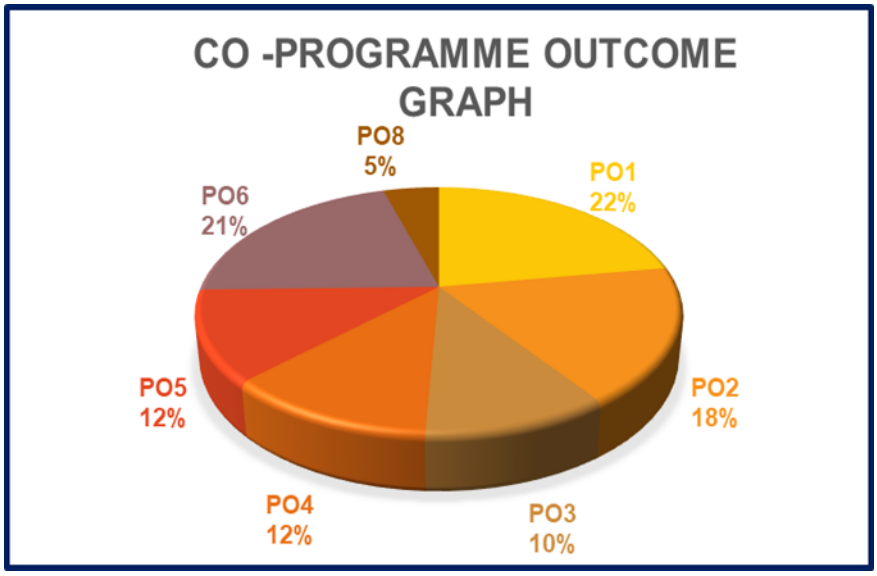
- https://niepid.nic.in/MODELS%20OF%20TEACHING.pdf
- https://physicscatalyst.com/graduation/models-of-teaching/
- https://www.academia.edu/32871556/MAXIMS_PRINCIPLE_OF_TEACHING

- http://www.egyankosh.ac.in/bitstream/123456789/42030/1/Unit-1.pdf
- https://www.gmu.edu/resources/facstaff/part-time/strategy.html
- https://www.kean.edu/~tpc/Instructional%20Strategies.pdf
- http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000573AE/P001815
- M027964/ET/1519884069Content_Padegogyandragogy.pdf

CO-K GRAPH



CO - PO GRAPH



B.Ed.
BCC6 - ASSESSMENT FOR LEARNING
FIRST YEAR/ SEMESTER II

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVE **5 Credits**

At the end of the course, the prospective teachers will be able to

- acquire knowledge of measurement,assessment and evaluation and its role in teaching learning process
- use appropriate measures for analyzing data according to the need of classroom situations
- comprehend the process of Standardization of Tests
- gain knowledge on Continuous and Comprehensive Evaluation
- realize the efforts taken by various commissions and committees for examination reforms

COURSE OUTCOMES DESCRIPTIONS

At the end of the course, the prospective teachers will be able to
Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 -(Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**BASICS OF MEASUREMENT, ASSESSMENT AND EVALUATION** Measurement: Meaning- Need - Characteristics - Types of Measurement scales- Assessment: Meaning - Purpose - Principles - Tools - Techniques - Characteristics of Quality Assessment- Classification of Assessment based on scope - Attribute measured - Nature of information gathered - Mode of response - Nature of Interpretation and Context- Evaluation: Meaning -Need- Purpose- Techniques. **Interpret**themeaning.**Identify** the need and **List** the characteristics of measurement.**Classify** the types of Measurement scales.**Interpret**the meaning and purpose.**Apply** the principles.**Classify** and **Construct** the tools.**Analyze** the techniques of assessment.**List**the characteristics of quality assessment**.Classify** assessment and Explain the meaning and purpose.**Identify** the need and **Analyze**	**K1, K2** **K3,K4, K6**

	the techniques of evaluation. **Activity**: Illustrate different types of measurement scales with suitable examples. **PO2, PO3, PO4, PO5**	
CO2	**DATA ANALYSIS, FEEDBACK AND REPORTING OF ASSESSMENT** Data processing and Statistics: Meaning -Nature - Frequency Distribution - Graphical Representation of Data-Percentages-Measures of Central Tendency-Measures of Dispersion -Correlation and their Interpretation - Feedback: Teacher Feedback - Peer Feedback - Reporting: Purpose of Reporting - Certification -Issues and Challenges. **Define** statistics and**Describe**the acquired knowledge of frequency distribution.**Construct** graphs for the data and **Solve** the problems related to percentages, measures of central tendency and measures of dispersion.**Interpret** correlation among data. **Explain** the feedback and reporting system. **Activity:** Collect any two subject marks of a student and analyse it statistically. **PO3, PO4, PO5,PO6,PO8**	**K1, K2,**
CO3	**COMMONLY USED TESTS IN SCHOOLS** Achievement test: Meaning- Purpose -Construction-Test Standardization - Qualities of a Good Test - Types of test items - Types of test -Portfolio assessment methods-Rubrics Based Assessment **Define** achievement test. Interpret the construction of the achievement test.**Analyze** qualities of the test.**Classify**the different types of test and test items. **Activity**: Construct a Diagnostic test in your pedagogy subject. **PO1, PO2, PO3, PO4, PO5,PO6,PO8**	**K1, K2,** **K4**
CO4	**CONTINUOUS AND COMPREHENSIVE EVALUATION** Continuous and Comprehensive Evaluation (CCE): Concept-Meaning- Objectives-Need- Characteristics-Functions-Benefits-Assessment of Scholastic and Co-scholastic areas -	**K1,K2, K3, K4**

	Recording and Reporting. **Define**CCE.**Explain**various areas of CCE assessment.**Analyze**howto record and report CCE and **Apply** them in their career. **Activity**: Survey the Continuous and Comprehensive assessment practices followed in Schools and prepare a report. **PO1, PO2, PO3, PO4, PO5,PO6,PO8**	
CO5	**EXAMINATION REFORM: ISSUES AND DIRECTIONS** Examination reform efforts Recommended by: Secondary Education Commission (1952 - 53)-Kothari Commission (1964 -66)-National Policy on Education (1986) and Programme of Action (1992)-National Curriculum Frameworks (2005) developed for School Education and CCE in Right of Children to Free and Compulsory Education Act 2009-Recent trends in Evaluation- New system of Evaluation - Credit and Grading system in Evaluation-Types of Grading-Semester system. **Describe** the examination reforms recommended by various committees.**Compare**and**Contrast**the old and new system of evaluation**. Examine** therecent trends in evaluation and grading system. **Activity**: Prepare a report on the Evaluation Reforms suggested in National Curriculum Framework **PO2, PO3, PO4, PO5,PO8**	**K1, K2, K3**

CO - K LEVELS

Total K levels: K1 -5, K2 – 5, K3 – 4, K4 – 3, K5 – 1, K6 -1

Knowledge level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	1	1

CO-PO

3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO	PO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1		1	3	1	3				
CO2			1	3	3	1		3	
CO3	2	2	3	3	3	2		3	
CO4	2	2	3	3	3	1		2	
CO5		1	3	2	3			2	
	4	**6**	**13**	**12**	**15**	**4**		**10**	

Strongly Correlated - 13,Moderately Correlated - 8,Weakly Correlated – 4

COURSE OUTLINE

UNIT I: BASICS OF MEASUREMENT, ASSESSMENT AND EVALUATION

(12 Hours)

Measurement: Meaning- Need - Characteristics - Types of Measurement scales- Assessment: Meaning - Purpose - Principles - Tools - Techniques - Characteristics of Quality Assessment- Classification of Assessment based on scope -Attribute measured -Nature of information gathered -Mode of response -Nature of Interpretation and Context- Evaluation: Meaning - Need- Purpose- Techniques

Activity: Illustrate different types of measurement scales with suitable examples.

UNIT II: DATA ANALYSIS, FEEDBACK AND REPORTING OF ASSESSMENT

(13 Hours)

Data processing and Statistics: Meaning -Nature - Frequency Distribution - Graphical Representation of Data-Percentages-Measures of Central Tendency-Measures of Dispersion - Correlation and their Interpretation - Feedback: Teacher Feedback - Peer Feedback - Reporting: Purpose of Reporting -Certification -Issues and Challenges.

Activity: Collect any two subject marks of a student and analyse it statistically.

UNIT III: COMMONLY USED TESTS IN SCHOOLS **(11 Hours)**

Achievement test: Meaning- Purpose -Construction-Test Standardization - Qualities of a Good Test - Types of test items - Types of test -Portfolio assessment methods-Rubrics Based Assessment

Activity: Construct a Diagnostic test in your pedagogy subject.

UNIT IV: CONTINUOUS AND COMPREHENSIVE EVALUATION (12 Hours)

Continuous and Comprehensive Evaluation (CCE): Concept-Meaning-Objectives-Need-Characteristics-Functions-Benefits- Assessment of Scholastic and Co-scholastic areas - Recording and Reporting.

Activity: Survey the Continuous and Comprehensive assessment practices followed in Schools and prepare a report.

UNIT V: EXAMINATION REFORM: ISSUES AND DIRECTIONS (12 Hours)

Examination reform efforts Recommended by: Secondary Education Commission (1952 - 53)-Kothari Commission (1964 -66)-National Policy on Education (1986) and Programme of Action (1992)-National Curriculum Frameworks (2005) developed for School Education and CCE in Right of Children to Free and Compulsory Education Act 2009-Recent trends in Evaluation- New system of Evaluation - Credit and Grading system in Evaluation-Types of Grading-Semester system.

Activity: Prepare a report on the Evaluation Reforms suggested in National Curriculum Framework.

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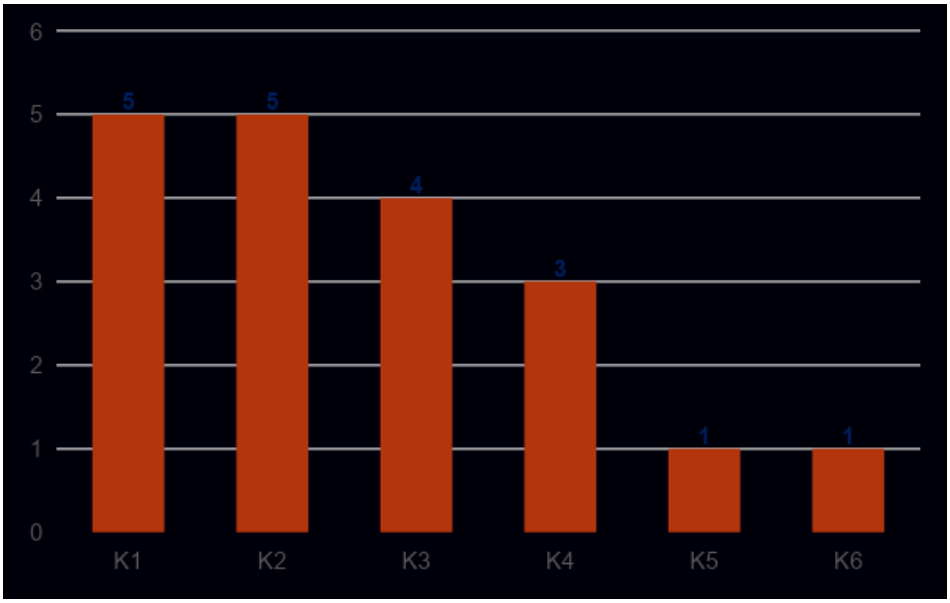
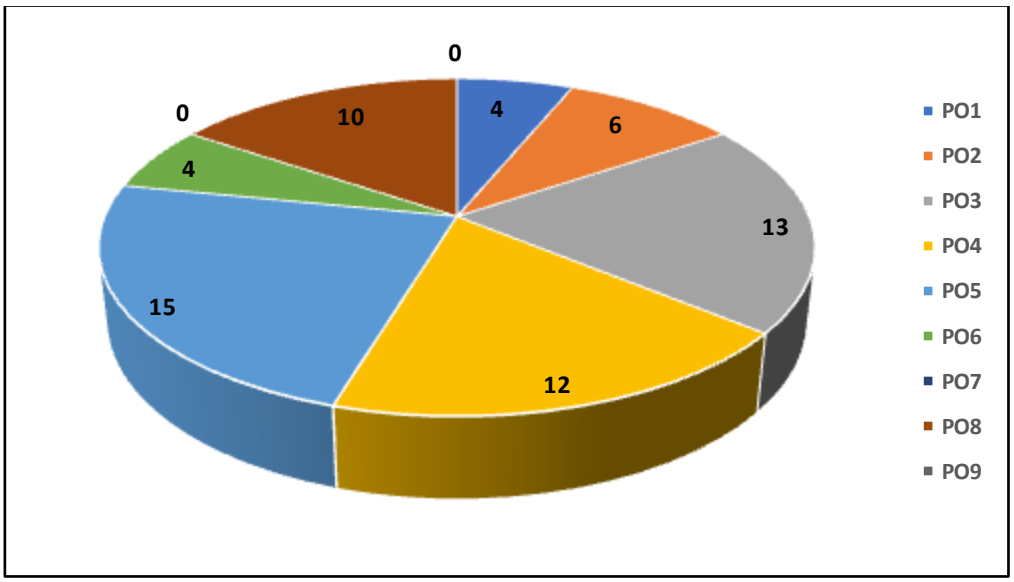
CO-K GRAPH



CO- PO GRAPH



B.Ed.
BEC3- YOGA, HEALTH AND PHYSICAL EDUCATION
FIRST YEAR / SEMESTER II

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to:

- acquire knowledge about the benefits of yoga.
- classify the asanas, pranayama, mudra and kriyas.
- list out the various lifestyle disorders and its treatments.
- analyse the need and importance of physical education.
- acquire skills to organise and conduct sports in schools.

COURSE OUTCOMES DESCRIPTIONS

At the end of the course, the prospective teachers will be able to:
Knowledge level: K1- (Remember), K2-(Understand), K3-(Apply), K4-(Analyze), K5-(Evaluate, K6- (Create)

CO1	**INTRODUCTION TO YOGA AND ASANAS** Yoga: Meaning- Concept- Historical Development - branches – Misconception about Yoga - Eight limbs of yoga - Guidelines for practicing Yoga - Benefits of yoga – Physiological- Psychological- Therapeutic- Physical- Asanas: Meaning- Methods- benefits - curative effects of asanas –Surya namaskar: Meaning-Twelve stages of Surya namaskar - benefits. **Recall** the concept of yoga. **Outline** the historical development of yoga**. Explain** the branches of yoga. **Justify** the misconceptions of yoga. **Classify** the Eight limbs of yoga. **Determine** guidelines for practicing yoga. **Define,Illustrate** and **Perceive** the meaning, methods, benefits and curative effects of Asanas. **What** is the meaning of Surya Namaskar? **Experiment** with 12 stages of Surya Namaskar and its benefits. **Activity:** Write a record on guidelines for practicing yoga in schools and its benefits. **PO1,PO2,PO3,PO,PO5,PO6,PO7**	**K1, K2, K3, K5.**
CO2	**PRANAYAMA AND MEDITATION** Pranayama: Meaning - Practice of Pranayama -Types of Pranayama- Nadi Shodhana- Ujjayi-benefits of Pranayama- Meditation: Meaning-Objectives - Types of Meditation- Transcendental meditation -Breathing meditation -Object meditation- Benefits of Meditation.	**KI, K2, K3, K4**

	What is the meaning of Pranayama? **Demonstrate** the Practice of Pranayama. **Classify** the types of Pranayama. **Make use of** the benefits of Pranayama. **Define** the meaning of Meditation**. Explain** the objective of Meditation. **Demonstrate** the types of Meditation. **Analyse** the benefits of Meditation. **Activity:** Sit in a meditative posture, meditate for 30 minutes and record your experiences. **PO1,PO2,PO3,PO4,PO5,PO8,PO9**	
CO3	**HEALTH EDUCATION** Health Education: Meaning-Objectives- Scope - Importance - Methods of Imparting Health Education in Schools. First Aid: Meaning- Principles-Need-Importance of First Aid-Content in the First aid box-Qualification of a First aider - First Aid in different cases- Prevention and Treatment of Common Injuries: Strain - Sprain - Contusion - Laceration - Fractures and Dislocation. **What** is meant by Health Education? **Outline** the Objectives. **Discuss** the Scope and Importance and **Illustrate** the methods of imparting Health Education in Schools. **Define** First Aid. **List** the Principles. **Analyse** the need and importance of First Aid and **Show** the Content in the First Aid box. **Assess** the qualification of a First Aider. **Demonstrate** First Aid for different cases. **What** is Emergency Care? **Outline** Emergency medical service and **Explain** Medical inspection. **Activity:** Prepare an album showing the need and importance of first aid in schools. **PO1,PO2,PO3,PO4,PO5,PO8,PO9**	**K1, K2, K4, K5,**
CO4	**COMMUNICABLE DISEASES AND LIFE STYLE DISORDER** Communicable Diseases: Meaning – Types-Malaria-Typhoid- Tuberculosis- Cholera- Diarrhoea- Covid-19-AIDS – Causes- Symptoms- Preventive measures-Treatment- Life style disorder: Meaning- Types-Diabetes-HyperTension- Heart Attack- Obesity- Ulcer – Causes- Symptoms -treatment. **What** is the meaning of Communicable Diseases? **Categories** the types of Communicable Diseases. **Define** the Meaning of Lifestyle disorders. **Classify** the types of Lifestyle disorders. **Activity:** Suggest some Hygienic and Prevention measures for Communicable Diseases. **PO1,PO2,PO3,PO4,PO5,PO8,PO9**	**K1, K2, K3**
CO5	**PHYSICAL EDUCATION AND PHYSICAL EXERCISE** Physical Education: Meaning-Objectives- Scope - Importance – Physical education as integral part of	**K1, K2, K3, K4,K6**

	education. Physical Exercise: Meaning – Need-Importance - Effects of exercise on the various systems – Muscular- Circulatory- Digestive- Nervous-Respiratory systems- Games: Meaning- Types – Basic rules and skills for games-Organizing and conducting sports meet. **What** is the meaning of Physical Education? **Explain** the objectives and Scope of Physical Education. **Recall** Physical Fitness. **What** are Health related components of physical fitness. **Utilize**the Benefits of Physical Fitness **What** is Physical Exercise? **Discuss** the need and Importance of Physical Exercise. **Summaries** the Effects of Exercise on various systems. **Recall** games, Identify the types of games. **Examine** the Basic rules and skills for games, Demonstrate to organize and conduct sports meet. **Activity:** Discuss the need and importance of Physical exercise. **PO1,PO2,PO3,PO4,PO5,PO8,PO9**	

CO - K LEVELS

Total K Levels: K1-5, K2-5, K3-4, K4-3, K5-2, K6-1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3- Strongly Correlated, 2- Moderately Correlated, 1-Weakly Correlated

CO/PO/PSO	PO								
	1	2	3	4	5	6	7	8	9
CO1	3	2	2	3	2	3	2	-	-
CO2	3	1	3	2	3	3	-	-	-
CO3	3	3	3	2	-	2	-	-	-
CO4	2	3	-	3	2	3	-	-	3
CO5	3	2	3	2	3	3	-	-	1
TOTAL	14	11	11	12	10	14	2	-	4

Strongly Correlated-19, Moderately Correlated- 11, Weakly Correlated-2

COURSE OUTLINE

UNIT- I: INTRODUCTION TO YOGA AND ASANAS (12 Hours)

Yoga: Meaning- Concept- Historical Development - branches – Misconception about Yoga - Eight limbs of yoga - Guidelines for practicing Yoga - Benefits of yoga – Physiological- Psychological- Therapeutic- Physical- Asanas: Meaning- Methods- benefits - curative effects of asanas –Surya namaskar: Meaning-Twelve stages of Surya namaskar - benefits.

Activity: Write a record on guidelines for practicing yoga in schools and its benefits.

UNIT II: PRANAYAMA AND MEDITATION (12 Hours)

Pranayama: Meaning - Practice of Pranayama -Types of Pranayama- Nadi Shodhana- Ujjayi- benefits of Pranayama- Meditation: Meaning-Objectives - Types of Meditation- Transcendental meditation -Breathing meditation -Object meditation- Benefits of Meditation.

Activity: Sit in a meditative posture, meditate for 30 minutes and Record your experiences.

UNIT - III: HEALTH EDUCATION (11 Hours)

Health Education: Meaning-Objectives- Scope - Importance - Methods of Imparting Health Education in Schools First Aid: Meaning- Principles-Need- Importance of First aid-Content in the First aid box- Qualification of a First aider - First Aid in different cases- Prevention and Treatment of Common injuries- Strain - Sprain - Contusion - Laceration - Fractures and Dislocation. First aid related to natural and artificial carriage of sick and wounded persons- Treatment of unconsciousness- Treatment of heat stroke.Emergency care- Emergency medical services-Medical Inspection.

Activity: Prepare an album showing the need and importance of first aid in schools.

UNIT - IV: COMMUNICABLE DISEASES AND LIFESTYLE DISORDER (12 Hours)

Communicable diseases: Meaning – Types-Malaria- Typhoid- Tuberculosis- Cholera- Diarrhoea- Covid-19-AIDS – Causes- symptoms- preventive measures- treatment- Life style disorder: Meaning- types- Diabetes-HyperTension- Heart Attack- Obesity- Ulcer – Causes- Symptoms -treatment.

Activity: Suggest some hygienic and prevention measures for Communicable diseases.

UNIT – V: PHYSICAL EDUCATION AND PHYSICAL EXERCISE (13 Hours)

Physical Education: Meaning-Objectives- Scope - Importance – Physical education as integral part of education. Physical Fitness: Meaning - Health related components of Physical fitness-Muscular Strength- Muscular Endurance- Flexibility- Cardio–respiratory endurance and Body composition -Benefits of Physical fitness.

Physical Exercise: Meaning – Need- Importance - Effects of exercise on the various systems – Muscular- Circulatory- Digestive- Nervous- Respiratory systems- Games: Meaning- types – basic rules and skills for games-Organizing and conducting sports meet.

Activity: Discuss the need and importance of Physical education.

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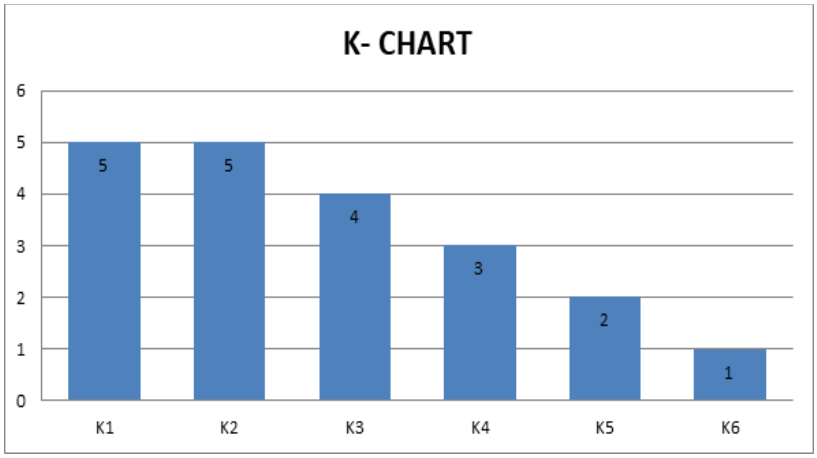
- http://www.differencebetween.info/difference-between-game-and-sport

CO-K GRAPH



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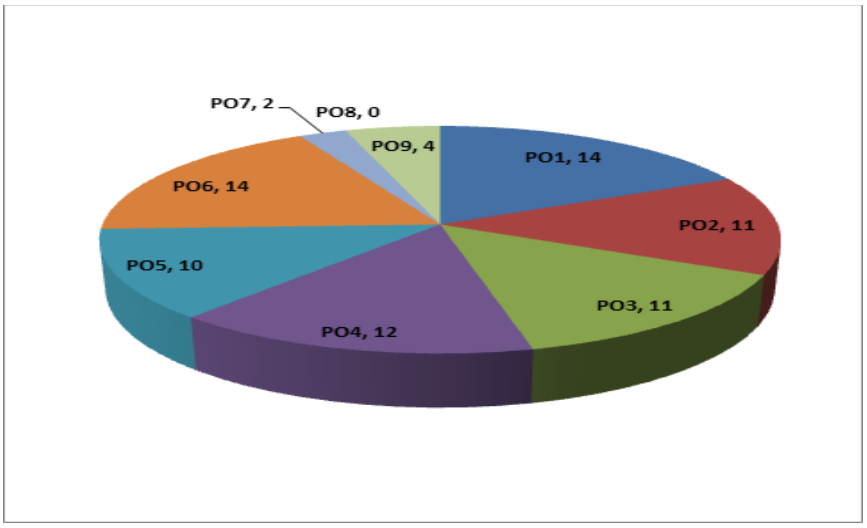

B.Ed.
BEC4 -LANGUAGE ACROSS CURRICULUM
FIRST YEAR / SEMESTER II

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to:

- develop oral and written language skills for classroom teaching.
- comprehend language diversity in the classroom.
- recognise the nature of the communication process in the classroom.
- emphasize the importance and role of language for content areas.
- analyse reading and writing strategies to develop students language skills.

COURSE OUTCOME DESCRIPTIONS:

At the end of the course, prospective teachers will be able to:

Knowledge level:K1- (Remember), K2-(Understand), K3-(Apply), K4-(Analyze), K5-(Evaluate, K6- (Create)

CO1	**LANGUAGE AND SOCIETY** Language: Meaning, concept and functions - Understanding of Home language and School Language - Understanding the language background of the learner – Developing oral and written language in the classroom – Language and Culture. **Recall** Meaning and concept of Language. **Summarise** the functions of Language. **Distinguish** Home language and School Language. **Understand** the language background of the learner. **Develop** oral and written language in the classroom. **Compare** Language and Culture. **Activity:** Bring out the Similarities and Differences between home language and school language. **PO1,PO2,PO3,PO4,PO5,PO7,PO8,PO9**	**K1,K2,K3,K4**
CO2	**LANGUAGE DIVERSITY IN CLASSROOMS** First Language and Second Language Acquisition – Use of First and Second Language in the classroom – Relationship between language mastery and subject mastery – Mastery in first language and subject – mastery in second language and subject. – language and subject teachers to diversify methods and forms of classroom practice leading to innovation in the classroom. **Identify** First Language and Second Language Acquisition. **Outline** the use of First and Second Language in the classroom.**Analyze** the Difference	**K1,K2,K3,K4,K5**

	between language as a school subject and means of Communication. **Assess** Mastery in first language and subject. **Evaluate** mastery in second language and subject. **Develop** language and subject teachers to diversify methods and forms of classroom practice leading to innovation in the classroom. **Activity:** Assess the mastery in first language with that of school subjects. **PO1,PO2,PO3,PO4,PO5,PO6,PO8,PO9**	
CO3	**POSITION OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT** Position of English as a second language in India – Communication process in the classroom – The nature of classroom discourse- discussion as a tool for learning- the nature of questioning in the classroom – types of questions and teacher's role. **Recall** the Position of English as a second language in India. **Demonstrate** Communication process in the classroom. **Summarize** the nature of classroom discourse. **Illustrate** discussion as a tool for learning. **Analyse** the nature of questioning in the classroom. **Identify** types of questions and teacher's role. **Activity**: Discuss the nature of questioning in a classroom situation. **PO1,PO2,PO3,PO4,PO5,PO6,PO8,PO9**	**K1, K2, K3, K4,**
CO4	**LANGUAGE ACROSS CURRICULUM** . Language for specific purpose and subjects – Social Sciences, Science and Mathematics – Critical review of medium of instruction – Factors related to poor reading comprehension – Developing skills of reading comprehension. Theories of Language – Deficit theory and Discontinuity theory – Educational implications of language – Understanding the nature of classroom interaction. **Recall** Language for specific purposes and subjects. **Illustrate** Critical review of medium of instruction. **Identify** the Factors related to poor reading comprehension.**How** to Develop skills of reading comprehension, **Activity:** List the factors responsible for poor reading comprehension and provide suitable suggestions. **Understand** Theories of Language.**Know** the Educational implications of language – **Understand** the nature of classroom interaction. **PO1,PO2,PO3,PO4,PO5,PO6,PO8,PO9**	**K1,K2,K3**
CO5	**LANGUAGE RELATED ISSUES** Reading in the content areas – Social Sciences, Science and Mathematics- nature of expository texts Vs narrative texts- transactional Vs reflective texts- Schema theory- text structures-examining content area textbooks- reading	**K1,K2,K3,K6**

	strategies for note making- summarizing- making reading writing connections- writing process- analyzing children's writing to understand their conceptions- writing with a sense of purpose – writing to learn and understand. **Show** Reading in the content areas, **Illustrate** the nature of expository texts Vs narrative texts, **Relate** transactional Vs reflective texts, **Summarize** Schema theory, **Identify** text structures, **Examine** content area of textbooks, **Develop** reading strategies for note making and summarizing, **How** to make reading writing connections, **Develop** writing process, **Analyze** children's writing to understand their conceptions, **Why** writing with a sense of purpose, **Plan** writing to learn and understand. **Activity:** Interact with 5 student–teachers and Compose a paper on: 1. The structure of their language 2. Pronunciation 3. Vocabulary **PO1,PO2,PO3,PO4,PO5,PO6,PO8,PO9**	

CO-K LEVELS

Total K Levels: K1-5, K2-5, K3-5, K4-3, K5-1, K6-1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	5	3	1	1

CO-PO

3- Strongly Correlated, 2- Moderately Correlated, 1-Weakly Correlated

CO/PO/PSO	PO								
	1	2	3	4	5	6	7	8	9
CO1	3	2	2	3	2	-	2	3	1
CO2	3	3	2	3	2	3	-	2	3
CO3	3	2	3	3	3	3	-	3	1
CO4	3	3	2	3	3	2	-	3	2
CO5	2	3	3	3	2	2	-	2	2
TOTAL	14	13	12	15	12	10	2	13	9

Strongly Correlated-22, Moderately Correlated- 16, Weakly Correlated-2

COURSE OUTLINE

UNIT I: LANGUAGE AND SOCIETY (12 Hours)

Language: Meaning, concept and functions - Understanding of Home language and School Language - Understanding the language background of the learner – Developing oral and written language in the classroom – Language and Culture.

Activity: Bring out the Similarities and Differences between home language and school language.

UNIT II: LANGUAGE DIVERSITY IN CLASSROOMS (11 Hours)

First Language and Second Language Acquisition – Use of First and Second Language in the classroom – Relationship between language mastery and subject mastery – Mastery in first language and subject – mastery in second language and subject. – language and subject teachers to diversify methods and forms of classroom practice leading to innovation in the classroom.

Activity: Assess the mastery in first language with that of school subjects

UNIT III: POSITION OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT (12 Hours)

Position of English as a second language in India – Communication process in the classroom – The nature of classroom discourse- discussion as a tool for learning- the nature of questioning in the classroom – types of questions and teacher's role.

Activity: Discuss the nature of questioning in a classroom situation

UNIT IV: LANGUAGE ACROSS CURRICULUM (12 Hours)

Language for specific purpose and subjects – Social Sciences, Science and Mathematics – Critical review of medium of instruction – Factors related to poor reading comprehension – Developing skills of reading comprehension. Theories of Language – Deficit theory and Discontinuity theory – Educational implications of language – Understanding the nature of classroom interaction.

Activity: List the factors responsible for poor reading comprehension and provide suitable suggestions

UNIT V: LANGUAGE RELATED ISSUES (13 Hours)

Reading in the content areas – Social Sciences, Science and Mathematics- nature of expository texts Vs narrative texts- transactional Vs reflective texts- Schema theory- text structures-examining content area textbooks- reading strategies for note making- summarizing- making reading writing connections- writing process- analyzing children's writing to understand their conceptions- writing with a sense of purpose – writing to learn and understand.

Activity: Interact with 5 student–teachers and present a paper on:

1. The structure of their language
2. Pronunciation
3. Vocabulary

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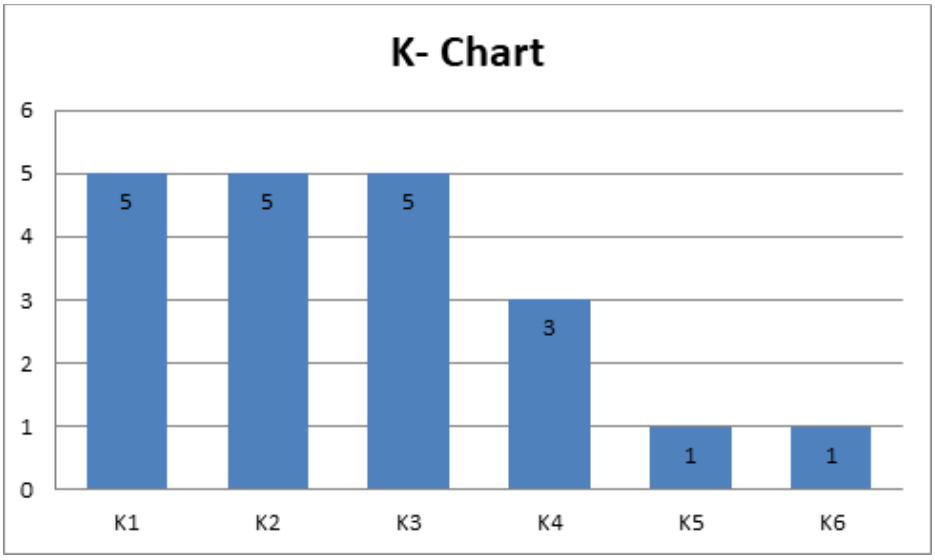
CO-K GRAPH



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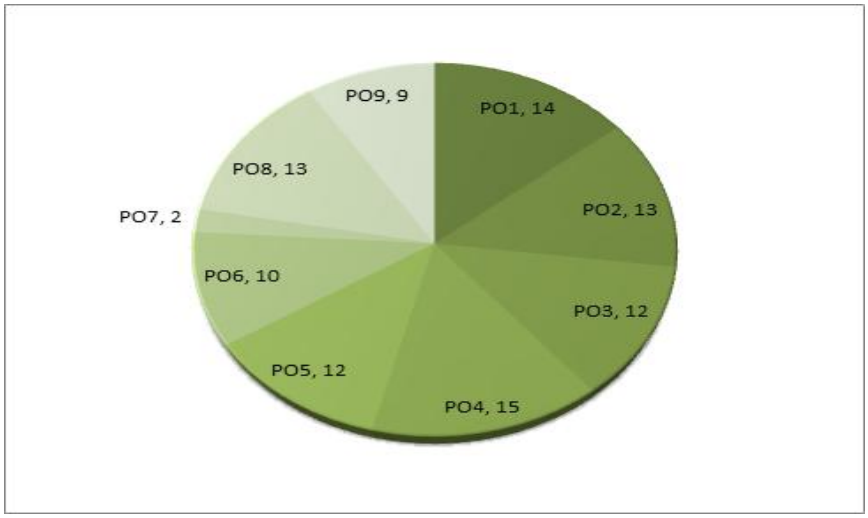

BTA2 தமிழ் கற்பித்தல்
பி.எட்.அரைமம் - இரண்டு

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

கற்றல் நோக்கங்கள் **5 Credits**

மாணவஆசிரியர்கள்அரைமத்தின் இறுதியில் அறிந்துகொள்ள இயல்வன,

- கற்பித்தலுக்கானதிட்டமிடல் மற்றும் பாடநூல்களின் பண்புகளைஅறிதல்.
- மொழிகற்பித்தல் திறன்கைளப் பெறுதல்
- வினாத்தாள் தயாரிக்கும் திறனைப் பெறுதல்
- மொழிக் கற்பித்தலின் நுட்பக் கூறுகள்பற்றிஅறிதல்
- கல்வியியலில் மதிப்பீடுமற்றும் புள்ளியியல் பற்றிஅறிதல்

COURSE OUTCOMES DESCRIPTIONS

மாணவஆசிரியர்கள்-பயிற்றுநர் அரைமத்தின் இறுதியில் அறிந்துகொள்ள இயல்வன,
Knowledge level: K1- (Remember), K2 - (Understand), K3 - (Apply), K4- (Analyze), K5 – (Evaluate), K6 – (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**கற்பித்தலுக்கானதிட்டமிடல் மற்றும் பாடநூல் திறனாய்வு** பள்ளிப் பாடங்களின் நோக்கங்கள் குறிக்கோள்கள் வகைபாடுகள் பற்றி**அறிதல் மற்றும் புரிந்துகொள்ளுதல்** - புளூமின் கற்பித்தல் வகைப்பாடுபற்றி**அறிதல் புரிதல் மற்றும் பயன்படுத்துதல்** - அலகுத் திட்டம் பற்றி**அறிதல் புரிதல் பயன்படுத்துதல் உருவாக்குதல் மற்றும் மதிப்பீடுசெய்தல்** - ஹெர்பார்ட்டின் கற்பித்தல் கோட்பாடுகள் பற்றி**அறிதல் புரிதல் மற்றும் பயன்படுத்துதல்** - பாடத்திட்டம் பற்றி**அறிதல்,புரிதல்,பயன்படுத்துதல் வகைப்படுத்தல் மற்றும் மதிப்பீடுசெய்தல்** மொழிப்பாடதிறனாய்வுபற்றி**அறிதல்,புரிதல்,பயன்படுத்தல் மற்றும் மதிப்பீடுசெய்தல்** **செய்முறைவேலைகள்:**அலகுத்திட்டம் தயாரித்தல். PO1,PO2,PO3,PO4,PO5, ,PO7,PO8	**K1,K2,K3, K4,K5, K6**
CO2	**மொழித்திறன்களைக் கற்பித்தல்** மொழித்திறன்கள் பற்றி**அறிதல் புரிதல் மற்றும் பயன்படுத்துதல்** **செய்முறைவேலைகள்** **-** புதியவார்த்தைகளைகண்டுபிடித்துபொருள்கூறுதல். PO1, PO4,PO5, PO6 ,PO8	**K1,K2,K3**
CO3	**வினாக்கள் கேட்டல் முறைமை** வினாக்கள் கேட்டல் பற்றிஅறிதல் புரிதல் மற்றும் பயன்படுத்துதல் **செய்முறைவேலைகள்:**வினாவங்கிதயாரித்தல். PO1, PO3 ,PO5,PO8	**K1,K2,K3**

CO4	**மொழிக் கற்பித்தலின் நுட்பக் கூறுகள்** மொழிகற்பித்தல் நுட்ப கூறுகள் பற்றி **அறிதல்,புரிதல்,மற்றும் பயன்படுத்துதல்** மொழிப் பயிற்றாய்வுக் கூடம்,பல்லூடகம்,சமூகவலைத்தளங்கள் பற்றி **அறிதல்,புரிதல்,பயன்படுத்தல் மற்றும் ஆய்வுசெய்தல்** **செய்முறைவேலைகள்:**சமூகவலைத்தளங்கள் மொழிகற்பித்தலுக்குபயன்படும் வகைமைபற்றி அறிக்கைதயாரித்தல். PO2, PO4, PO6, PO8, PO9	**K1,K2,K3, K4**
CO5	**மதிப்பீடுமற்றும் புள்ளியியல்** மதிப்பீடுபற்றி **அறிதல்,புரிதல்,பயன்படுத்தல் மற்றும் மதிப்பீடுசெய்தல்** புள்ளியியல் முறைகள் பற்றி **அறிதல்,புரிதல்,பயன்படுத்துதல் மற்றும் மதிப்பீடுசெய்தல்** **செய்முறைவேலைகள்:**புறவயத் தேர்வுவினாக்களைதயார் செய்யவும் PO3,PO4,PO5,	**K1,K2,K3, K5**

CO-K LEVELS

Total K levels: K1-5, K2-5, K3-4, K4-3, K5-2, K6-1

UNIT	K1	K2	K3	K4	K5	K6
TOTAL	5	5	4	3	2	1

CO-PO

3- Strongly Correlated, 2- Moderately Correlated, 1-Weakly Correlated

CO/PO/ PSO	PSO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1	3	3	3	3	3		3	3	
CO2	3			3	3	3		3	
CO3	2		3		3			1	
CO4		2		3		2		3	3
CO5			3	3	2				
TOTAL	**8**	**5**	**9**	**12**	**11**	**5**	**3**	**7**	**3**

Strongly Correlated - 19 Moderately Correlated - 3 Weakly Correlated – 1

COURSE OUTLINE

அலகு1 :கற்பித்தலுக்கானதிட்டமிடல் மற்றும் பாடநூல் திறனாய்வு **(12Hours)**

பள்ளிப் பாடப் பொருள்களின் நோக்கங்கள் - குறிக்கோள்கள் - கல்விக் குறிக்கோள்களின் வகைப்பாடு–கல்விநோக்கங்களின் வகைப்பாடு–புளூமின் கற்பித்தல் வகைப்பாடு–அலகுத்திடடம்

- ஹெர்பர்ட் கற்பித்தல் கோட்பாடுகள் - பாடத்திட்டம் தயாரித்தல் - பாடத்திட்டத்தின் பயன்கள் - பாடத்திட்டத்தின் நன்மைகள் - பாடத்திட்டம் தயாரிக்கும் போதுஆசிரியர் மனதிற் கொள்ளத்தக்கன–பாடத்திட்டம் எழுதும் வழிமுறைகள் - கற்பிக்கும் குறிப்பு– பாடத்திட்டத்திற்கும் கற்பித்தல் குறிப்பிற்கும் உள்ளவேறுபாடுகள் - மொழிப்பாடதிறனாய்வு.
செய்முறைவேலைகள்:அலகுத்திட்டம் தயாரித்தல்.

அலகு 2: மொழித்திறன்களைக் கற்பித்தல் **(13 Hours)**

கேட்டல்:-வரையறை–கேட்டல் திறனைவளர்த்தலுக்கானநோக்கங்கள் - கேட்டல் பழக்கத்தினைவளர்த்தல். **பேசுதல்:-**வரையறைபண்புகள் - வாய்மொழிப் பயிற்சியின் நோக்கங்கள் - திருந்தியபேச்சில் நல்லியல்புகள் - திருந்தியபேச்சினைவளர்க்கும் வழி முறைகள் - சொற்களஞ்சியப் பெருக்கம். **படித்தல்:**வரையறை–நோக்கங்கள் - படிக்கக் கற்பிக்கும் முறைகள் - வாய்விட்டுப் படித்தல் - வாய்க்குட் படித்தல் - நூலகப்படிப்பு– ஆழ்ந்தபடிப்பு–அகன்றபடிப்பு. **எழுதுதல்:-**வரையறை–எழுதுவதற்குபயிற்சிஅளித்தல் - நல்லகையெழுத்தின் நல்லியல்புகள் - எழுத்துப் பயிற்சிமுறைகள் - பிழையின்றிஎழுதப் பயிற்சிஅளித்தல் - பிழைகளைகளையும் வழிமுறைகள் - மொழிப் பிழைகளைஅகற்றும் முறைகள் - நிறுத்தற் குறியீடுகளைப் பயன்படுத்துதல்.
செய்முறைவேலைகள் -புதியவார்த்தைகளைகண்டுபிடித்துபொருள்கூறுதல்.

அலகு 3: வினாக்கள் கேட்டல் முறைமை **(11 Hours)**

வினாக்கேட்டலின் இன்றியமையாமை–வினவுதலின் நோக்கங்கள் - பயன்கள் - முறைகள் - வகைகள் - கற்பித்தல் வினாக்கள் - தேர்வுவினாக்களுக்கும்,வகுப்பறைவினாக்களுக்குமுள்ளவேறுபாடுகள் - சிறந்தவினாக்களின் சிறப்பியல்புகள் - வினாத்தாள் அமைத்தலின் சிறப்பிடம் - வினாத்தாள் தயாரித்தல்.
செய்முறைவேலைகள்:வினாவங்கிதயாரித்தல்.

அலகு 4: மொழிக் கற்பித்தலின் நுட்பக் கூறுகள் **(12 Hours)**

கற்பிக்கத் துணைசெய்யும் (எட்கர்டேல்) கருவிகளின் வகைப்பாடுவாசிப்புவேகத்தைஅளவிடும் கருவி–ஒலி,ஒளிதுணைக் கருவிகள் - மொழிபயிற்றாய்வுக் கூடம் - பல்லூடகம் - சமூகவலைத்தளங்கள் - மின்வழிக் கற்றல் - கணினிவழிக் கற்றல்.
செய்முறைவேலைகள்:சமூகவலைத்தளங்கள் மொழிகற்பித்தலுக்குபயன்படும் வகைமைபற்றிஅறிக்கைதயாரித்தல்.

அலகு 5: மதிப்பீடுமற்றும் புள்ளியியல் **(12 Hours)**

தேர்வு–பொருள் - வகைகள் - ஆசிரியர்களால் உருவாக்கப்படும் தேர்வுகள் - தரப்படுத்தப்பட்டதேர்வுகள் - தேர்வுச் சீர்திருத்தங்கள் - மதிப்பீட்டுகருவியின் பண்புநலன்கள் - குறையறிசோதனை–குறைதீர் பயிற்சி–மொழிப்பாடத்தில் புறவயத் தேர்வைஅமைக்கும் முறை– செயல் ஆராய்ச்சி–தொடர் விரிவாக்கமதிப்பிடுதல் - மையபோக்குஅளவைகள் (கூட்டுசராசரி, இடைநிலை,முகடு) சிதறல் அளவைகள் (வீச்சு,கால்மானவிளக்கம்,சராசரிவிலக்கம் - திட்டவிலக்கம்) –உடன் தொடர்புக்கெழு–வரைபடங்கள் - செவ்வகவரைபடம் - அலைவெண் பலகோணம் - ஓகைவ் - நூற்றுமானத் தரம்.
செய்முறைவேலைகள்:புறவயத் தேர்வுவினாக்களைதயார் செய்யவும்.

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பாடநூல்கள்

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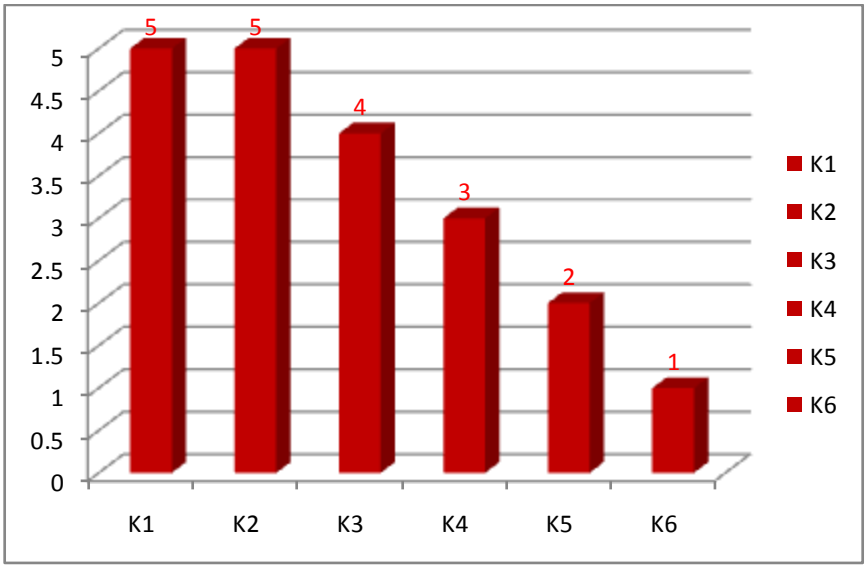
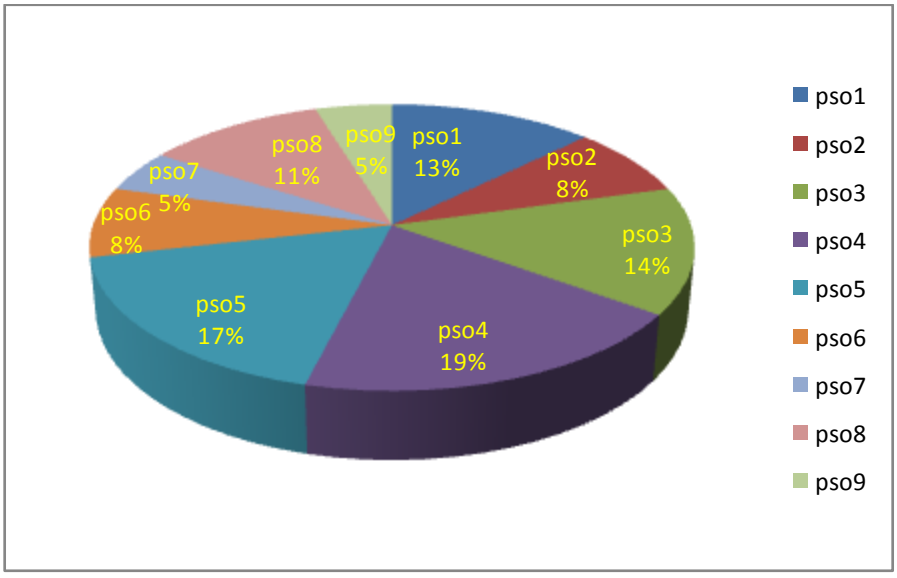
CO – K GRAPH



CO – PO GRAPH



B.Ed.
BEN2 -PEDAGOGY OF ENGLISH - 2
FIRST YEAR / SEMESTER II

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to:

- conceptualise the process of planning of instruction .and design lesson plans for teaching Prose, Poetry, Non-detail, Grammar and Composition
- acquire the knowledge of the different instructional resources to teach English and the evaluation of English.
- Illustrate the usage of strategies to develop reading
- define the various sub- skills of writing and classify the different types of composition.
- prepare a standardized evaluation tools to test the different linguistic components.

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to:
Knowledge Level: K1 (Remember), K2 (Understand), K3 (Apply), K4 (Analyze), K5 (Evaluate), K6 (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**MACRO TEACHING PLAN** Bloom's Taxonomy of Educational objectives – Cognitive –Affective –Psychomotor domains - Essential components of a lesson plan - General instructional objectives and specific instructional objectives - Aims - procedure and steps of teaching Prose - Poetry - Non-detail - Grammar and composition. **Recall, Identify and apply** Bloom's Taxonomy of Educational objectives to plan teaching and learning transaction. **Explain** the essential components of a lesson plan. **Write** appropriate General instructional objectives and specific instructional objectives for lesson plans. **Outline** the Aims, procedure and steps of teaching Prose, Poetry, Non-detail, Grammar and composition. **Prepare** Lesson	**K1, K2, K3, K4**

	plans for teaching Prose, Poetry, Non-detail, Grammar and composition **Activity:** Write a lesson plan in Mind mapping Method **PO1, PO2, PO3, PO4, PO5, PO8, PO9**	
CO2	**RESOURCES AND EQUIPMENT IN TEACHING OF ENGLISH** Teacher made aids: Flash cards - objects - pictures - models - charts - substitution table - cut-outs - match –stick drawings - flannel board - worksheets etc - Resources Programmed learning-Dictionary - reference books - encyclopedia - thesaurus etc. - Authentic materials:Bank Challan - Railway - Bus reservation forms - Maps - timetables - graphs - magazines - journals components - advertisement etc. - Equipments– Tape recorder - T.V - Computer - Films - Overhead projector - LCD projector - use of internet - preparation of software -PowerPoint presentation Computer Assisted Instruction - Computer Assisted Language Learning - Language laboratory etc. **Learn** about the Teacher made that can be used for teaching English and prepare them. **Outline** the principles of Programmed learning. **Illustrate** the importance of Dictionary, reference books, encyclopedia, thesaurus, etc. in the teaching and learning of English. **Choose and Use** appropriate Authentic materials. Demonstrate the use Tape recorder, T.V, Computer, Films, Overhead projector, LCD projector, Language laboratory and internet for classroom transactions. Explain the various modes of Computer Assisted Language Learning (CALL). **Activity:** Prepare an authentic Material Album **PO1, PO2, PO4, PO5, PO6, PO8, PO9**	**K1, K2, K4**

CO3	**DEVELOPING READING SKILL** Process and stages of Reading - Importance of Reading - The Mechanics of Reading - Types of Reading – Silent Reading – Loud Reading – Skimming – Scanning – Intensive and Extensive Reading - Methods of teaching Reading to beginners Vocabulary – Types of words: Structural words and content words- Kinds of vocabulary: Active -- passive and unknown vocabulary - Techniques of teaching new words - Strategies of expanding vocabulary Reading for perception – Reading for comprehension – Types of comprehension questions – comprehension errors - Strategies to develop reading-Cloze Procedure - Testing Reading. **Recall** the process and stages of Reading. Explain importance of Mechanics of Reading **Compare and contrast** between Silent Reading and Loud Reading, Skimming and Scanning. **Develop** Intensive and Extensive Reading **Apply** the methods of teaching Reading to beginners **Infer** the difference between Reading for perception and Reading for comprehension. Know about the different types of comprehension questions and comprehension errors. **Apply** the strategies to develop reading and apply them **Classify** words (Structural words & content words) **Make use** of different techniques for teaching new words. **Explain** the strategies of expanding vocabulary. **Assess** students' Reading competency. **Activity:** Collect articles from new papers / magazine and write comprehension questions for them **PO1, PO2, PO3, PO4. PO5, PO8, PO9**	**K1, K2, K3, K4, K5**

CO4	**DEVELOPING WRITING SKILL** Process and stages of writing - Mechanics of Writing - Sub skills of writing – Mechanical skills – Grammatical skills –Judgment skills – Discourse skills - Characteristics of good Handwriting: distinctiveness - legibility - simplicity – uniformity- speed and spacing – capitalization – punctuation - Grammar – types of grammar: Prescriptive/forma & Descriptive/functional- Methods of teaching grammar: Inductive and Deductive Method – Parts of speech – Basic Grammar – Transformation of sentences – sentence pattern and word order – Grammar in usage : Modals - Common idioms and phrases – Grammar Games and Activities-Testing Grammar and usage - Mind mapping – Types of compositions: Oral - Guided - controlled and composition – Group work – Mixed ability grouping – correction of composition exercises - marking code - Testing writing **Explain the** process and stages of writing **Perceive** then Mechanics of Writing **Classify** the Sub skills of writing **List out** the characteristics of good Handwriting. **Infer** the importance of Grammar in learning a language. **Classify and compare** the types of grammar (Prescriptive/formal & Descriptive/functional) and Methods of teaching grammar (Inductive and Deductive Method) **Recall**the Grammar topics **Design** Grammar Games and Activities. **Prepare** test item for Testing Grammar and usage. **Understand** the importance of Mind mapping. **Classify** the different types of compositions exercises. **Justify** the importance of Mixed ability grouping **Use** marking code for correction of composition exercises. **Construct** test items for Testing writing **Activity:** Conduct vocabulary games for your peer. **PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9**	**K1, K2, K3, K5,K6**

CO5	**TOOLS OF EVALUATION** Difference between measurement and evaluation - Techniques of Evaluation: Oral - Written - Portfolio - Self - Evaluation - Peer Evaluation - Group Evaluation - Types of tests: Progress test - Achievement test - proficiency test - Aptitude test and Diagnostic test –Action Research - Characteristics of good English test: objectivity - validity - Reliability - Practicability - Types of testing Items: Subjective types and objective types –Merits & Demerits - Backwash Effect of testing – Rubrics for Assessment- Software enabled assessment: e-quiz - Google Forms etc., S - Construction of Achievement Test - Components - Blue Print - Question Paper - Scoring Key - Test items for judging – listening ability - speaking ability - reading ability - writing ability - vocabulary - grammar and usage - Blue print – construction of an achievement test - Remedial Teaching with reference to Phonological, Lexical and Grammatical system of language - Common Errors – Identify areas of weakness – Analysis and Classification of errors – Relevance and importance of remedial teaching -Action Research - Statistics - Interpretation of Scores – Frequency Distribution Tables Measures of Central Tendency – Mean - Median - Mode - Measures of Variability – Range - Quartile Deviation - Mean Deviation - Standard Deviation- Correlation of Rank Order - Graphs – Histogram - Frequency Polygon - Cumulative Frequency Polygon - Ogive Percentile Ranks. **Differentiate** between measurement and evaluation **Infer** the different techniques of Evaluation – Oral, Written, Portfolio, Self, Evaluation, Peer Evaluation, Group Evaluation. **Clasify** the different types of tests – Progress test, Achievement test, proficiency test, Aptitude test, Diagnostic test. **Explain** the characteristics of good English test-objectivity, validity, Reliability, Practicability. **Explain** the Merits & Demerits of Subjective types and objective types **Illustrate** the Backwash Effect of testing **Develop** the skill of using Rubrics for Assessment, e-quiz,	**K1, K2, K3, K5, K6**

	Google Forms, Software for assessment, **Construct** an Achievement Test and Blue Print. **Prepare** test items for assessing – listening ability, speaking ability, reading ability, writing ability, vocabulary, grammar and usage. **Identify** the Common Errors and Design Remedial Teaching with reference to Phonological, Lexical and Grammatical system of language. **Apply** Statistical techniques for the Interpretation of Scores. **Activity:** Construct different types of test items for testing grammar and vocabulary **PO1, PO2, PO3, PO4, PO5, PO9**	

CO-K LEVELS

Total K Level: K1-5 , K2- 5, K3-4 , K4-3 , K5-3, K6- 2

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	3	2

CO-PO

3- Strongly Correlated, 2- Moderately Correlated, 1 – Weakly Correlated

CO/PO	PO								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3	2	2			2	1
CO2	3	2		3	3	2		1	1
CO3	3	2	2	1	2			3	1
CO4	3	2	2	3	1	1		3	1
CO5	3	2	2	3	1				1
	15	10	9	12	9	2		9	5

COURSE OUTLINE

UNIT I –MACRO TEACHING PLAN (11 Hours)

Bloom's Taxonomy of Educational objectives – Cognitive –Affective –Psychomotor domains - Essential components of a lesson plan - General instructional objectives and specific instructional objectives - Aims - procedure and steps of teaching Prose - Poetry - Non-detail - Grammar and composition.

Activity: Write a lesson plan in Mind mapping Method

UNIT II –RESOURCES AND EQUIPMENT IN TEACHING OF ENGLISH (12 Hours)

Teacher made aids: Flash cards - objects - pictures - models - charts - substitution table - cut-outs - match –stick drawings - flannel board - worksheets etc - Resources Programmed learning-Dictionary - reference books - encyclopedia - thesaurus etc. - Authentic materials:Bank Challan - Railway - Bus reservation forms - Maps - timetables - graphs - magazines - journals components - advertisement etc. - Equipment– Tape recorder - T.V - Computer - Films - Overhead projector - LCD projector - use of internet - preparation of software -PowerPoint presentation Computer Assisted Instruction -Computer Assisted Language Learning - Language laboratory etc.

Activity: Prepare an authentic Material Album

UNIT III – DEVELOPING READING SKILL (12 Hours)

Process and stages of Reading - Importance of Reading - The Mechanics of Reading - Types of Reading – Silent Reading – Loud Reading – Skimming – Scanning – Intensive and Extensive Reading - Methods of teaching Reading to beginners -Vocabulary – Types of words: Structural words and content words- Kinds of vocabulary: Active -- passive and unknown vocabulary - Techniques of teaching new words - Strategies of expanding vocabulary - Reading for perception – Reading for comprehension – Types of comprehension questions – comprehension errors - Strategies to develop reading-Cloze Procedure - Testing Reading.

Activity: Collect articles from new papers / magazine and write comprehension questions for them

UNIT IV – DEVELOPING WRITING SKILL (12 Hours)

Process and stages of writing - Mechanics of Writing - Sub skills of writing – Mechanical skills – Grammatical skills –Judgment skills – Discourse skills - Characteristics of good Handwriting: distinctiveness - legibility - simplicity – uniformity, Speed and spacing – capitalization – punctuation –Grammar – types of grammar: Prescriptive/forma & Descriptive/functional- Methods of teaching grammar: Inductive and Deductive Method – Parts of speech – Basic Grammar –Transformation of sentences – sentence pattern and word order – Grammar in usage : Modals - Common idioms and phrases – Grammar Games and Activities-Testing Grammar and usage - Mind mapping – Types of compositions: Oral - Guided - controlled and composition – Group work – Mixed ability grouping – correction of composition exercises - marking code - Testing writing.

Activity: Conduct vocabulary games for your peer.

UNIT V – TOOLS OF EVALUATION (13 Hours)

Difference between measurement and evaluation - Techniques of Evaluation: Oral - Written - Portfolio - Self - Evaluation - Peer Evaluation - Group Evaluation - Types of tests: Progress test - Achievement test - proficiency test - Aptitude test and Diagnostic test –Action

Research - Characteristics of good English test: objectivity - validity - Reliability - Practicability - Types of testing Items: Subjective types and objective types –Merits & Demerits - Backwash Effect of testing –Rubrics for Assessment- Software enabled assessment: e-quiz - Google Forms etc., S - Construction of Achievement Test - Components - Blue Print - Question Paper - Scoring Key - Test items for judging – listening ability - speaking ability - reading ability - writing ability - vocabulary - grammar and usage - Blue print – construction of an achievement test - Remedial Teaching with reference to Phonological, Lexical and Grammatical system of language - Common Errors – Identify areas of weakness – Analysis and Classification of errors – Relevance and importance of remedial teaching -Action Research - Statistics - Interpretation of Scores – Frequency Distribution Tables Measures of Central Tendency – Mean - Median - Mode - Measures of Variability – Range - Quartile Deviation - Mean Deviation - Standard Deviation- Correlation of Rank Order - Graphs – Histogram - Frequency Polygon - Cumulative Frequency Polygon - Ogive Percentile Ranks .

Activity: Construct different types of test items for testing grammar and vocabulary

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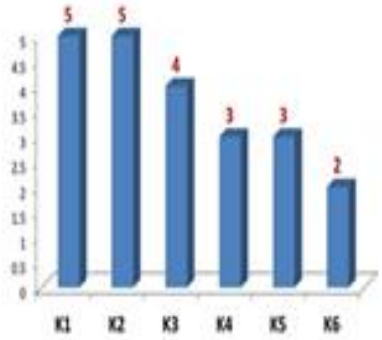
WEB RESOURCES

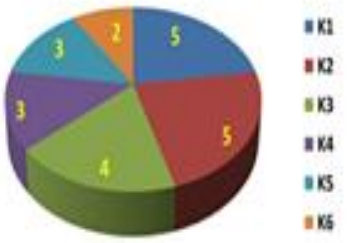
- https://granite.pressbooks.pub/teachingdiverselearners/chapter/blooms-taxonomy-2/
- https://www.redalyc.org/pdf/442/44248785013.pdf
- https://sedl.org/reading/framework/assessment.html

- https://core.ac.uk/download/pdf/58907299.pdf
- https://www.kau.edu.sa/Files/0005056/Subjects/Fulcher%20Davidso%20Language%20Testing%20and%20Assessment%20An%20Advanced%20Resource%20Book%20Routledge%20Applied%20Lingu.pdf

CO-K Graph

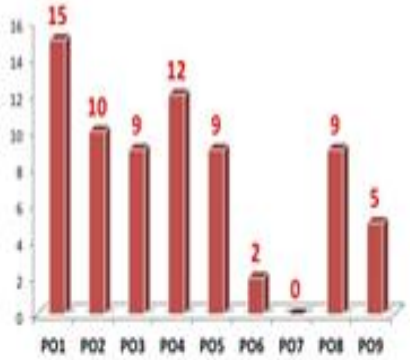
K1	K2	K3	K4	K5	K6
5	5	4	3	2	2

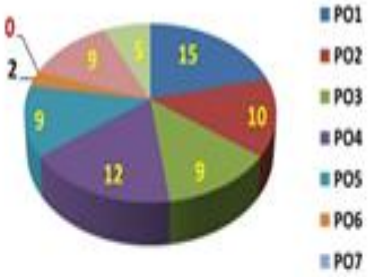




CO-PSO Graph

PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
15	10	9	12	9	2	0	9	5





B.Ed.
BHI2 - PEDAGOGY OF HISTORY - 2
FIRST YEAR/ SEMESTER – II

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- gain the knowledge of macro lesson plan and textbook review.
- realize the principles of curriculum construction.
- elucidate the importance of questioning.
- get the knowledge about the importance of audio-visual aids and equipment in teaching history.
- recognize the various methods of evaluation and statistical techniques.

COURSE OUTCOMES DESCRIPTIONS

At the end of the course, the prospective teachers will be able to:

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**MACRO PLAN** Instructional Objectives - Bloom's Taxonomy of Objectives - Unit Plan - Macro Lesson Plan - Need, Principles, Steps - Concept Mapping - Map Reading Skill - Reflective Practices: Meaning, Definition, Need, Benefits, Evaluation Techniques and Records of Reflective Practices - Critical Analysis of State Board Text Book. **What** are Instructional Objectives? **Explain** Bloom's Taxonomy of Objectives. **Outline** Unit Plan. **Illustrate** Macro Lesson Plan. **Construct** Concept Mapping. **Apply** Reflective Practices in Teaching History. **Analyze** State Board Text Book. **Activity:** Prepare a unit plan. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9**	**K1, K2, K3, K4**
CO2	**ORGANISATION OF HISTORY CURRICULUM** Meaning of Syllabus and Curriculum, Components of Curriculum – Principles of Curriculum Construction – Vertical and Horizontal Organisation of Curriculum – Process of Curriculum Organisation: Analysis of Needs, Objectives, Formulation of Objectives,	**K1, K2, K3, K4, K6**

	Selection of Content: Individual, Social, National and Global Needs, Selection of Learning Experience, Organisation and Integration of Content and Learning Experience and Evaluation Techniques. Methods of Organization: Logical and Psychological (Stages of Development) Chronological, Periodical Concentric, Spiral and Modular, Regressive and Progressive Methods - Principles of Correlation of Subjects - Identical, Incidental, Systematic - Fusion with other Subject - History Syllabus Sequence - Articulation. **What** is Syllabus and Curriculum? **Find** the Components of Curriculum. **Identify** the Principles of Curriculum Construction. **Compare** Vertical and Horizontal Organisation of Curriculum. **Analyze**the Process of Curriculum Organisation. **List** the Methods of Curriculum Organization. **Explain** Principles of Correlation of Subjects. **Discuss** History Syllabus Sequence. **Label** is Articulation. **Activity:** Write a write up on the various methods of organization of history curriculum. **PO1, PO2, PO3, PO4, PO6, PO7, PO8**	
CO3	**QUESTIONING** Questioning: Concept – Significance of Questioning – Purpose of Questioning - Classification of Questions – Types of Questions – Technique of Questioning – Characteristics of Good Questioning – Teacher's Attitude to Students' Questions – Classification of Answer – Different Ways to Deal the Answers. **Define** Questioning. **Explain** the Significance, Purpose, Classification, Types of Questioning. **Choose** the Technique of Questioning. **Identify** the Characteristics of Good Questioning. **Evaluate** Teacher's Attitude to Students' Questions. **What** is Answer? **Apply** Different Ways to Deal the Answers. **Activity:**Write a few examples of introductory, developmental and recapitulatory questions in history. **PO1, PO2, PO3, PO4, PO6, PO8**	**K1, K2, K3, K5**
CO4	**DEVELOPMENT OF TEACHING LEARNING MATERIALS FOR TEACHING HISTORY** Teaching Learning Materials**:** Significance and Principles of using Teaching Learning Materials in History – Classification of Teaching Learning Materials**:** Edger Dale's Cone of Experience – Audio aids, Audio visual aids, Graphic aids, 3D aids,	**K1, K2, K3**

	Display Boards and Arbitrary aids. **Define** Teaching Learning Materials. **Illustrate** Teaching Learning Materials. **Develop** Teaching Learning Materials. **Activity:** Collecting of Teaching - Learning materials from online and off line resources. **PO1, PO2, PO3, PO4, PO6, PO8**	
CO5	**EVALUATION AND STATISTICS** Concept of Test, Examination, Measurement - Evaluation: Concept, Nature, Features, Importance, Need, Characteristic and Purpose of Evaluation - Types of Evaluation: Continuous and Comprehensive Assessment, Formative and Summative Evaluation, Prognostic and Diagnostic Test –Action Research - Techniques of Evaluation - Achievement Test: Blue Print, Construction of Achievement Test. Interpretation of Scores - Frequency Distribution Tables - Measures of Central Tendency - Mean, Median, Mode - Measures of Variability - Range, Quartile Deviation, Mean Deviation, Standard Deviation - Correlation of Rank Order and Product Movement - Correlation - Graphs - Histogram, Frequency Polygon, Cumulative Frequency Polygon, Ogive - Percentile Ranks. **Define** Test, Examination and Measurement. **Summarize** Evaluation. **Explain** Types of Evaluation. **Construct and Interpret** Achievement Test. **Activity:** Prepare a question bank for any one of the class (IX, X, XI & XII) **PO1, PO2, PO3, PO6, PO7**	**K1, K2, K4, K5**

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO/ PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1	3	3	3	3	3	3	2	3	1
CO2	2	3	3	2	-	3	3	2	-
CO3	3	3	3	3	-	3	-	3	-
CO4	2	3	2	3	-	3	-	2	-
CO5	2	2	3	-	-	3	3	-	-
TOTAL	12	14	14	11	3	15	8	10	1

Strongly correlated - 23, Moderately correlated - 9, Weakly correlated - 1

COURSE OUTLINE

UNIT I - MACRO PLAN (12 Hours)

Instructional Objectives - Bloom's Taxonomy of Objectives - Unit Plan - Macro Lesson Plan - Need, Principles, Steps - Concept Mapping - Map Reading Skill - Reflective Practices: Meaning, Definition, Need, Benefits, Evaluation Techniques and Records of Reflective Practices - Critical Analysis of State Board Text Book.

Activity: Prepare a unit plan.

UNIT II - ORGANISATION OF HISTORY CURRICULUM (12 Hours)

Meaning of Syllabus and Curriculum, Components of Curriculum – Principles of Curriculum Construction – Vertical and Horizontal Organisation of Curriculum – Process of Curriculum Organisation: Analysis of Needs, Objectives, Formulation of Objectives, Selection of Content: Individual, Social, National and Global Needs, Selection of Learning Experience, Organisation and Integration of Content and Learning Experience and Evaluation Techniques.

Methods of Organization: Logical and Psychological (Stages of Development) Chronological, Periodical Concentric, Spiral and Modular, Regressive and Progressive Methods - Principles of Correlation of Subjects - Identical, Incidental, Systematic - Fusion with other Subject - History Syllabus Sequence - Articulation.

Activity: Write a write up on the various methods of organization of history curriculum.

UNIT III – QUESTIONING (12 Hours)

Questioning: Concept – Significance of Questioning – Purpose of Questioning - Classification of Questions – Types of Questions – Technique of Questioning – Characteristics of Good Questioning – Teacher's Attitude to Students' Questions – Classification of Answer – Different Ways to Deal the Answers.

Activity: Write a few examples of introductory, developmental and re-capitulatory questions in history.

UNIT IV - DEVELOPMENT OF TEACHING LEARNING MATERIALS FOR TEACHING HISTORY (11 Hours)

Teaching Learning Materials**:** Significance and Principles of using Teaching Learning Materials in History – Classification of Teaching Learning Materials**:** Edger Dale's Cone of Experience – Audio aids, Audio visual aids, Graphic aids, 3D aids, Display Boards and Arbitrary aids.

Activity: Collecting of Teaching - Learning materials from online and off line resources.

UNIT V - EVALUATION AND STATISTICS (13 Hours)

Concept of Test, Examination, Measurement - Evaluation: Concept, Nature, Features, Importance, Need, Characteristic and Purpose of Evaluation - Types of Evaluation: Continuous and Comprehensive Assessment, Formative and Summative Evaluation, Prognostic and Diagnostic Test - Action Research - Techniques of Evaluation - Achievement Test: Blue Print, Construction of Achievement Test.

Interpretation of Scores - Frequency Distribution Tables - Measures of Central Tendency - Mean, Median, Mode - Measures of Variability - Range, Quartile Deviation, Mean Deviation, Standard Deviation - Correlation of Rank Order and Product Movement - Correlation - Graphs - Histogram, Frequency Polygon, Cumulative Frequency Polygon, Ogive - Percentile Ranks - Action Research.

Activity: Prepare a question bank for any one of the class (IX, X, XI & XII)

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WEB RESOURCES

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- https://crlt.umich.edu/gsis/p2_5
- https://study.com/academy/lesson/what-is-a-book-review-definition-examples.html

- https://www.yourarticlelibrary.com/education/curriculum-construction-in-india-education/84842
- https://onlinenotebank.wordpress.com/2019/03/12/meaning-and-principles-of-curriculum-construction/
- http://www.sajaipuriacollege.in/wp-content/uploads/2020/03/curriculum-and-its-principles-converted-1.pdf
- https://www.highspeedtraining.co.uk/hub/what-is-effective-questioning/
- https://study.com/academy/lesson/questioning-techniques-in-the-classroom.html
- https://en.wikipedia.org/wiki/Instructional_materials
- https://leverageedu.com/blog/teaching-learning-material/
- https://en.wikipedia.org/wiki/Audiovisual_education
- http://studylecturenotes.com/audio-visual-aids-in-education-definition-types-objectives/
- https://en.wikipedia.org/wiki/Evaluation
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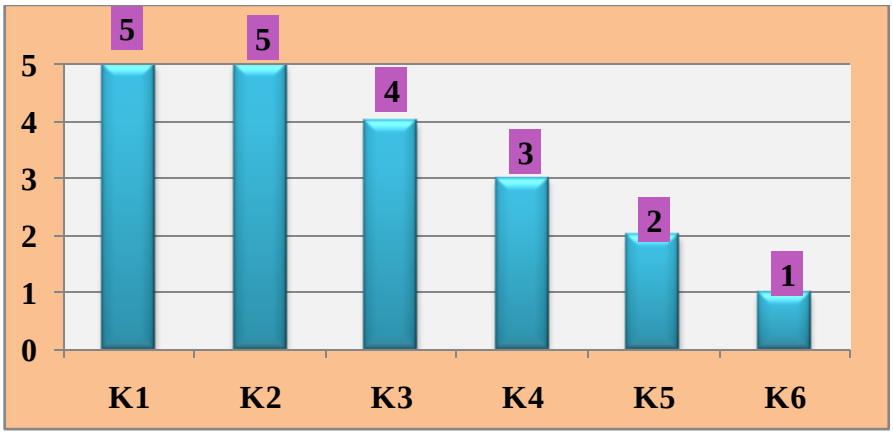
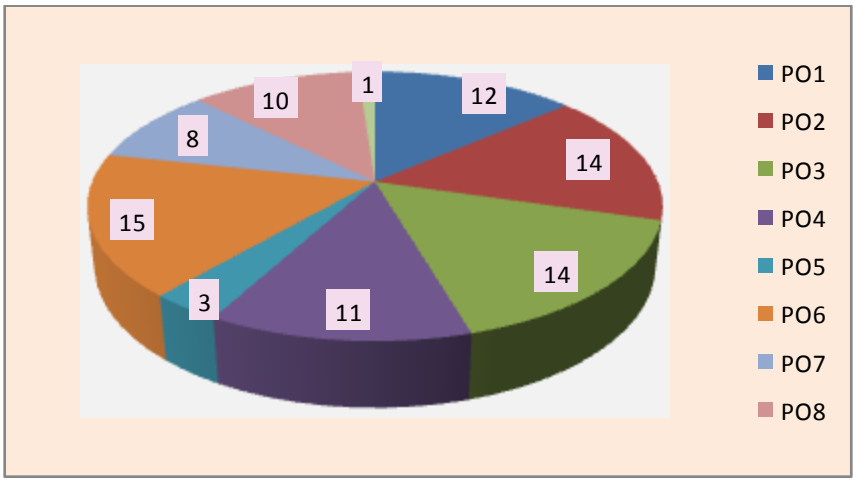
CO-K GRAPH



CO-PO GRAPH



B.Ed.
BGE 2 - PEDAGOGY OF GEOGRAPHY - 2
FIRST YEAR / SEMESTER II

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- gain the knowledge of lesson plan and text book review.
- realize the principles of curriculum construction.
- elucidate the importance of questioning.
- get the knowledge about the importance of audio-visual aids and equipment in teaching geography.
- recognize various methods of evaluation and statistical techniques.

COURSE OUTCOMES DESCRIPTIONS

At the end of the course, the prospective teachers will be able to:

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**MACRO PLAN** Instructional Objectives - Bloom's Taxonomy of Objectives - Unit Plan - Macro Lesson Plan - Need, Principles, Steps - Concept Mapping - Map Reading Skill - Reflective Practices: Meaning, Definition, Need, Benefits, Evaluation Techniques and Records of Reflective Practices - Critical Analysis of State Board Text Book. **What** are Instructional Objectives? **Explain** Bloom's Taxonomy of Objectives. **Outline** Unit Plan. **Illustrate** Macro Lesson Plan. **Construct** Concept Map. **Apply** Reflective Practices in Teaching Geography. **Analyze** State Board Text Book. **Activity:** Prepare a unit plan. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9**	**K1,K2, K3, K4, K5**
CO2	**ORGANISATION OF GEOGRAPHY CURRICULUM** Meaning of Syllabus and Curriculum, Components of Curriculum – Principles of Curriculum Construction – Vertical and Horizontal Organisation of Curriculum – Process of Curriculum Organisation: Analysis of Needs, Objectives, Formulation of Objectives, Selection	**K1, K2, K3, K4, K5, K6**

	of Content: Individual, Social, National and Global Needs, Selection of Learning Experience, Organisation and Integration of Content and Learning Experience and Evaluation Techniques. Methods of Organization: Logical and Psychological (Stages of Development) Chronological, Periodical Concentric, Spiral and modular, Regressive and Progressive Methods - Principles of Correlation of Subjects - Identical, Incidental, Systematic - Fusion with other Subject - Geography Syllabus Sequence - Articulation. **What** is Syllabus and Curriculum? **List** the Components of Curriculum.**Identify** Principles of Curriculum Construction.**Compare**Vertical and Horizontal Organisation of Curriculum.**Analyze**the Process of Curriculum Organisation.**List**the Methods of Curriculum Organization.**Explain**Principles of Correlation of Subjects.**Discuss**Geography Syllabus Sequence.**What**is Articulation? **Activity:** Write a write up on the various methods of organization of Geography curriculum. **PO1, PO2, PO3, PO4, PO6, PO7, PO8**	
CO3	**QUESTIONING** Questioning: Concept – Significance of Questioning – Purpose of Questioning - Classification of Questions – Types of Questions – Technique of Questioning – Characteristics of Good Questioning – Teacher's Attitude to Students' Questions – Classification of Answer – Different ways to Deal the Answers. **Define** Questioning.**Find**the Significance, Purpose, Classification and Types of Questions.**Choose**the Technique of Questioning.**Identify**the Characteristics of Good Questioning.**Explain**Teacher's Attitude to Students' Questions.**What**is Answer? **Apply** Different ways to Deal the Answers. **Activity:**Write a few examples of introductory, developmental and recapitulatory questions in geography. **PO1, PO2, PO3, PO4, PO6, PO8**	**K1, K2, K3,**
CO4	**DEVELOPMENT OF TEACHING LEARNING MATERIALS FOR TEACHING GEOGRAPHY** Teaching Learning Materials**:** Significance and Principles of using Teaching Learning Materials in Geography – Classification of Teaching Learning Materials**:** Edger Dale's Cone of	**K1, K2, K3**

	Experience – Audio aids, Audio visual aids, Graphic aids, 3D aids, Display Boards and Arbitrary aids. **Define** Teaching Learning Materials**. Illustrate** Teaching Learning Materials**. Develop** Teaching Learning Materials**.** **Activity:** Collecting of Teaching - Learning materials from online and offline resources. **PO1, PO2, PO3, PO4, PO6, PO8**	
CO5	**EVALUATION AND STATISTICS** Concept of Test, Examination, Measurement - Evaluation: Concept, Nature, Features, Importance, Need, Characteristic and Purpose of Evaluation - Types of Evaluation: Continuous and Comprehensive Assessment, Formative and Summative Evaluation, Prognostic and Diagnostic Test - Action Research - Techniques of Evaluation - Achievement Test: Blue Print, Construction of Achievement Test . Interpretation of Scores - Frequency Distribution Tables - Measures of Central Tendency - Mean, Median, Mode - Measures of Variability - Range, Quartile Deviation, Mean Deviation, Standard Deviation - Correlation of Rank Order and Product Movement - Correlation - Graphs - Histogram, Frequency Polygon, Cumulative Frequency Polygon, Ogive - Percentile Ranks. **Define** Test, Examination and Measurement.**Summarize**Evaluation.**Explain**Types of Evaluation.**Construct and Interpret** Achievement Test. **Activity:** Prepare a question bank for any one of the class (IX, X, XI & XII). 1) **O1, PO2, PO3, PO6, PO7**	**K1, K2, K4, K5**

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO/PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1	3	3	3	3	3	3	2	3	1
CO2	2	3	3	2	-	3	3	2	-
CO3	3	3	3	3	-	3	-	3	-
CO4	2	3	2	3	-	3	-	2	-
CO5	2	2	3	-	-	3	3	-	-
TOTAL	12	14	14	11	3	15	8	10	1

Strongly Correlated - 23, Moderately Correlated - 9, Weakly Correlated - 1

COURSE OUTLINE

UNIT I - MACRO PLAN **(12 Hours)**

Instructional Objectives - Bloom's Taxonomy of Objectives - Unit Plan - Macro Lesson Plan - Need, Principles, Steps - Concept Mapping - Map Reading Skill - Reflective Practices: Meaning, Definition, Need, Benefits, Evaluation Techniques and Records of Reflective Practices - Critical Analysis of State Board Text Book.

Activity: Prepare a unit plan.

UNIT – II: ORGANISATION OF GEOGRAPHY CURRICULUM **(12 Hours)**

Meaning of Syllabus and Curriculum, Components of Curriculum – Principles of Curriculum Construction – Vertical and Horizontal Organisation of Curriculum – Process of Curriculum Organisation: Analysis of Needs, Objectives, Formulation of Objectives, Selection of Content: Individual, Social, National and Global Needs, Selection of Learning Experience, Organisation and Integration of Content and Learning Experience and Evaluation Techniques.

Methods of Organization: Logical and Psychological (Stages of Development) Chronological, Periodical Concentric, Spiral and modular, Regressive and Progressive Methods - Principles of Correlation of Subjects - Identical, Incidental, Systematic - Fusion with other Subject - Geography Syllabus Sequence - Articulation.

Activity: Write a write up on the various methods of organization of Geography curriculum.

UNIT – III: QUESTIONING **(11 Hours)**

Questioning: Concept – Significance of Questioning – Purpose of Questioning - Classification of Questions – Types of Questions – Technique of Questioning – Characteristics of Good Questioning – Teacher's Attitude to Students' Questions – Classification of Answer – Different ways to Deal the Answers.

Activity: Write a few examples of introductory, developmental and recapitulatory questions in geography.

UNIT – IV: DEVELOPMENT OF TEACHING LEARNING MATERIALS FOR TEACHING GEOGRAPHY (12 Hours)

Teaching Learning Materials**:** Significance and Principles of using Teaching Learning Materials in Geography – Classification of Teaching Learning Materials**:** Edger Dale's Cone of Experience – Audio aids, Audio visual aids, Graphic aids, 3D aids, Display Boards and Arbitrary aids.

Activity: Collecting of Teaching - Learning materials from online and offline resources.

UNIT – V: EVALUATION AND STATISTICS (13 Hours)

Concept of Test, Examination, Measurement - Evaluation: Concept, Nature, Features, Importance, Need, Characteristic and Purpose of Evaluation - Types of Evaluation: Continuous and Comprehensive Assessment, Formative and Summative Evaluation, Prognostic and Diagnostic Test - Action Research - Techniques of Evaluation - Achievement Test: Blue Print, Construction of Achievement Test.

Interpretation of Scores - Frequency Distribution Tables - Measures of Central Tendency - Mean, Median, Mode - Measures of Variability - Range, Quartile Deviation, Mean Deviation, Standard Deviation - Correlation of Rank Order and Product Movement - Correlation - Graphs - Histogram, Frequency Polygon, Cumulative Frequency Polygon, Ogive - Percentile Ranks.

Activity: Prepare a question bank for any one of the class (IX, X, XI & XII).

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WEB RESOURCES

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- https://crlt.umich.edu/gsis/p2_5
- https://study.com/academy/lesson/what-is-a-book-review-definition-examples.html
- https://www.yourarticlelibrary.com/education/curriculum-construction-in-india-education/84842
- https://onlinenotebank.wordpress.com/2019/03/12/meaning-and-principles-of-curriculum-construction/
- http://www.sajaipuriacollege.in/wp-content/uploads/2020/03/curriculum-and-its-principles-converted-1.pdf
- https://www.highspeedtraining.co.uk/hub/what-is-effective-questioning/
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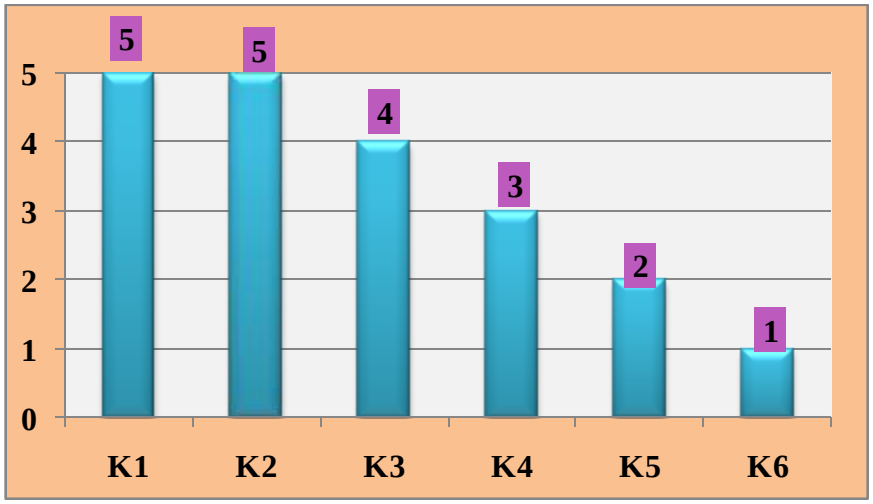
- https://en.wikipedia.org/wiki/Instructional_materials
- https://leverageedu.com/blog/teaching-learning-material/
- https://en.wikipedia.org/wiki/Audiovisual_education
- http://studylecturenotes.com/audio-visual-aids-in-education-definition-types-objectives/
- https://en.wikipedia.org/wiki/Evaluation
- https://www.yourarticlelibrary.com/education/evaluation/evaluation-meaning-principles-and-functions-with-diagram/64716

CO-K GRAPH



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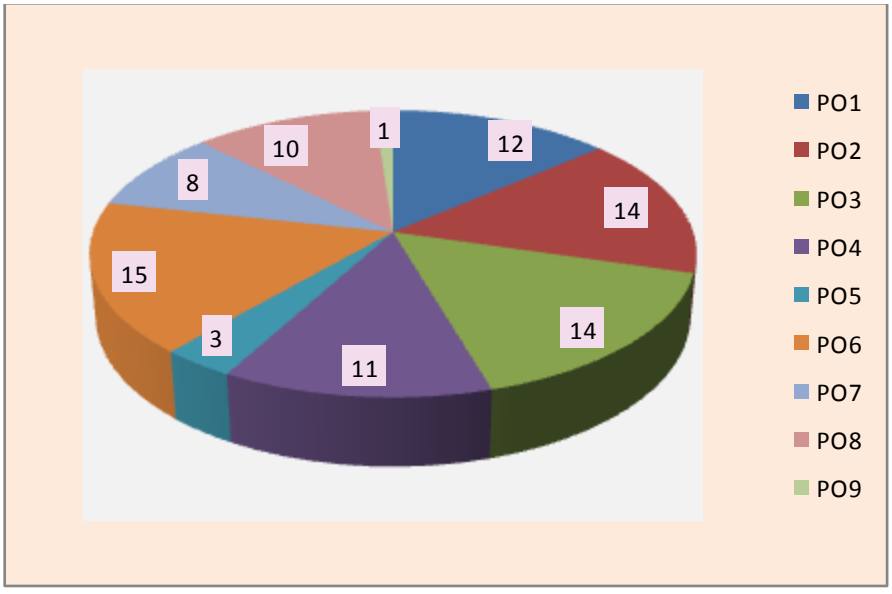

B.Ed.
BMA2 – PEDAGOGY OF MATHEMATICS - 2
FIRST YEAR / SEMESTER II

	L	T	P	TOTAL
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to;

- apply Herbartian steps in writing lesson plan
- Discuss about the features of curriculum
- prepare various teaching aids.
- construct modules for individualized instruction.
- Distinguish about the measures of dispersion.

COURSE OUTCOME DESCRIPTION:

At the end of the course, the prospective teachers will be able to;

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyse), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**MACRO PLAN** Macro teaching – nature of classroom - teacher as a leader in the classroom - need and significance of mathematics at school - bloom's taxonomy of educational objectives: Cognitive domain - Affective domain - Psychomotor domain - revised bloom's taxonomy: planning for teaching - general instructional objectives - specific instructional objectives - Herbatian steps - Lesson Planning: Definition – Need - Advantages – Principles of Lesson Planning –Importance - Merits and Demerits - Unit Plan - Year plan - format of a lesson plan **Recognize** about the need and significance of mathematics at school level. **List** G.I.Os and S.I.Os, apply Bloom's taxonomy. **Analyze** Herbatian steps. **Activity:** Discuss about Bloom's taxonomy for educational objectives. **PO1, PO2, PO3, PO4, PO5, PO8, PO9**	**K1, K2, K3, K4**

CO2	**MATHEMATICS CURRICULUM** Curriculum: Meaning and definition – Features of curriculum - Principles of curriculum design - content - Principles of selection of content - Organisation of content: logical – psychological - topical and spiral - approaches of curriculum: Broad-Field Approach - Competency Based Approach - Constructivist Approach Educational policies to promote mathematics curriculum: NEP - NKC - NCF - NCTE- NCERT- SCERT - Government & Non- Government initiatives in improving mathematics learning - field medal – NUMATS – NTSE – MTSE - mathematics Olympiad - Models of teaching: Concept attainment model - Advanced organizing model - Inquiry training model - Flanders interaction analysis model. **Recognize** the features of curriculum. **Explain** the principles of content selection. Apply mathematics Olympiad questions. **Evaluate** Flanders interaction analysis model. **Activity:**Analyse peer teaching by Flinders' Interaction Analysis Model. **PO1, PO2, PO5, PO6, PO7, PO8, PO9**	**K1, K2, K3, K5**
CO3	**MATHEMATICS LABORATORY** Infrastructure of the mathematics laboratory – importance of mathematics laboratory - Boards in Mathematics Laboratory - Geometrical Instruments and real objects - Solid models: cube – cuboid – cylinder – cone – sphere - Working models - Edger Dale's Cone: Visual symbols - Still pictures – Radio - Tape recorder – Movies – Television – Museum – Exhibition - Field trip – Demonstration – Drama - Models and Direct experience - Non projected aids: Charts - Match cards - Rotating discs - Table tops – Cutouts - Static model - Working model - Real objects - Projected aids: Film strips – Diascop - Episcope Epidiascope - Film projector - Tape recorder - Video cassette player - Compact disc – OHP – Computer – Internet - CCTV. **Define** charts, discuss about the importance of mathematics lab. **Apply** the principles in preparing teaching aids. **Analyze** the use of aids in teaching process. **Activity:** Discuss about various working models to teach school mathematics. **PO1, PO3, PO4, PO6, PO7, PO8, PO9**	**K1, K2, K3, K4**

CO4	**INDIVIDUAL DIFFERENCES INDIVIDUALISED INSTRUCTION AND DIFFICULTIES IN LEARNING MATHEMATICS** Gifted children: Identification – classification – characteristics - adjustment problems of gifted - enrichment programmes for gifted - Backward children: Identification of backwardness - types of backwardness - causes of backwardness - remedies of backwardness - Individualised Instruction: Dalton plan - Keller plan - Programmed instruction - computer assisted instruction -Difficulties in learning mathematics: Dyscalculia - math anxiety - math phobia - spatial difficulties - motor problems - attention problems - memory and retrieval problems - Action Research. **Recognize** Dalton plan, identify the problems of backwardness. **Apply** the enrichment programmes to gifted. **Evaluate** the remedies of backwardness. **Activity:** Prepare CAI with at least 15 frames **PO1, PO2, PO4, PO5, PO7, PO8, PO9**	**K1, K2, K3, K5**
CO5	**STATISTICS AND SHORTCUT TECHNIQUES** Statistics - Measures of central tendency: mean - median and mode - Measures of dispersion: range - mean deviation - quartile deviation - standard deviation and variance - Correlation: Product moment correlation and rank correlation - Diagrammatic representation: Bar – pie – histogram - frequency curve - frequency polygon and Ogive curve - shortcut techniques: Multiply by 9,99,999,9999 etc 11,12,13 - Multiply and divide by 5,25,125,625,3125,15625 -Square of numbers starting with 5, ending with 5, square root of perfect squares . **Define** measures of central tendency. **Distinguish** measures of dispersion. **Apply** correlation coefficients. **Analyze** the diagrammatic representation. **Create** own activities for shortcut techniques. **Activity:** Prepare an activity for each shortcut technique. **PO1, PO3, PO4, PO5, PO6, PO7, PO8**	**K1, K2, K3, K4, K6**

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO/PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1	3	3	3	2	2	-	-	3	3
CO2	3	3	-	-	3	2	3	3	3
CO3	3	-	2	2	-	3	2	2	2
CO4	3	3	-	2	2	-	2	2	3
CO5	3	-	3	2	3	3	3	2	-
TOTAL	15	9	8	8	10	8	10	12	11

Strongly Correlated - 21, Moderately Correlated - 14, Weakly Correlated - 0

COURSE OUTLINE

UNIT – I: MACRO PLAN **(12 Hours)**

Macro teaching – nature of classroom - teacher as a leader in the classroom - need and significance of mathematics at school - bloom's taxonomy of educational objectives: Cognitive domain - Affective domain - Psychomotor domain - revised bloom's taxonomy: planning for teaching - general instructional objectives - specific instructional objectives - Herbatian steps - Lesson Planning: Definition – Need - Advantages – Principles of Lesson Planning –Importance - Merits and Demerits - Unit Plan - Year plan - format of a lesson plan

Activity: Discuss about Bloom's taxonomy for educational objectives.

UNIT – II: MATHEMATICS CURRICULUM (13 Hours)

Curriculum: Meaning and definition – Features of curriculum - Principles of curriculum design - content - Principles of selection of content - Organisation of content: logical – psychological - topical and spiral - approaches of curriculum: Broad-Field Approach - Competency Based Approach - Constructivist Approach Educational policies to promote mathematics curriculum: NEP - NKC - NCF - NCTE- NCERT- SCERT - Government & Non- Government initiatives in improving mathematics learning - field medal – NUMATS – NTSE – MTSE - mathematics Olympiad - Models of teaching: Concept attainment model - Advanced organizing model - Inquiry training model - Flanders interaction analysis model.

Activity: Analyse peer teaching by Flinders' Interaction Analysis Model.

UNIT – III: MATHEMATICS LABORATORY (12 Hours)

Infrastructure of the mathematics laboratory – importance of mathematics laboratory - Boards in Mathematics Laboratory - Geometrical Instruments and real objects - Solid models: cube – cuboid – cylinder – cone – sphere - Working models - Edger Dale's Cone: Visual symbols - Still pictures – Radio - Tape recorder – Movies – Television – Museum – Exhibition - Field trip – Demonstration – Drama - Models and Direct experience - Non projected aids: Charts - Match cards - Rotating discs - Table tops – Cutouts - Static model - Working model - Real objects - Projected aids: Film strips – Diascop - Episcope Epidiascope - Film projector - Tape recorder - Video cassette player - Compact disc – OHP – Computer – Internet - CCTV.

Activity: Discuss about various working models to teach school mathematics.

UNIT – IV: INDIVIDUAL DIFFERENCES INDIVIDUALISED INSTRUCTION AND DIFFICULTIES IN LEARNING MATHEMATICS (11 Hours)

Gifted children: Identification – classification – characteristics - adjustment problems of gifted - enrichment programmes for gifted - Backward children: Identification of backwardness - types of backwardness - causes of backwardness - remedies of backwardness - Individualised Instruction: Dalton plan - Keller plan - Programmed instruction - computer assisted instruction -Difficulties in learning mathematics: Dyscalculia - math anxiety - math phobia - spatial difficulties - motor problems - attention problems - memory and retrieval problems - Action Research .

Activity: Prepare CAI with at least 15 frames

UNIT – V: STATISTICS AND SHORTCUT TECHNIQUES (12 Hours)

Statistics - Measures of central tendency: mean - median and mode - Measures of dispersion: range - mean deviation - quartile deviation - standard deviation and variance - Correlation: Product moment correlation and rank correlation - Diagrammatic representation: Bar – pie – histogram - frequency curve - frequency polygon and Ogive curve - shortcut techniques: Multiply by 9,99,999,9999 etc 11,12,13 - Multiply and divide by 5,25,125,625,3125,15625 - Square of numbers starting with 5, ending with 5, square root of perfect squares .

Activity: Prepare an activity for each shortcut technique.

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WEB RESOURCES

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- https://ncert.nic.in › desm › pdf › Pedagogy_of_...
- http://teachersofindia.org/en/article/pedagogy-mathematics

- https://www.hindawi.com/
- https://en.wikipedia.org › wiki › Critical_mathematics_...
- Using Technology in Elementary Mathematics Teacher Education

Content & Pedagogical Instruction | Math Solutions

- https://mathsolutions.com › our-solutions › content-and...

Educational practices - effective pedagogy in mathematics

- https://www.stem.org.uk resources e library resource

Principles of effective pedagogy of mathematics - ResearchGate

- https://www.researchgate.net › figure › Principles-of-effec...

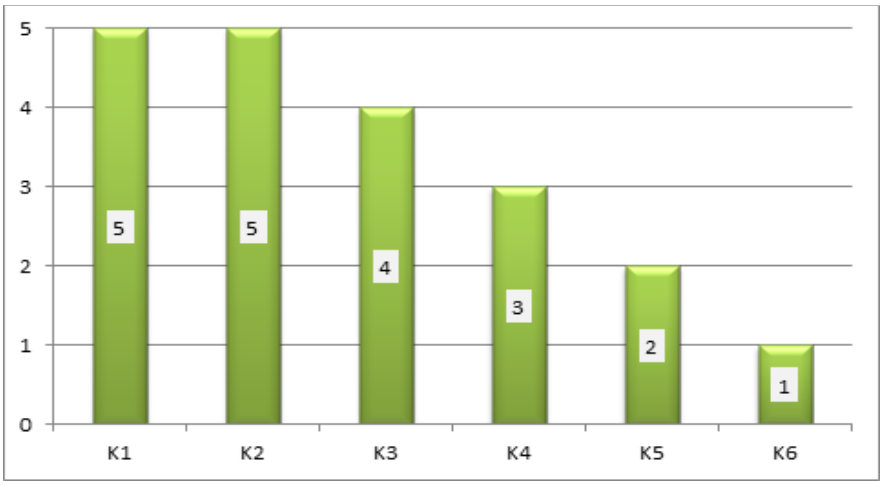
Mathematics Pedagogy and Content in a Blended Teacher ...

- https://files.eric.ed.gov › fulltext

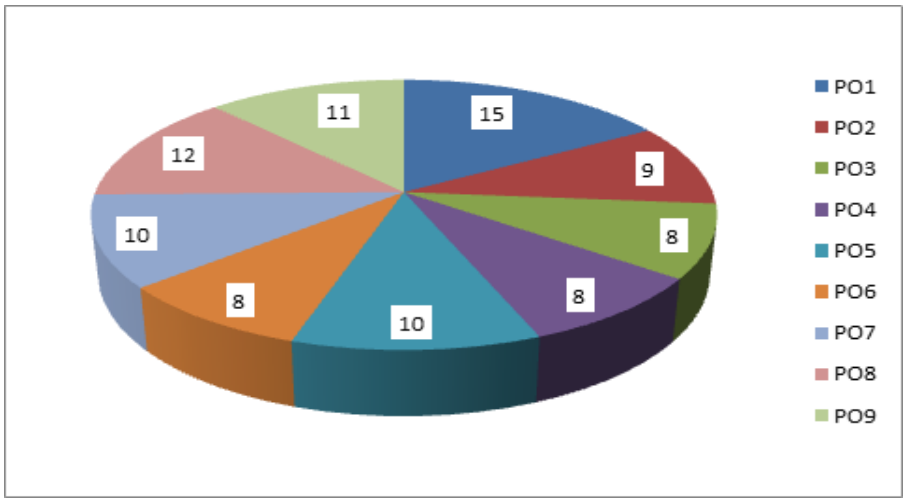
Pedagogy-II: Teaching of Mathematics ... - IGNTU Amarkantak

- http://www.igntu.ac.in › eContent › BEd-02Sem-...

CO-K GRAPH



CO-PO GRAPH



B.Ed.
BPS2 - PEDAGOGY OF PHYSICAL SCIENCE - 2
FIRST YEAR / SEMESTER II

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- comprehend the taxonomy of educational objectives and construct plan of action in science teaching and learning.
- differentiate content and pedagogical analysis in physical science.
- apply the various audio visual aids in teaching physical science.
- critically review the Science textbook and make use of laboratory registers.
- recognize various techniques in evaluation and statistical tools to measure academic performance.

COURSE OUTCOMES DESCRIPTIONS

At the end of the course, the prospective teachers will be able to
Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

CO1	**MACRO PLAN** Taxonomy of Educational Objectives – Purpose of Taxonomy of Instructional Objectives – Blooms Taxonomy: Categories in Cognitive Domain - Affective Domain - Psychomotor Domain - Writing Objectives - Objectives of Teaching Science at various levels: Primary - Secondary -Higher Secondary – Revised Blooms Taxonomy - Herbartian steps - Merits and Limitations - Developing year plan and unit plans - Lesson Plan – Planning for teaching – Principles of lesson planning – Lesson plan and its importance. **Define** and **Explain** educational and instructional objectives of Teaching Science at various levels.**Analyze and Interpret** the various domains of taxonomy.**Develop**year plan, unit plan and macro lesson plan. **Activity:** Prepare a year plan for 9th std Science text book prescribed by Government of Tamil Nadu. **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	**K1, K2, K3, K4, K5**
CO2	**CONTENT AND PEDAGOGICAL ANALYSIS** Content Analysis and Pedagogical Analysis: Meaning - Definition -Characteristics–Difference between Content analysis and Pedagogical Analysis – Components and Operations involved in Pedagogical Analysis – An example of the Pedagogical Analysis	**K1, K2, K3, K4**

	in Physical Science – Techno-Pedagogic Content Knowledge Paradigm - Interrelationship of Content Knowledge - Pedagogic Knowledge -Technological Knowledge - Role of Physical Science Teachers in Pedagogical Analysis. **Relate** content and pedagogical analysis.**Illustrate**pedagogical analysis.**Apply and Analyze** the techno-pedagogic content knowledge. **Activity:** Generate framework for Techno-Pedagogic Content Knowledge analysis. **PO1,PO2, PO3, PO4, PO5**	
CO3	**TEACHING AND LEARNING MATERIALS** Audio Visual Aids and its importance - Classification of Audio Visual Aids: Projected Aids: Magic Lantern - Slide Projector - LCD Projector - DLP Projector - Non Projected Aids: Charts – Models – Static and Working - Flash Cards - Pictures - Display Boards: Chalk - Flannel - Magnetic - Bulletin - Mass Media: Newspaper - Radio - Television - Magazines – Internet - e-learning – online Teaching and Learning –Web 2.0 tools: Edublogs - Edmodo - Exploratorium - Discovery Education. **List and Classify** the audio visual aids.**Utilize** WEB 2.0 tools for online teaching and learning and **Construct** working models. **Activity:** Make any two improvised apparatus from Science subjects. **PO1,PO4,PO5,PO6,PO7, PO8, PO9**	**K1, K2, K3, K6**
CO4	**TEXT BOOK AND LABORATORY** Text book: Qualities of a Good Science Text Book - Use of Text Books inside and outside the class room – Evaluation of different types of Text Books: SamacheerKalvi - CBSE - ICSE – Laboratory: Objectives - Need and Importance of Science Laboratory - Criteria for Science Laboratory Design - Organization of Science Laboratory- Maintenance of Stock Registers - Care and Maintenance of Apparatus and Chemicals - Laboratory Accidents and First Aids - Improvisation of Apparatus. **Acquire Knowledge** about the objectives, needs and importance of science laboratory.**Analyze**thescience text book for the usage of inside and outside the classroom.**Outline** the overall ideas about design and organization of Science laboratory and **Evaluate** different types of textbooks. **Activity:**Prepare report on practical facilities available in any two schools Physical Science Laboratory. **PO1, PO2, PO3,PO4, PO8, PO9**	**K1, K2, K4, K5**

CO5-	**EVALUATION AND STATISTICAL TOOLS** Tests and its types – Construction of Achievement tests - Qualities of a good test – Evaluating outcome of Science Teaching – Principles of Test Construction – Blue Print and Question Paper – Item Analysis – Diagnostic Testing and Remedial Teaching - Action Research. Measures of Central tendency: Mean - Median - Mode – Measures of Variability: Means - Standard and Quartile Deviation - Correlation co-efficient: Rank order – Graphical representation of Data – Bar Diagram - Histogram - Frequency Polygon – Cumulative Frequency Curve - Ogive. **State** and E**xplain** different statistical terms and **Solve** the descriptive statistical problems. **Activity:** Prepare five graphical Transparency sheets to represent data. **PO1, PO3**	**K1, K2, K3**

CO - K LEVELS

Total K levels: K1 - 5, K2 –5, K3 –4, K4 – 3, K5 – 2, K6 -1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	**5**	**5**	**4**	**3**	**2**	**1**

CO- PO

3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO/PSO	PSO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1	3	2	3	3	2	3		1	
CO2	3	3	3	2	3				
CO3	3			3	3	2	1	3	2
CO4	3	2	3	3				2	2
CO5	2		3						
TOTAL	**14**	**7**	**12**	**11**	**8**	**5**	**1**	**6**	**4**

Strong Correlated - 16, Moderately Correlated – 9, Weakly Correlated – 2

COURSE OUTLINE

UNIT: I MACRO PLAN **(12 Hours)**

Taxonomy of Educational Objectives – Purpose of Taxonomy of Instructional Objectives – Blooms Taxonomy: Categories in Cognitive Domain - Affective Domain - Psychomotor Domain - Writing Objectives - Objectives of Teaching Science at various levels: Primary - Secondary -Higher Secondary – Revised Blooms Taxonomy - Herbartian steps - Merits and

Limitations - Developing year plan and unit plans - Lesson Plan – Planning for teaching – Principles of lesson planning – Lesson plan and its importance.
Activity: Prepare a year plan for 9th std Science text book prescribed by Government of Tamil Nadu.

UNIT: II- CONTENT AND PEDAGOGICAL ANALYSIS (11 Hours)
Content Analysis and Pedagogical Analysis: Meaning - Definition -Characteristics– Difference between Content analysis and Pedagogical Analysis – Components and Operations involved in Pedagogical Analysis – An example of the Pedagogical Analysis in Physical Science – Techno-Pedagogic Content Knowledge Paradigm - Interrelationship of Content Knowledge - Pedagogic Knowledge -Technological Knowledge - Role of Physical Science Teachers in Pedagogical Analysis.
Activity: Generate framework for Techno-Pedagogic Content Knowledge analysis.

UNIT: III-TEACHING AND LEARNING MATERIALS (12 Hours)
Audio Visual Aids and its importance - Classification of Audio Visual Aids: Projected Aids: Magic Lantern - Slide Projector - LCD Projector - DLP Projector - Non Projected Aids: Charts – Models – Static and Working - Flash Cards - Pictures - Display Boards: Chalk - Flannel - Magnetic - Bulletin - Mass Media: Newspaper - Radio - Television - Magazines – Internet - e-learning – online Teaching and Learning –Web 2.0 tools: Edublogs - Edmodo - Exploratorium -Discovery Education.
Activity: Make any two improvised apparatus from Science subjects.

UNIT: IV –TEXT BOOK AND LABORATORY (12 Hours)
Text book: Qualities of a Good Science Text Book - Use of Text Books inside and outside the class room – Evaluation of different types of Text Books: SamacheerKalvi - CBSE - ICSE – Laboratory: Objectives -Need and Importance of Science Laboratory - Criteria for Science Laboratory Design - Organization of Science Laboratory- Maintenance of Stock Registers - Care and Maintenance of Apparatus and Chemicals - Laboratory Accidents and First Aids - Improvisation of Apparatus.
Activity: Prepare report on practical facilities available in any two schools Physical Science Laboratory.

UNIT: V – EVALUATION AND STATISTICAL TOOLS (13 Hours)
Tests and its types – Construction of Achievement tests - Qualities of a good test – Evaluating outcome of Science Teaching – Principles of Test Construction – Blue Print and Question Paper – Item Analysis – Diagnostic Testing and Remedial Teaching - Action Research.
Measures of Central tendency:Mean - Median - Mode – Measures of Variability: Means - Standard and Quartile Deviation - Correlation co-efficient: Rank order – Graphical representation of Data – Bar Diagram - Histogram - Frequency Polygon – Cumulative Frequency Curve - Ogive.
Activity: Prepare five graphical Transparency sheets to represent data.

REFERENCES

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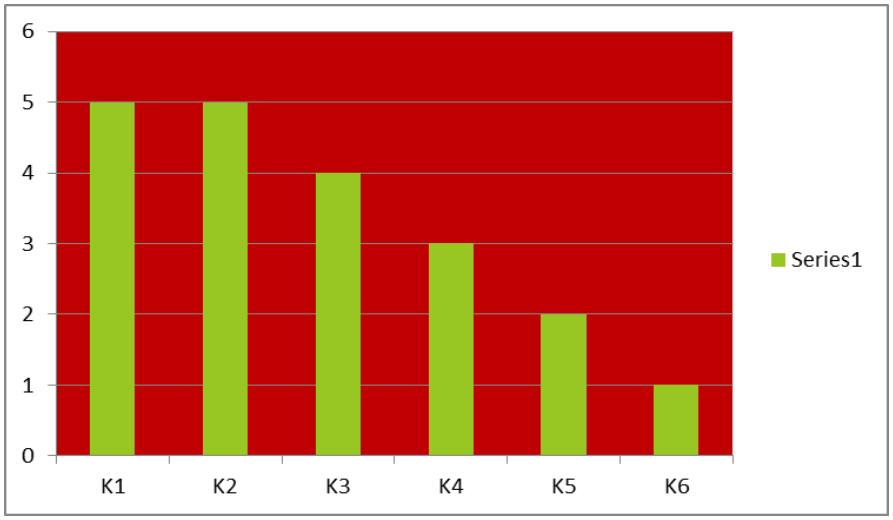
- Venkat Rao, N., &Ramulu, A. (2016). *Pedagogy of Physical Sciences*. Neelkamal Publication.

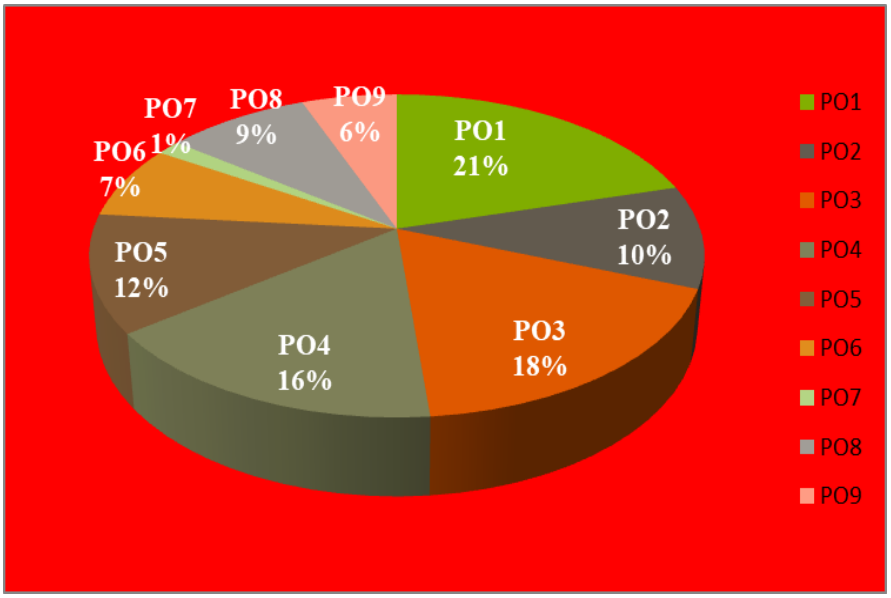
WEB RESOURCES

- "http: //www.sciedu/nsrc.com" www.sciedu/nsrc.com
- "http: //www.nerdword.com" www.nerdword.com
- "http: //www.2112systems.com" www.2112systems.com
- "http: //www.ncert.nic.in" www.ncert.nic.in
- "http: //www.unesco.org" www.unesco.org
- http://sumayyashameer1.blogspot.com/2015/11/assignment.html
- http://sabarishedn.blogspot.com/2015/09/bed-notes-educational-technology-module.html
- https://www.slideshare.net/athirarajan94/ppt-achievement-test
- https://www.slideshare.net/sdbest/web-20-tools-for-science
- https://study.com/academy/lesson/web-20-tools-for-education.html
- https://rejimaruthora.blogspot.com/2016/08/techno-pedagogy.html
- https://www.slideshare.net/Nilsa1991/inter-relationship-between-technology-pedagogy-and-content-techno-pedagogic-content-knowledge-resource-mappingmediasocial-science-laboratory
- https://venngage.com/blog/lesson-plan-examples/
- https://cte.smu.edu.sg/approach-teaching/integrated-design/lesson-planning

CO-K GRAPH



CO-PO GRAPH



B.Ed.
BBS2 - PEDAGOGY OF BIOLOGICAL SCIENCE - 2
FIRST YEAR / SEMESTER II

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- develop the skill of writing macro lesson plan.
- able to organise the work of the practical class.
- develop skills in using modern technology in teaching biology.
- develop the ability to construct and conduct achievement tests.
- use statistical measures in analysing the test scores.

COURSE OUTCOMES DESCRIPTIONS

At the end of the course, the prospective teachers will be able to:
Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**MACRO PLAN** Macro Lesson Planning – Definition – Need, Advantages – Principles of Macro Lesson Planning – Importance- Merits And Demerits - Unit Plan – Year plan-Objectives of the Tamilnadu Text Book Curriculum at Different Levels of School Education -.Content of Biology IX book three terms prescribed by the State Board of Education, Government of Tamil nadu. **Define** Macro Lesson Plan, **Explain** the Need and Advantages of Macro Lesson plan, **Understand** the Principles and Importance of Macro Lesson Planning, **List** out the Merits And Demerits of Macro Lesson Planning, **Outline** Unit Plan and Year plan. **Identify** the Objectives of the Tamilnadu Text Book Curriculum at Different Levels of School Education, **Examine** the Content of IX Biology book -three terms prescribed by the State Board of Education, Government of Tamilnadu. **Activity:** Writing 20 lesson plans	**K1, K2, K3, K4**
CO2	**BIOLOGY LABORATORY** Practical Work in Biology: Importance of Practical Work - Organizing the Work of the Practical Class. Planning and conducting experiments for Biology- Managing records- Setting-up of apparatus- Storage	**K1,K2, K3, K5,**

	of chemicals and apparatus- Safety measures being taken in the laboratories and steps taken by the student-teacher Design of laboratory – structure and physical facilities. Laboratory Accidents – Safety and First Aid – School Biology Record-Written Notes and Drawings – Instructional Cards. Museum – Importance of Museum –Preparation of Museum Materials. Maintenance of Aquarium, Vivarium & Terrarium. Herbarium Preparation – Techniques – Importance. **What** is Practical Work in Biology: **Understand** the Importance of Practical Work - **Organize** the Work of the Practical Class. **Demonstrate** Planning and conducting experiments for Biology, **Explain** Managing records, Setting up of apparatus and Storage of chemicals and apparatus, **Identify** Safety measures being taken in the laboratories and steps taken by the student-teacher, **Outline** Design of laboratory, **Develop** structure and physical facilities. **Recall** Laboratory Accidents, **Demonstrate** Safety and First Aid – **Assess** School Biology Record, Written Notes and Drawings, **Create** Instructional Cards. **What** is Museum, List the Importance of Museum, **Explain** Preparation of Museum Materials, **Understand** Maintenance of Aquarium, Vivarium & Terrarium. **Show** Herbarium Preparation, **Perceive** Techniques and Importance. **Activity:** Preserving and maintaining biological specimens	
CO3	**EDUCATIONAL TECHNOLOGY** Projected Aids – Audio Visual Aids – Audio Video Players – Tapes and CDs, OHP and transparencies – Slide and Film Projectors, Radio and TV (Broad Cast and Telecast), CCTV, Multimedia Computers, Lap-top, Power Point. Non Projected Aids – Charts – Models – (Static and Working), Flash Cards, Pictures, Chalk, Flannel, Magnetic, and Bulletin Boards – Exhibits, CAI, Internet, e-learning – on-line Teaching and Learning. **Recall, Classify and Compare** Projected Teaching Aids, **Recall, Outline and Make use of** Non Projected Teaching Aids. **Activity:** Prepare 5 slides for any 5 topics in biology	**K1, K2, K3, K5**

CO4	**EVALUATION** Concept and Process of evaluation - Tools of evaluation – Observational techniques -Testing techniques- Self reporting techniques - Action Research - Different Types of Tests in Biology – Achievement – Diagnostic – Prognostic –- Criterion and Norm Referenced Evaluation – Construction and Administration of Achievement Test – Examining the Results of Tests Against Objectives – Item Analysis.-Item difficulty-Item discrimination. **Recall and Understand** the Concept and Process of evaluation, **Identify and Explain** various Tools of evaluation, **Analyse** Different Types of Tests in Biology, **Illustrate** Criterion and Norm Referenced Evaluation, **Construction and Administration** of Achievement Test, **Examine** the Results of Tests. **Identify** Item Analysis, Item difficulty, and Item discrimination. **Activity**: Constructing and conducting an achievement test and interpreting the scores	**K1, K2, K3, K4, K6,**
CO5	**STATISTICAL MEASURES** Measures of Central Tendency - Mean, Median and Mode – Measure of Variability - Range, Average Deviation, Quartile Deviation and Standard Deviation - Rank Correlation-Pearson Product moment correlation- Skewness -kurtosis- Graphical Representation of Data Bar Diagram - Pie Diagram – Histogram - Frequency Polygon - Frequency Curve - Ogive. **Recall and Explain** Measures of Central Tendency, **Illustrate** Measures of Variability, **Explain** Correlation, **Compare** Graphical Representation of Data. **Activity** : Preparation of transparences sheets to represent data(graphical)	**K1, K2, K4**

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO GRAPH

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO/PSO	PSO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1	3	2	1	3	2	2		2	
CO2	3	3	2	3	2	3			2
CO3	2	2		3	2	2		2	2
CO4	2		3	3	3	2			
CO5	2		3	3	2	2			
TOTAL	**12**	**7**	**9**	**15**	**11**	**11**	**0**	**4**	**4**

Strongly Correlated - 23, Moderately Correlated - 9, Weakly Correlated - 1

COURSE OUTLINE

UNIT I - MACRO PLAN **(12 Hours)**

Macro Lesson Planning – Definition – Need, Advantages – Principles of Macro Lesson Planning –Importance- Merits And Demerits - Unit Plan – Year plan-Objectives of the Tamilnadu Text Book Curriculum at Different Levels of School Education -.Content of Biology IX book three terms prescribed by the State Board of Education, Government of Tamil nadu.

Activityprepare year plan for IX standard science syllabus.

UNIT II - BIOLOGY LABORATORY **(12 Hours)**

Practical Work in Biology: Importance of Practical Work - Organizing the Work of the Practical Class.

Planning and conducting experiments for Biology- Managing records- Setting-up of apparatus- Storage of chemicals and apparatus- Safety measures being taken in the laboratories and steps taken by the student-teacher Design of laboratory – structure and physical facilities.

Laboratory Accidents – Safety and First Aid – School Biology Record-Written Notes and Drawings – Instructional Cards.

Museum – Importance of Museum –Preparation of Museum Materials. Maintenance of Aquarium, Vivarium & Terrarium.

Herbarium Preparation – Techniques – Importance.

Activity: Preparing herbarium, shell collection, feather collection.

UNIT III - EDUCATIONAL TECHNOLOGY **(11 Hours)**

Projected Aids – Audio Visual Aids – Audio Video Players – Tapes and CDs, OHP and transparencies – Slide and Film Projectors, Radio and TV (Broad Cast and Telecast), CCTV, Multimedia Computers, Lap-top, Power Point. Non Projected Aids – Charts – Models – (Static and Working), Flash Cards, Pictures, Chalk, Flannel, Magnetic, and Bulletin Boards – Exhibits, CAI, Internet, e-learning – on-line Teaching and Learning.

Activity: collect science news and display in the bulletin board.

UNIT IV – EVALUATION **(12 Hours)**

Concept and Process of evaluation - Tools of evaluation – Observational techniques -Testing techniques- Self reporting techniques - Action Research - Different Types of Tests in Biology – Achievement – Diagnostic – Prognostic - Criterion and Norm Referenced Evaluation – Construction and Administration of Achievement Test – Examining the Results of Tests Against Objectives – Item Analysis.-Item difficulty-Item discrimination.

Activity: conducting prognostic test and submit the report.

UNIT V - STATISTICAL MEASURES **(13 Hours)**

Measures of Central Tendency - Mean, Median and Mode – Measure of Variability - Range, Average Deviation, Quartile Deviation and Standard Deviation - Rank Correlation-Pearson Product moment correlation- Skewness -kurtosis- Graphical Representation of Data Bar Diagram - Pie Diagram – Histogram - Frequency Polygon - Frequency Curve - Ogive.

Activity: Preparation of transparences sheets to represent data(graphical)

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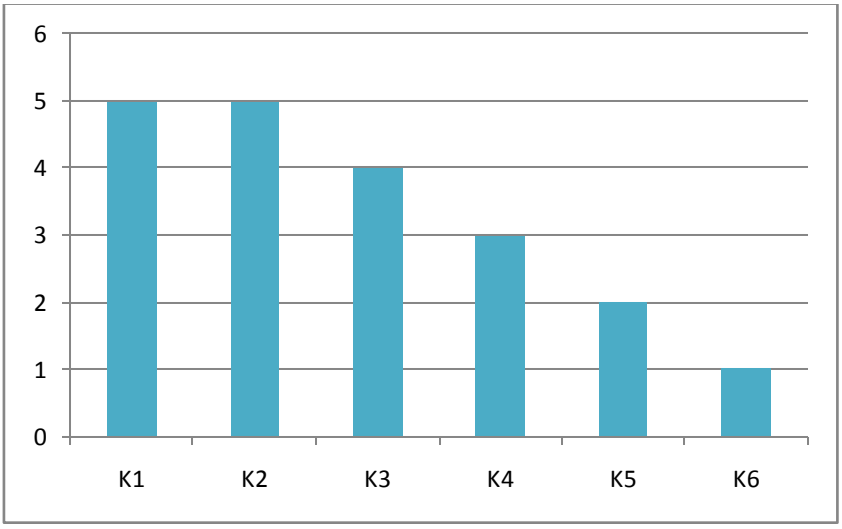
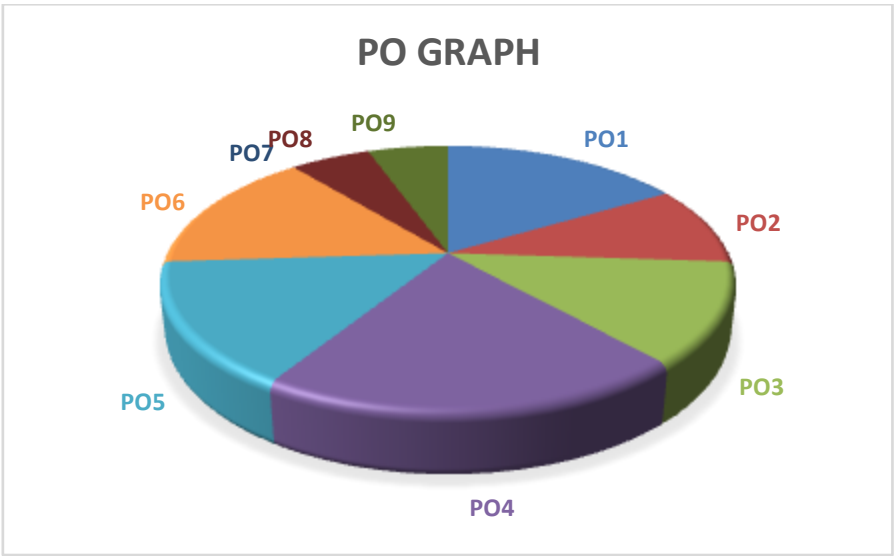
CO-K GRAPH



CO-PO GRAPH



B.Ed.

BHS2 – PEDAGOGY OF HOME SCIENCE - 2

FIRST YEAR – SEMESTER II

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- explain the various criteria of an effective Macro lesson plan.
- acquire knowledge on taxonomy of educational objectives.
- develop a practical understanding in the use of the technology of teaching Home Science.
- explore the various techniques of evaluation in Home Science.
- analyse the statistical data and interpret the result.

COURSE OUTCOMES DESCRIPTIONS

At the end of the course, the prospective teachers will be able to

Knowledge level: K1 – (Remember), K2 – (Understand), K3 – (Apply), K4 – (Analyze), K5 – Evaluate, K6 – (Create).

CO1	**MACRO PLAN** Macro Lesson Plan: Meaning - Definition - Principles and Need – Advantages and Disadvantages of Macro Lesson Plan – Criteria of an Effective Macro Lesson Plan – Formulating Instructional Objectives – Structure of Four Fold Macro Lesson Plan – Preparation of the Model Macro Lesson Plan. Unit Plan: Meaning - Definition - Procedure and Importance – Advantages and Disadvantages of Unit Plan – Yearly Planning. **Define** Lesson Plan and Unit Plan.**Show** the need for Macro Lesson Plan.**Utilize** the Criteria of an Effective Macro Lesson Plan.**Select** the Instructional Objectives of Macro Lesson Plan.**Create** a Model Macro Lesson Plan. **Activity:** Write any 2Lesson Plans for Level - I andLevel- II . **PO1,PO2,PO3,PO4,PO5,PO8.**	**K1,K2,K3, K5, K6.**
CO2	**OBJECTIVES OF TEACHING HOME SCIENCE** Objectives: Meaning - Definition - Importance - Sources and Dimensions – Teaching Home Science with Instructional Objectives: GIO and SIO – Taxonomy of Educational Objectives: Cognitive Domain: Knowledge - Comprehension - Application - Analysis - Synthesis - Evaluation – Affective Domain: Receiving - Responding - Valuing - Organizing and Characterization – Psychomotor Domain: Imitation - Manipulation - Precision -	**K1,K2,K3, K4.**

	Articulation - Naturalization – Blooms Revised Taxonomy – Lorin Anderson and David Krathwohl (2000). **Name** the sources of Objectives.**Illustrate** GIO and SIO.**Utilize**the Taxonomy of Educational Objectives.**Analyse** the Blooms Revised Taxonomy. **Activity:** Prepare Concept Mapping for various domains. **PO1, PO2, PO4, PO5, PO6,PO7,PO8**	
CO3	**EDUCATIONAL TECHNOLOGY** Educational Technology: Meaning - Definition and Nature – Educational Technology and other related concepts: Educational Technology and Instructional Technology - Educational Technology and Teaching Technology - Technology of Education and Technology in Education – Objectives of Educational technology: Macro Level and Micro Level – Forms of Educational Technology – Approaches of Educational Technology: Hardware - Software and System Approach – Uses of Educational Technology. **Recall** the nature of Educational Technology.**Relate** Educational Technology and Instructional Technology.**Plan** the Objectives of Educational Technology.**Assume** the forms of Educational Technology.**Explain** the approaches of Educational Technology. **Activity:** Prepare 10 Power Point slides for the forms of Education Technology. **PO1,PO2,PO3,PO4,PO6,PO7,PO8.**	**K1, K2,K3 K4, K5.**
CO4	**EVALUATION IN HOME SCIENCE** Evaluation: Meaning - Definition and Functions – Action Research - Different Types of Tests: Diagnostic - Achievement - Prognostic - Criterion and Norm Referenced Evaluation – Achievement: Meaning - Definition - Aims - Types - Steps - Construction and Administration of Achievement Test – Examining the Results of Tests against Objectives – Item Analysis - **Find** the different types of Tests.**Illustrate** the Criterion and Norm Referenced Evaluation.**Develop** the different steps in Achievement Test.**Compare** the results of Tests against Objectives.**Explain** Item Analysis **Activity:** Prepare Blue Print (Two sets) forLevel - I and Level- II. **PO1,PO2,PO3,PO4,PO5,PO6,PO8.**	**K1,K2,K3, K4, K5.**

CO5	**STATISTICAL MEASURES** Measures of Central Tendency – Mean - Median and Mode – Measure of Variability – Range - Average - Deviation - Quartile deviation and Standard Deviation – Rank Correlation – Graphical Representation of Data – Bar Diagram - Pie diagram – Histogram – Frequency Polygon - Frequency Curve - Ogive. **Define** Measures of Central Tendency.**Illustrate** Measures of Central Tendency.**Interpret** the Graphical Representation of Data.**Construct**Frequency Polygon and Ogive Curve. **Activity:** Prepare Transparency sheets to represent data (graphical). **PO1,PO2,PO3,PO4,PO5,PO8**	**K1,K2, K5, K6.**

CO-K LEVELS

Total K Levels: K1-5, K2-5, K3-4, K4-3, K5-3, K6-2.

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	**5**	**5**	**4**	**3**	**3**	**2**

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1 – Weakly Correlated

CO/PO	PO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1	3	3		2	1	2	2	3	
CO2	3	3	2	3	3			3	
CO3	3	3	1	3		2	2	2	
CO4	3	3	3	2	3	2		2	
CO5	3	2	3	2	2			3	
TOTAL	**15**	**14**	**9**	**12**	**9**	**6**	**4**	**13**	

Strongly Correlated -18,Moderately Correlated – 13, Weakly Correlated – 2

COURSE OUTLINE

UNIT–I:MACRO PLAN **(12 Hours)**

Macro Lesson Plan: Meaning - Definition - Principles and Need – Advantages and Disadvantages of Macro Lesson Plan – Criteria of an Effective Macro Lesson Plan – Formulating Instructional Objectives – Structure of Four Fold Macro Lesson Plan – Preparation of the Model Macro Lesson Plan.

Unit Plan: Meaning - Definition - Procedure and Importance – Advantages and Disadvantages of Unit Plan – Yearly Planning.

Activity: Write any 2 Lesson Plans for Level - I and Level- II.

UNIT – II: OBJECTIVES OF TEACHING HOME SCIENCE **(11 Hours)**

Objectives: Meaning - Definition - Importance - Sources and Dimensions – Teaching Home Science with Instructional Objectives: GIO and SIO – Taxonomy of Educational Objectives:

Cognitive Domain: Knowledge - Comprehension - Application - Analysis - Synthesis - Evaluation – Affective Domain: Receiving - Responding - Valuing - Organizing and Characterization – Psychomotor Domain: Imitation - Manipulation - Precision - Articulation - Naturalization – Blooms Revised Taxonomy – Lorin Anderson and David Krathwohl (2000).
Activity: Prepare Concept Mapping for various domains.

UNIT – III: EDUCATIONAL TECHNOLOGY (12 Hours)

Educational Technology: Meaning - Definition and Nature – Educational Technology and other related concepts: Educational Technology and Instructional Technology - Educational Technology and Teaching Technology - Technology of Education and Technology in Education – Objectives of Educational technology: Macro Level and Micro Level – Forms of Educational Technology – Approaches of Educational Technology: Hardware - Software and System Approach – Uses of Educational Technology.
Activity: Prepare 10 Power Point slides for the forms of Education Technology.

UNIT – IV: EVALUATION IN HOME SCIENCE (12 Hours)

Evaluation: Meaning - Definition and Functions – Action Research - Different Types of Tests: Diagnostic - Achievement - Prognostic - Criterion and Norm Referenced Evaluation – Achievement: Meaning - Definition - Aims - Types - Steps - Construction and Administration of Achievement Test – Examining the Results of Tests against Objectives – Item Analysis .
Activity: Prepare Blue Print (Two sets) for Level - I and Level- II.

UNIT – V: STATISTICAL MEASURES (13 Hours)

Measures of Central Tendency – Mean - Median and Mode – Measure of Variability – Range - Average - Deviation - Quartile deviation and Standard Deviation – Rank Correlation – Graphical Representation of Data – Bar Diagram - Pie diagram – Histogram – Frequency Polygon - Frequency Curve - Ogive.
Activity: Prepare Transparency sheets to represent data (graphical).

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WEB RESOURCES

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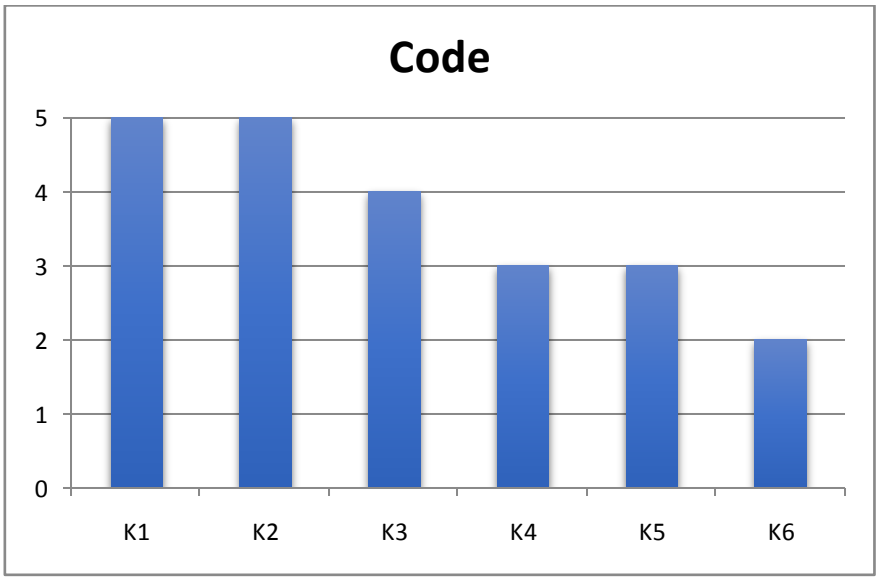
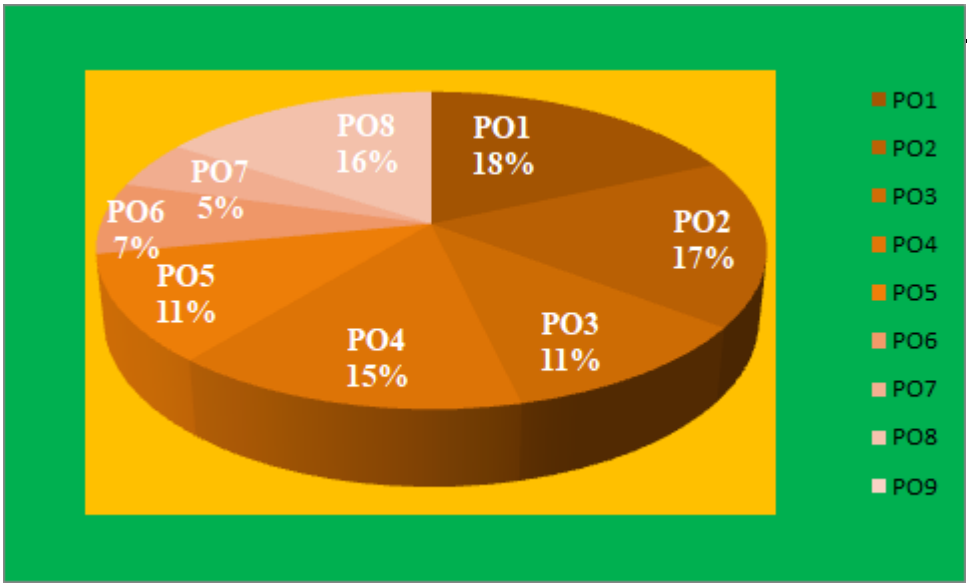
- https://citl.illinois.edu/docs/default-source/default-document-library/bloom's-taxonomy-(revised).pdf?sfvrsn=2
- https://www.vims.ac.in/education/mci_2017_MEU_TOT_mar_2017/Dr.Seema-day1.pdf
- https://egyankosh.ac.in/bitstream/123456789/7185/1/Unit-2.pdf
- http://egov.uok.edu.in/eLearningDistance/tutorials/7965_2_2015_170726145806.pdf

- https://drarockiasamy.files.wordpress.com/2016/12/unit-i-concept-of-educational-technology-dr-arock.pdf
- http://162.241.27.72/siteAdmin/dde-admin/uploads/4/__UG_B.Ed._Education_70141%20-%20 Educational%20Technology_4262.pdf
- https://egyankosh.ac.in/bitstream/123456789/7283/1/Unit-9.pdf

CO - K GRAPH



CO - PO GRAPH



B.Ed.

BCS 2 - PEDAGOGY OF COMPUTER EDUCATION - 2

FIRST YEAR / SEMESTER II

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

After completing the course, the prospective teachers will be able to

- write the lesson plans and unit plans.
- acquire the skills in construct the tests.
- develop the skill of statistical Calculations
- learn the importance of the concept of Instructional aids.
- skills in preparing and using various teaching aids.
- develop the basic building blocks of C++ programming language.
- able to construct simple C++ programs.

COURSE OUTCOMES DESCRIPTIONS

After completing the course, the prospective teachers will be able to:

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 -(Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**MACRO PLAN** Introduction of Lesson Planning –Importance of Lesson Plan- Herbartian steps in lesson planning- Format of an Objectives-based Lesson plan -Unit Plan – Year Plan. **Define** the Lesson Planning, **Identify** the Importance of Lesson Plan, **Explain** Herbartian steps in lesson planning, **Model** of Objectives-based Lesson plan, **Outline the** Unit Plan and Year Plan. **Activity :** Prepare Unit plan from the XI/XII Std Computer Science Text book **PO1, PO3,PO4, PO5,PO6, PO8**	**K1, K2,K3**

CO2	**EVALUATION IN COMPUTER SCIENCE** The Concept of Evaluation – The Process of Evaluation Objective based Evaluation - Action Research - Tools and Techniques in evaluation – Criterion and Norm-Referenced Tests – Construction of Different types of Test- Principles of Construction and Administration of an Achievement Test – Characteristic of a Good Test – Item Analysis – Computer Aided Evaluation. **Recall** theConcept of Evaluation, **Explain** the Process of Evaluation, **Classify** the Objective based Evaluation, **Develop** the Tools and Techniques in evaluation, **Explain** the Criterion and Norm-Referenced Tests, **Build** the Construction of Different types of Test, **Explain** the Principles of Construction and Administration of an Achievement Test, **List** the Characteristic of a Good Test, **Construct** the Item Analysis, **What** is Computer Aided Evaluation. **Activity:** Construction of Achievement test for any one unit of XI/XII Computer Science. **PO1, PO2, PO3, PO4,PO5, PO6,PO8**	**K1, K2, K3, K4**
CO3	**STATISTICAL MEASURES** Statistical Measures - Measures of Central Tendency : Mean, Median and Mode – Measure of Variability : Range, Average Deviation, Quartile Deviation and Standard Deviation – Correlation Techniques: Rank order Correlation Coefficient method(Spearman's Correlation) and Karl Pearson's Product Moment method - Graphical Representation of Data. Acquire the **Knowledge** Statistical Measures, **Classify** and **Explain** the Measures of Central Tendency, **Classify** and **Explain** the Measure of Variability, **Classify** and **Explain** the Correlation Techniques, **List** the Graphical Representation of Data. **Activity:** Write the application of statistics in various fields. **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	**K1, K2,**

CO4	**PLANNING FOR TEACHING LEARNING MATERIALS** Introduction - Importance of Teaching Aids - Edger Dale's Cone of Experience - Classification of Teaching Aids: Aural Aids, Visual Aids, Project Aids, Non- Project Aids- Graphic Aids, Display Board, Three dimensional Aids, Activity aids and Memory Aids - Criteria for selection of Appropriate Teaching Aids -Use of Smart classrooms and Interactive White Board - Mass Media and its Advantages. **Explain** the Importance of Teaching Aids, **Model** of Edger Dale's Cone of Experience**, Classify** the Teaching Aids: Aural Aids, Visual Aids, Project Aids, Non- Project Aids- Graphic Aids, Display Board, Three dimensional Aids, Activity aids and Memory Aids, **Explain** the Criteria for selection of Appropriate Teaching Aids, **List** the use of Smart classrooms and Interactive White Board, **Classify** the Mass Media and its Advantages. **Activity:** Write the pros and cons of mass media to the usage of students. **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	**K1, K2, K3, K4,K5**
CO5	**INTRODUCTION TO C++** Introduction to C++ Programming- History of C++ - Benefits of learning C++ -Character Set – Lexical units (Token) – I/O Operators – Sample Program – Execution of C ++ Program – Types of Error **Recall** the Introduction to C++ Programming, **Explain** the History of C++, **Classify** the Benefits of learning C++, **List** the Character Set, **What** are the Lexical units (Token) – **Identify** the I/O Operators – **Develop** the Sample Program, **Prove** the Execution of C ++ Program, Classify the Types of Error. **Activity:** Write the uses of C++ Program in real world. **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	**K1, K2, K3,K4,K5,K6**

CO-K LEVELS

K1	K2	K3	K4	K5	K6
5	5	4	3	2	1

CO-PO

3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO/PSO	PSO								
	PO1	**PO2**	**PO3**	**PO 4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	3	2	2	2	2	2		2	
CO2	3	2	3	2	2	2		2	
CO3	2	3	3	2	2	2		2	
CO4	3	3	2	3	2	2		2	
CO5	3	3	2	2	2				
TOTAL	**15**	**13**	**12**	**11**	**10**	**8**		**8**	

Strongly Correlated- 9, Moderately Correlated-23, Weakly Correlated-0

COURSE OUTLINE

UNIT I - MACRO PLAN (11 Hours)

Introduction of Lesson Planning –Importance of Lesson Plan- Herbartian steps in lesson planning- Format of an Objectives-based Lesson plan -Unit Plan – Year Plan.

Activity : Prepare Unit plan from the XI/XII Std Computer Science Text book.

UNIT II – EVALUATION IN COMPUTER SCIENCE (12 Hours)

The Concept of Evaluation – The Process of Evaluation – Objective based Evaluation - Action Research - Tools and Techniques in evaluation – Criterion and Norm-Referenced Tests – Construction of Different types of Test- Principles of Construction and Administration of an Achievement Test – Characteristic of a Good Test – Item Analysis – Computer Aided Evaluation.

Activity: Construction of Achievement test for any one unit of XI Computer Science.

UNIT III- STATISTICAL MEASURES (13 Hours)

Statistical Measures - Measures of Central Tendency : Mean, Median and Mode – Measure of Variability : Range, Average Deviation, Quartile Deviation and Standard Deviation – Correlation Techniques: Rank order Correlation Coefficient method(Spearman's Correlation) and Karl Pearson's Product Moment method - Graphical Representation of Data.

Activity: Write the application of statistics in various field.

UNIT IV - PLANNING FOR TEACHING LEARNING MATERIALS (12 Hours)

Introduction - Importance of Teaching Aids - Edger Dale's Cone of Experience - Classification of Teaching Aids: Aural Aids, Visual Aids, Project Aids, Non- Project Aids- Graphic Aids, Display Board, Three dimensional Aids, Activity aids and Memory Aids -

Criteria for selection of Appropriate Teaching Aids -Use of Smart classrooms and Interactive White Board - Mass Media and its Advantages.
Activity: Write the pros and cons of mass media to the usage of students.

UNIT V – INTRODUCTION TO C++ (12 Hours)
Introduction to C++ Programming- History of C++ - Benefits of learning C++ -Character Set – Lexical units (Token) – I/O Operators – Sample Program – Execution of C ++ Program – Types of Error.
Activity: Write the uses of C++ Program in real world.

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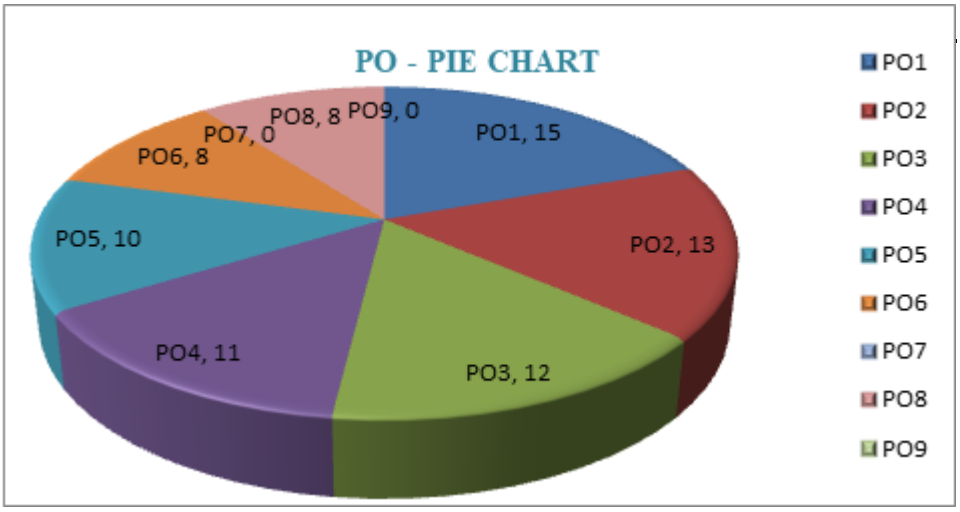
WEB RESOURCES

- https://www.realinfluencers.es/en/2019/05/09/8-21st-century-methodologies/

CO-K-GRAPH

CO-PO-GRAPH



BTA3 **தமிழ் கற்பித்தல்**
பி.எட்.அரைமம் - மூன்று

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

கற்றல் நோக்கங்கள்: **5 Credits**

மாணவஆசிரியர்அரைமத்தின் இறுதியில் அறிந்துகொள்ள இயல்வன,

- மொழிஆசிரியரின் பண்புகளைஅறிதல்
- ஐவகை இலக்கணஅறிவைமேம்படுத்திக் கொள்ளல்
- செம்மொழிதமிழ் இலக்கியங்கள் அறிமுகஅளவில் அறிந்துகொள்ளல்
- கலைத்திட்டத்தில் தாய்மொழிபெறும் இடம்
- கலைத்திட்ட - இணைச் செயல்பாடுகள் பாயிலாகமாணவர்களின் திறன்களைவளர்த்தல்

COURSE OUTCOMES DESCRIPTIONS:

மாணவஆசிரியர்கள்-பயிற்றுநர் அரைமத்தின் இறுதியில் அறிந்துகொள்ள இயல்வன,
Knowledge level: K1- (Remember), K2 - (Understand), K3 - (Apply), K4- (Analyze), K5 – (Evaluate), K6 – (Create)

Course	Learning outcomes	Knowledge Level
CO1	**மொழிஆசிரியர்** மொழிஆசிரியரின் பண்புநலன்கள் பற்றி**அறிதல் புரிதல் மற்றும் பட்டியலிடுதல்** **செய்முறைவேலைகள்:**நன்னூலார் கூறும் நல்லாசிரியருக்குரிய இலக்கணத்தைஅறிக்கையாகதயாரித்தல். PO1,PO5, PO6, PO8,PO9	**K1,K2,K4**
CO2	**ஐந்திலக்கணம் (இவ்வலகுபள்ளிப்பாடங்களைப் பொருத்தமட்டில் அமையும்)** ஐந்து இலக்கணங்கள் பற்றி**அறிதல் புரிதல் விளக்குதல் மற்றும் பயன்படுத்துதல்** செய்யுள் நலம் பாராட்டல் பற்றி**அறிதல் புரிதல் பயன்படுத்துதல்** மற்றும் **ஆய்வுசெய்தல்** **செய்முறைவேலைகள்:**ஐந்திலக்கணத்தைபடத்தொகுப்பாக செய்தல் PO1,PO2,PO5,PO6,	**K1, K2, K3, K4, K5**
CO3	**செம்மொழிதமிழ் இலக்கியங்கள் (அறிமுகஅளவில்)** செம்மொழிதமிழ் இலக்கியங்கள் பற்றி**அறிதல்,புரிதல் பயன்படுத்தல் மற்றும் வகைப்படுத்தல்** **செய்முறைவேலைகள்:**செம்மொழி இலக்கியங்களின் செய்திகளைதிரட்டுதல் PO1,PO2,PO5,PO8,PO9	**K1, K2, K3, K4**
CO4	**கலைத்திட்டமும் தாய்மொழியும்** கலைத்திட்டம் மற்றும் தாய்மொழியின் பயன்பாடுகள் பற்றி**அறிதல் புரிதல் பயன்படுத்திஉருவாக்கல் மற்றும் மதிப்பீடுசெய்தல்** **செய்முறைவேலைகள்:** புதியதேசியகல்விக் கலைத்திட்டத்தில் தாய்மொழிபெறும் இடம்	**K1, K2, K3, K5, K6**

	பற்றிஅறிக்கைதயார் செய்தல். PO2,PO3	
CO5	**கலைத்திட்ட இணைச் செயல்பாடுகள்** கலைதிட்ட இணைச் செயல்பாடுகள் **பற்றிஅறிதல்,புரிதல்,**மற்றும்**பயன்படுத்துதல்** **செய்முறைவேலைகள்:**பள்ளி இதழ்கள் தயாரித்தல் PO5,PO8,PO9	**K1, K2, K3**

CO-K LEVELS

Total K levels: K1-5, K2-5, K3-4, K4-3, K5-2, K6-1

UNIT	K1	K2	K3	K4	K5	K6
TOTAL	5	5	4	3	2	1

CO-PO

3- Strongly Correlated, 2- Moderately Correlated, 1-Weakly Correlated

CO/PO/PSO	PSO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1	3				3	2		3	2
CO2	3	3			2	2			
CO3	3	2			1			1	3
CO4		3	3						
CO5					3			2	2
TOTAL	**9**	**8**	**3**	**0**	**9**	**4**	**0**	**6**	**7**

Strongly Correlated - 10, Moderately Correlated - 7, Weakly Correlated – 2

COURSE OUTLINE

அலகு 1: மொழிஆசிரியர் **(12 Hours)**

நன்னூலார் கூறும் நல்லாசிரியருக்குரிய இலக்கணம் - மொழியாசிரியர்களின் பண்புநலன்கள் (16 வகைகள்) ஆசிரியரின் விழுமங்கள் - ஆசிரியரின் ஆளுமைப் பண்புகள்.

செய்முறைவேலைகள்:நன்னூலார் கூறும் நல்லாசிரியருக்குரிய இலக்கணத்தைஅறிக்கையாகதயாரித்தல்.

அலகு 2: ஐந்திலக்கணம் (இவ்வலகுபள்ளிப்பாடங்களைப் பொருத்தமட்டில் அமையும்) **(12 Hours)**

எழுத்து – முதலெழுத்து – சார்பெழுத்துசொல் - வேற்றுமை – ஆகுபெயர் - புணர்ச்சிபொருள் இலக்கணம் - அகம்,புறம் - யாப்பு – அசை,சீர்,தளை, அடி,அணி (செய்யுள் நலம் பாராட்டல்)

செய்முறைவேலைகள்:ஐந்திலக்கணத்தைபடத்தொகுப்பாகசெய்தல்

அலகு 3: செம்மொழிதமிழ் இலக்கியங்கள் (அறிமுகஅளவில்) **(11 Hours)**

செம்மொழிவரையறை – தகுதிகள் - பதிணென்கீழ்கணக்கு,மேல் கணக்கு நூல்கள் - தொல்காப்பியம் - இரட்டைகாப்பியங்கள்.

செய்முறைவேலைகள்:செம்மொழி இலக்கியங்களின் செய்திகளைதிரட்டுதல்

அலகு 4: கலைத்திட்டமும் தாய்மொழியும் **(13 Hours)**

கலைத்திட்டம்: வரையரைகள் - கலைத்திட்டத்தின் கோட்பாடுகள் - கலைத்திட்டத்தைஉருவாக்குவதில் அடிப்படைக் கொள்கைகள் - கலைத்திட்டத்திற்கானபாடப்பொருளைத் தேர்ந்தெடுத்தல் - புதியதேசியகல்விக் கலைத்திட்டக்

கொள்கையில் தொடக்கநிலை, இடை,உயர்நிலைப் பள்ளியில் தாய்மொழிபெறும் இடம் - தாய்மொழிகற்பித்தலின் நோக்கங்கள் - தாய்மொழியின் பயன்கள்
செய்முறைவேலைகள்: புதியதேசியகல்விக் கலைத்திட்டத்தில் தாய்மொழிபெறும் இடம் பற்றிஅறிக்கைதயார் செய்தல்.

அலகு 5: கலைத்திட்ட இணைச் செயல்பாடுகள் **(12 Hours)**

இலக்கியக் கழகங்கள் - பள்ளி இதழ்கள் தயாரித்தல் - நாட்டுப்புறக் கலைகள் - சொற்பொழிவு – பட்டிமன்றம் பேன்றநிகழ்ச்சிகள் நடத்துதல் - கையெழுத்துப் பிரதிகளைத் தயாரித்தல்,கட்டுரை – கவிதை – போட்டிநடத்துதல் - கண்காட்சிஅமைத்தல் - களப்பயணம் - கைவினைப் பொருள்கள் தயாரித்தல்
செய்முறைவேலைகள்:பள்ளி இதழ்கள் தயாரித்தல்

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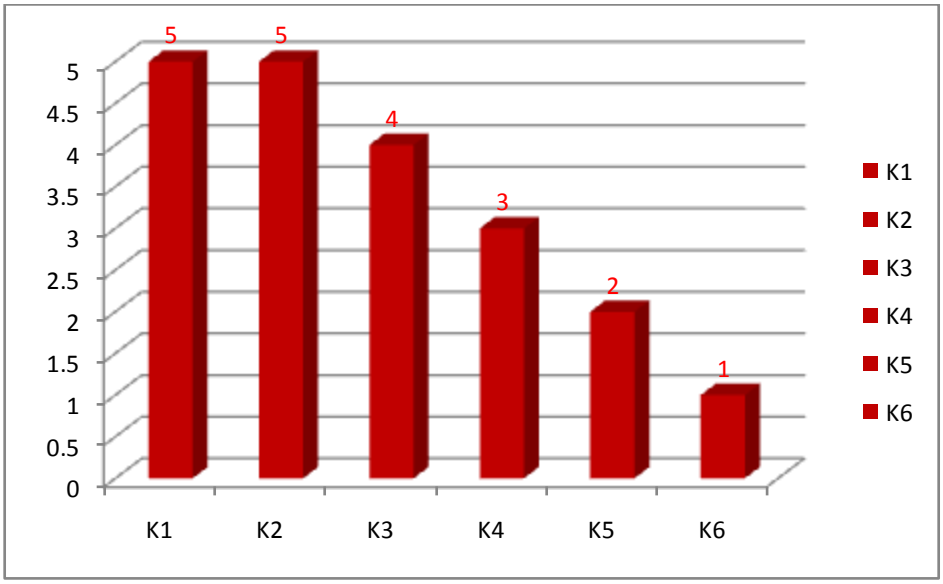
<u>பாடநூல்கள்</u>

- **6, 7, 8, 9,10 - ஆம் வகுப்புத் தமிழ்ப் பாட நூல்கள். (2019) சென்னை: பள்ளிக்கல்வித்துறை.**

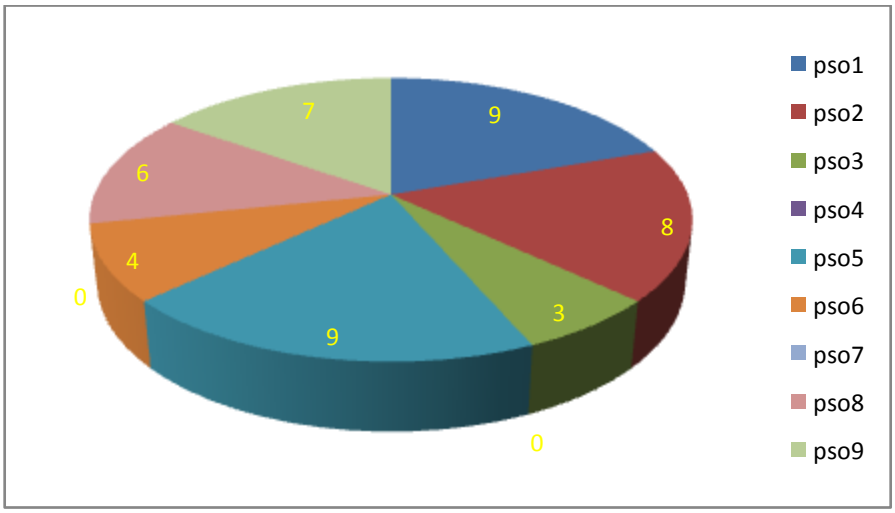
<u>வலைத்தளவளங்கள்</u>

- www.textbookonline.tn.nic.in,
- www.tamilvu.org,
- www.tamilsurangam.in
- www.uq.edu.au>teach>what-is-fc
- http://Clt.curtin.edu.au
- https://www2.ed.gov/pubs/OR/ConsumerGuides/cooplear.html

CO – K GRAPH



CO – PO GRAPH



B.Ed.
BEN3 - PEDAGOGY OF ENGLISH -3
SECOND YEAR / SEMESTER III

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teachers will be able to

- acquire knowledge of the sound system of English and be able to understand the terminology to describe the sounds in English.
- get familiarized with the syllabi related to high school and higher secondary classes.
- develop the skill of enhancing student's communication.
- get acquainted with word formation and strategies for expansion of vocabulary.
- apply the skill of using English for specific purposes.
-

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course the prospective teachers will be able to :

Knowledge Level: K1(Remember), K2 (Understand), K3(Apply), K4 (Analyze), K5 (Evaluate), K6 (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**PHONETICS OF ENGLISH** Phonic Method - The Different Speech Organs and their Role - The Individual Sounds- Consonants - Vowels and Diphthongs - Classification of Consonants According to Manner of Articulation – Place of Articulation - Pure Vowels – The Cardinal Vowel Scale - Diphthongs – Closing Diphthongs – Centering Diphthongs - The Concept of The Phoneme and the Allophone - Strong and Weak Forms - Word Stress – Primary Stress - Secondary Stress – Sentence Stress- Rhythm – Intonation - Tone Group - Phonetic Transcription.	**K1, K2, K3, K4**
	Illustrate the use of Phonic Method in teaching pronunciation. **Name** the Different Speech Organs and their functions. **Distinguish** between the Consonants, Vowels and Diphthongs. **Classify** the Consonants According to Manner of Articulation – Place of Articulation. **Demonstrate** the use Cardinal Vowel Scale. **Differentiate** Phoneme from Allophone. **Illustrate** the use of Strong and	

	Weak Forms. **Marks** Word Stress (Primary Stress and Secondary Stress). **Recall** the four intonation patterns. **Practice** Phonetic Transcription. **Activity: Transcribe 3 paragraphs from a prose lesson.** **PO1, PO3, PO5, PO8**	
CO2	**COMMUNICATIVE ENGLISH** Use of Conventional Formulae – Greeting - Apology - Invitation - Refusal - Accepting - Thanking etc. - Describing and Interpreting Pictures - Tables - Graphs - Maps etc. - Telling Stories and Narrating Incidents - Play Reading and Dramatization - Debates and Interviews - Extempore Speeches on Given Topics - Communication Games. **Demonstrate** the Use of Conventional Formulae for Greeting, Apology, Invitation, Refusal, Accepting, Thanking etc. **Select appropriate** Pictures, Tables, Graphs, and Maps etc. for practicing describing and interpreting skill. **Illustrates** the use of Telling Stories and Narrating Incidents for developing communication skill, **Differentiate** Play Reading from Dramatization. **Evaluate the** differences between structured and unstructured Interviews. **Write** topics for Debates and Extempore Speeches. **Design** Communication Games. **Activity:** Narrate an anecdote from the life of an eminent personality. **PO1, PO2, PO3, PO4, PO5, PO8, PO9**	**K1, K2, K3, K5**
CO3	**FLUENCY** Various Concepts and Ways in Which they are Expressed – Use of Modals - Auxiliary and other expressions- Instruction – Suggestion – Prohibition – Permission – Probability – Likelihood – Possibility – Obligation – Necessity – Concession – Purpose – Result – Cause – Reason - Comparison – Contrast – Condition- Command – Request – Supposition.OralDrills to teach structures – Repetition Drills – Mechanical Drills – Manipulation Drills - Substitution Drills. **Recall and Illustrate**the Ways in Which concepts are Expressed –(Instruction – Suggestion – Prohibition – Permission –	**K1, K2, K3**

	Probability – Likelihood – Possibility – Obligation – Necessity – Concession – Purpose – Result – Cause – Reason - Comparison – Contrast – Condition- Command – Request – Supposition). **Explain** the importance of Oral Drills to teach structures. – Repetition Drills – Mechanical Drills –Manipulation Drills - Substitution Drills. **Activity:** Design drills for teaching a grammatical item **PO1, PO2, PO8**	
CO4	**LEXIS** Word Formation – Affixation – Conversion – Compounding – Clipping – Portmanteau – Onomatopoeia – Loan Words– Other Minor Devices. Patterns of Spelling - Phrasal Verbs and Prepositional Phrases - Sentence Connectors – Devices for Cohesion and Coherence - Common Idioms. **Explain and illustrate** the Word Formation – Affixation – Conversion – Compounding – Clipping – Portmanteau – Onomatopoeia – Loan Words– Other Minor Devices. **Identify** Patterns of Spelling. **Distinguish** Phrasal Verbs and Prepositional Phrases. **Demonstrate** the use of Sentence Connectors – Devices for Cohesion and Coherence. **Use** Common Idioms. **Activity:** Collect pictures to illustrate Idioms **PO1, PO8**	**K1, K2, K3, K4**
CO5	**ENGLISH FOR SPECIFIC PURPOSE** English for Science and Technology - English for Business Communication - English for Academic Purpose - English for Occupational Purpose. **Explain and justify** the importance of English for Specific Purpose. **Examine** the use of English for Science and Technology, Business Communication. **Evaluate** the importance of English Academic Purpose and Occupational Purpose. **Activity:** Collect information about the job prospects for English literature graduates **PO1, PO2,PO8, PO9**	**K1, K2, K5**

CO-K LEVELS

Total K Level: K1-5, K2- 5, K3-4 , K4-2 , K5-2, K6- 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	2	2	1

CO - PO

3- Strongly Correlated, 2- Moderately Correlated, 1 – Weakly Correlated

CO/PO	PO								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3		1		1			3	
CO2	3	2	1	1	1			3	2
CO3	3	2						2	
CO4	3							2	
CO5	2	2						1	1
	14	6	2	1	2			11	3

COURSE OUTLINE

UNIT I – PHONETICS OF ENGLISH (13 Hours)

Phonic Method - The Different Speech Organs and their Role - The Individual Sounds- Consonants - Vowels and Diphthongs - Classification of Consonants According to Manner of Articulation – Place of Articulation - Pure Vowels – The Cardinal Vowel Scale - Diphthongs – Closing Diphthongs – Centering Diphthongs - The Concept of The Phoneme and the Allophone - Strong and Weak Forms - Word Stress – Primary Stress - Secondary Stress – Sentence Stress- Rhythm – Intonation - Tone Group - Phonetic Transcription.

Activity: Transcribe 3 paragraphs from a prose lesson.

UNIT II – COMMUNICATIVE ENGLISH (11 Hours)

Use of Conventional Formulae – Greeting - Apology - Invitation - Refusal - Accepting - Thanking etc. - Describing and Interpreting Pictures - Tables - Graphs - Maps etc. - Telling Stories and Narrating Incidents - Play Reading and Dramatization - Debates and Interviews - Extempore Speeches on Given Topics - Communication Games.

Activity: Narrate an anecdote from the life of an eminent personality

UNIT III – FLUENCY (12 Hours)

Various Concepts and Ways in Which they are Expressed – Use of Modals - Auxiliary and other expressions- Instruction – Suggestion – Prohibition – Permission – Probability – Likelihood – Possibility – Obligation – Necessity – Concession – Purpose – Result – Cause – Reason - Comparison – Contrast – Condition- Command – Request – Supposition.OralDrills to teach structures – Repetition Drills – Mechanical Drills –Manipulation Drills - Substitution Drills.

Activity: Design drills for teaching a grammatical item

UNIT IV – LEXIS **(12 Hours)**

Word Formation – Affixation – Conversion – Compounding – Clipping – Portmanteau – Onomatopoeia – Loan Words– Other Minor Devices. Patterns of Spelling - Phrasal Verbs and Prepositional Phrases - Sentence Connectors – Devices for Cohesion and Coherence - Common Idioms.

Activity: Collect pictures to illustrate Idioms

UNIT V – ENGLISH FOR SPECIFIC PURPOSE (ESP) **(12 Hours)**

English for Science and Technology - English for Business Communication - English for Academic Purpose - English for Occupational Purpose.

Activity: Collect information about the job prospects for English literature graduates

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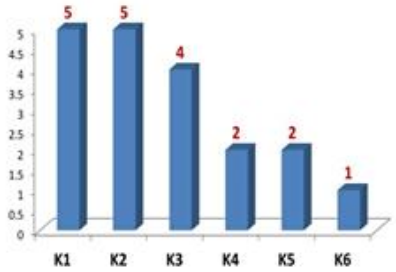
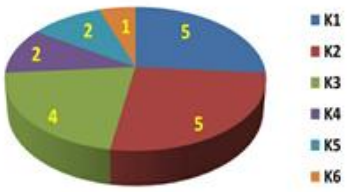
WEB RESOURCES

- https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/1-Literacy-teaching-guide-phonics.pdf
- https://egyankosh.ac.in/bitstream/123456789/22485/1/Unit-1.pdf
- http://maliniknggce.blogspot.com/2012/03/fluency.html
- https://www.juicyenglish.com/blog/types-of-drills-in-teaching-english
- https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1424&context=ipp_collection
- https://www.academia.edu/4335632/ENGLISH_FOR_SPECIFIC_PURPOSES_ITS_MEANING_AND_IMPORTANCE_IN_PRESENT_INDIAN_SCENARIO.

CO-K Graph

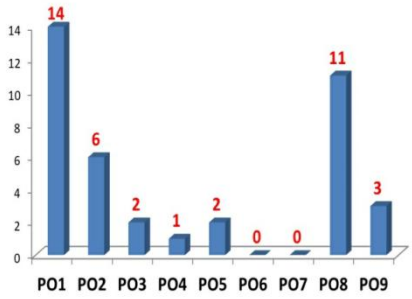
K1	K2	K3	K4	K5	K6
5	5	4	2	2	1

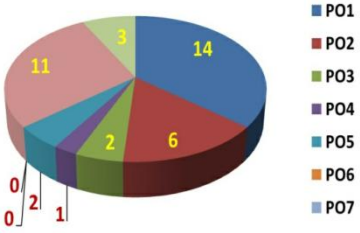




CO-PSO Graph

PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
14	6	2	1	2	0	0	11	3





B.Ed.
BHI 3 - PEDAGOGY OF HISTORY - 3
SECOND YEAR / SEMESTER III

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teachers will be able to

- recognize the dimensions of history.
- outline the contribution of historiographers to history.
- gain knowledge about India history.
- get familiarized in resources and educational technology.
- realize the diversified needs of the learners.

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**DIMENSIONS OF HISTORY AND ITS RELATIONSHIP WITH OTHER SUBJECTS** Dimensions of History - Time - Place - Continuity and Development - Relationship between History and Other Subjects: Geography - Literature - Politics - Economics - Sociology - Biography - Psychology - Philosophy - Religion - Ethics - Auxiliary Sciences etc.- Geographical Foundation of History. **Find**theDimensions of History. **Identify** the Relationship between History and Other Subjects. **Outline** theGeographical Foundation of History. **Activity:** Select any two historical events and analyse its historical dimensions. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8**	**K1, K2, K3**
CO2	**HISTORIOGRAPHY** Renaissance - Reformation Historiography: Machiavalli - Erasmus - Thomas More - Sir Francis Bacon - Modern Historiography: Elphinstone - Macaulay - Vincent Smith - Enlightment Historiography: Montesquieu - Voltaire - Edward Gibbon - Thomas Carlyle - Romanticist Historiography: Roussaeu - Kant - Hegal - Utilitarianism Historiography: Bentham - James Mill - John Stuart Mill - Positivistic Historiography: Auguste Comte - Scientific Socialism: Karl Marx - Scientific Historiography: Leopold Von Ranke - Spengler - Collingwood - Toynbee - Indian	**K1, K2, K4, K5**

	Historiography: Kalhana - Alberuni - Barani - AdulFazl - Modern Indian Historiography: Vincent Smith - R.G.Bhanbarkar - K.P.Jayaswal - H.C. Rayachaudhri - Lanepoole - J.N.Sarkar - R.C.Majumdar - South Indian Historiography: Krishnaswamy Iyyangar - K.M.Pannikkar - K.A.NilakantaSastri - SathyanathaIyyer - K.K.Pillai. **What** is Renaissance? **Outline** Historiography. **Explain** Reformation Historiography, Modern Historiography, Romanticist Historiography, Utilitarianism Historiography, Positivistic Historiography, Scientific Socialism, and Scientific Historiography. **Classify** Indian Historiography. **Activity:** Prepare Biography of any two Eminent Indian Historians. **PO1, PO2, PO4, PO5, PO6, PO7, PO8, PO9**	
CO3	**INDIAN HISTORY ((School Text Book)** Indian History: Ancient - Medieval and Modern History of India – Impact of History in Human Life: Education - Political - Social - Economical - Cultural - Religion - Art and Architecture. **Recall** Indian History. **Outline** Ancient, Medieval and Modern History of India. **Identify** the Impact of History in Human Life. **Activity:** Discuss the impact of History in human life and write a report. **PO1, PO2, PO4, PO5, PO6, PO7, PO8, PO9**	**K1, K2, K3**
CO4	**RESOURCES AND EDUCATIONAL TECHNOLOGY** Utilization of Community Resources: Museum - Archives - Library - Encyclopedias - Reference Books - Historical Fictions - Mass Media - Social Media - History TextBook - History ClassRoom: Furniture - Equipment - Improvising Learning Environment - History Club and its Activities - History Teacher: Essential Qualities - Professional Growth. Multimedia instruction in History: Concepts and Applications - Instructional Packages - E-content Development - Internet, Online Learning - Teleconferencing - Video Conferencing. **Define** Utilization of Community Resources. **Importance of** History TextBook. **Construct** History ClassRoom. **Organize** History Club and its Activities. **Explain** Essential Qualities and Professional Growth of History Teacher. **Apply** Multimedia instruction in History. **Illustrate** Instructional Packages. **Activity:** Prepare an activities chart on various	**K1, K2, K3, K4, K5**

	activities of history club for the academic year. **PO1, PO2, PO3, PO6, PO7, PO8, PO9**	
CO5	**DIVERSIFIED NEEDS OF THE LEARNERS** Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Interest and Attitude of Students towards Learning- Value: Meaning and Importance- Source of Values through Personal Examples Set by Teachers and Organisation and Management of a Variety of Co-curricular Activities – Difficulties in Learning – Identifying Learner's Capacities Slow learners and Gifted learners in History: Remedial Measures and Enrichment Programmes. **Recall** Meaning and Nature of Non – Cognitive Abilities. **Create** Interest and Attitude of Students towards Learning. **Explain** the Values Set by Teachers and Organisation and Management of Co-curricular Activities. **Examine** Individual Differences in Learning. **Apply** Remedial Measures and Enrichment Programmes for Slow learners and Gifted learners. **Activity:** Design an enrichment programme for gifted children. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8**	**K1, K2, K3, K4, K6**

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO/PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1	3	3	2	2	3	3	2	2	-
CO2	3	3	-	2	3	3	1	3	3
CO3	3	2	-	2	3	3	1	3	2
CO4	3	3	2	-	-	3	2	3	3
CO5	3	2	2	3	3	2	2	3	-
TOTAL	15	13	6	9	12	14	8	14	8

Strongly Correlated - 23, Moderately Correlated - 14, Weakly Correlated - 2

COURSE OUTLINE

UNIT I - DIMENSIONS OF HISTORY AND ITS RELATIONSHIP WITH OTHER SUBJECT (11Hours)

Dimensions of History - Time - Place - Continuity and Development - Relationship between History and Other Subjects: Geography - Literature - Politics - Economics - Sociology - Biography - Psychology - Philosophy - Religion - Ethics - Auxiliary Sciences etc.- Geographical Foundation of History.

Activity: Select any two historical events and analyse its historical dimensions.

UNIT II - HISTORIOGRAPHY (13Hours)

Renaissance - Reformation Historiography: Machiavalli - Erasmus - Thomas More - Sir Francis Bacon - Modern Historiography: Elphinstone - Macaulay - Vincent Smith - Enlightment Historiography: Montesquieu - Voltaire - Edward Gibbon - Thomas Carlyle - Romanticist Historiography: Roussaeu - Kant - Hegal - Utilitarianism Historiography: Bentham - James Mill - John Stuart Mill - Positivistic Historiography: Auguste Comte - Scientific Socialism: Karl Marx - Scientific Historiography: Leopold Von Ranke - Spengler - Collingwood - Toynbee - Indian Historiography: Kalhana - Alberuni - Barani - AdulFazl - Modern Indian Historiography: Vincent Smith - R.G.Bhanbarkar - K.P.Jayaswal - H.C. Rayachaudhri - Lanepoole - J.N.Sarkar - R.C.Majumdar - South Indian Historiography: Krishnaswamy Iyyangar - K.M.Pannikkar - K.A.NilakantaSastri - SathyanathaIyyer - K.K.Pillai.

Activity: Prepare Biography of any two Eminent Indian Historians.

UNIT III – INDIAN HISTORY (12Hours)

Indian History: Ancient - Medieval and Modern History of India – Impact of History in Human Life: Education - Political - Social - Economical - Cultural - Religion - Art and Architecture.

Activity: Discuss the impact of History in human life and write a report.

UNIT IV - RESOURCES AND EDUCATIONAL TECHNOLOGY (12Hours)

Utilization of Community Resources: Museum - Archives - Library - Encyclopedias - Reference Books - Historical Fictions - Mass Media - Social Media - History TextBook - History ClassRoom: Furniture - Equipment - Improvising Learning Environment - History Club and its Activities - History Teacher: Essential Qualities - Professional Growth.

Multimedia instruction in History: Concepts and Applications - Instructional Packages - E-content Development - Internet, Online Learning - Teleconferencing - Video Conferencing.

Activity: Prepare an activities chart on various activities of history club for the academic year.

UNIT V - DIVERSIFIED NEEDS OF THE LEARNERS (12Hours)

Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Interest and Attitude of Students towards Learning- Value: Meaning and Importance- Source of Values through Personal Examples Set by Teachers and Organisation and Management of a Variety of Co-curricular Activities – Difficulties in Learning – Identifying Learner's Capacities Slow learners and Gifted learners in History: Remedial Measures and Enrichment Programmes.

Activity: Design an enrichment programme for gifted children.

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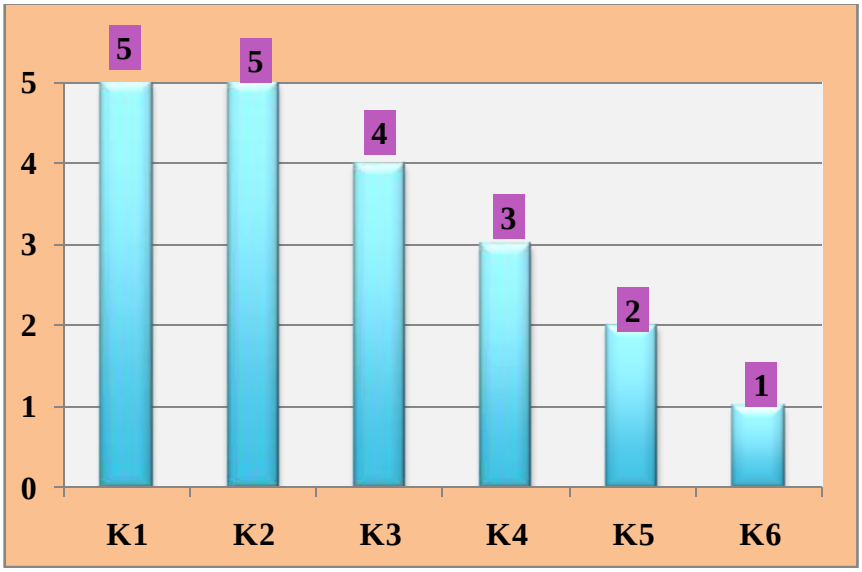
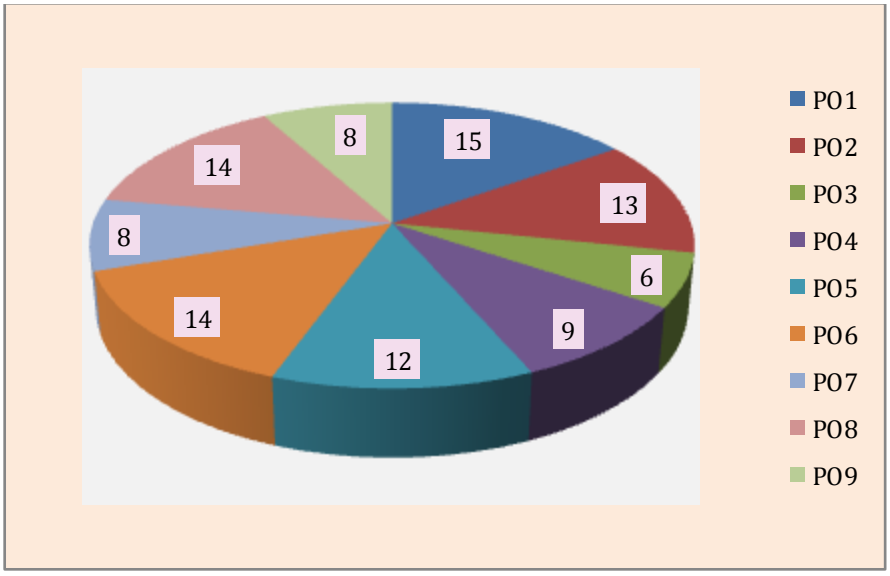
- http://egyankosh.ac.in/bitstream/123456789/44450/1/Unit-8.pdf
- https://warwick.ac.uk/fac/arts/history/students/modules/hi323/historiography_handbook_2014-15_-_modern_stream.pdf
- http://www.universityofcalicut.info/SDE/VI_sem_Major_Trends_in_Historical_Thought_and_Writing.pdf
- https://ddceutkal.ac.in/Syllabus/MA_Education/PAPER_10.pdf
- http://egov.uok.edu.in/eLearningDistance/tutorials/7965_2_2015_170726145806.pdf
- https://www.slideshare.net/sarishtigarg/learning-resources-46775217
- http://stjosephcollegeooty.org/wp-content/uploads/2016/03/Diverse-Needs.pdf
- https://www.edutopia.org/article/ensuring-instruction-inclusive-diverse-learners
- https://www.aisnsw.edu.au/teachers-and-staff/supporting-students/students-with-diverse-needs

CO-K GRAPH



CO-PO GRAPH



B.Ed.
BGE3 - PEDAGOGY OF GEOGRAPHY - 3
SECOND YEAR/ SEMESTER III

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teachers will be able to

- comprehend the professional knowledge of geography and learner.
- gain the knowledge to solving the geographical problems
- outline the universe, galaxy and solar system.
- get familiarized in resources and educational technology.
- realize the diversified needs of the learners.

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**PROFESSIONAL KNOWLEDGE OF GEOGRAPHY AND LEARNER** Geographical Knowledge and Attitude - Acquisition of Knowledge and Development of the Research Aptitude - Professional Knowledge of Geography: Social - Political - Economic and Environmental relevance. Correlation of Geography with other Subjects: History - Political Science - Economics - Language - Art - Hand Work - Mathematics - Natural Science - Geology - Agriculture - Religion - Social Studies - Development of Special Aptitude and Interest for Learners. **Define**Geographical Knowledge and Attitude.**Develop**Knowledge of Research Aptitude in the geographical field.**Extend**Professional Knowledge of Geography.**Compare**Geography with other Subjects.**Find**the Development of Special Aptitude and Interest for Learners. **Activity:** Correlate teaching of geography with any other subject - (prepare a chart) **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8**	**K1, K2, K4**
CO2	**GEOGRAPHICAL PROBLEMS** An understanding of the Geographic background of the problems facing India at present - Over Population - Pollutions - Climate Change- Global Warming - Water Scarcity - Deforestation -	**K1, K2, K3, K4**

	Biodiversity Loss - Land and Soil Degradation - Malnutrition - Spread of Diseases etc. - Knowledge of Geography in Solving the Problems - Specific Problem of Geography Teaching in Rural Areas - School Teacher - Preparation and in Service Training, Availability of Background Experience in Students in Related Geographic Attitude. **Find**the prevailing Geographical Problems of India.**Apply**the Knowledge of Geography in Solving the Problems.**List**the Specific Problem of Geography Teaching in Rural Areas.**Explain**the need for Service Training.**Analyze**the Background Experience of Students in Related Geographic Attitude. **Activity:** Presenting a seminar on Geographical problems of India. **PO1, PO2, PO4, PO5, PO6, PO7, PO8, PO9**	
CO3	**UNIVERSE, GALAXY AND SOLAR SYSTEM (School Text Book)** Universe - Galaxy and Solar System – Sun - Planet - Satellites - Comets - Meteors - Meteorites – Earth: Size and Structure of Earth - Rotation and Revolution of the Earth - Eclipse - Season - Earth and Life - Origin of Earth - Geological Boards – Different Types of Landscapes: Continents - Oceans - Mountains - Plateaus - Plains - Valleys - Rock Systems - Volcanoes - EarthQuakes and Relationship of these in Human Life. **Recall**theUniverse, Galaxy and Solar System.**Develop** the knowledge about Sun, Planet, Satellite, Comets, Meteors and Meteorites.**Outline**Earth.**Elaborate**Different Types of Landscapes. **Activity:** Draw a map of physical features of India. **PO1, PO2, PO4, PO5, PO6, PO7, PO8, PO9**	**K1, K2, K3, K6**
CO4	**RESOURCES AND EDUCATIONAL TECHNOLOGY** Utilization of Community Resources: Museum - Archives - Library - Encyclopedias - Reference Books - Mass Media - Social Media - Geography Textbook - Geography Class Room: Furniture - Equipment - Improvising Learning Environment - Geography Club and its Activities - Geography Teacher: Essential Qualities - Professional Growth. Multimedia instruction in Geography: Concepts and Applications - Instructional Packages - E-content Development - Internet - Online Learning - Teleconferencing - Video Conferencing. **Define** the Utilization of Community	**K1,K2, K3, K5**

	Resources.**Importance**of Geography TextBook.**Outline**Geography Class Room.**Organize**Geography Club and its Activities.**Explain** Essential Qualities and Professional Growth Geography Teacher.**Apply**Multimedia instructions in Geography.**Illustrate**Instructional Packages. **Activity:** Prepare an activities chart on various activities of geography club for the academic year. **PO1, PO2, PO3, PO6, PO7, PO8, PO9**	
CO5	**DIVERSIFIED NEEDS OF THE LEARNERS** Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and Sources - Attitude: Meaning and Importance - Interest and Attitude of Students towards Learning- Value: Meaning and Importance- Source of Values through Personal Examples Set by Teachers and Organisation and Management of Variety of Co-curricular Activities – Difficulties in Learning – Identifying Learner's Capacities - Slow learners and Gifted Learners in Geography: Remedial Measures and Enrichment Programmes. **Recall** Meaning and Nature of Non – Cognitive Abilities.**Relate**Interest and Attitude of Students towards Learning.**Explain**theValue Set by Teachers and Organisation and Management of Co-curricular Activities.**Examine**Individual Differences in Learning.**Apply** the Remedial Measures and Enrichment Programmes for Slow Learners and Gifted Learners. **Activity:** Design an enrichment programme for gifted children. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8**	**K1, K3, K4, K5**

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO/PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1	3	3	2	2	3	3	2	2	-
CO2	3	3	-	2	3	3	1	3	3
CO3	3	2	-	2	3	3	1	3	2
CO4	3	3	2	-	-	3	2	3	3
CO5	3	2	2	3	3	2	2	3	-
TOTAL	15	13	6	9	12	14	8	14	8

Strongly Correlated - 23, Moderately Correlated - 14, Weakly Correlated - 2

COURSE OUTLINE

UNIT - I: PROFESSIONAL KNOWLEDGE OF GEOGRAPHY AND LEARNER (12Hours)

Geographical Knowledge and Attitude - Acquisition of Knowledge and Development of the Research Aptitude - Professional Knowledge of Geography: Social - Political - Economic and Environmental relevance.

Correlation of Geography with other Subjects: History - Political Science - Economics - Language - Art - Hand Work - Mathematics - Natural Science - Geology - Agriculture - Religion - Social Studies - Development of Special Aptitude and Interest for Learners.

Activity: Correlate teaching of geography with any other subject - prepare a chart

UNIT – II: GEOGRAPHICAL PROBLEMS (13Hours)

An understanding of the Geographic background of the problems facing India at present - Over Population - Pollutions - Climate Change- Global Warming - Water Scarcity - Deforestation - Biodiversity Loss - Land and Soil Degradation - Malnutrition - Spread of Diseases etc. - Knowledge of Geography in Solving the Problems - Specific Problem of Geography Teaching in Rural Areas - School Teacher - Preparation and in Service Training, Availability of Background Experience in Students in Related Geographic Attitude.

Activity: Presenting a seminar on Geographical problems of India.

UNIT – III: UNIVERSE, GALAXY AND SOLAR SYSTEM (School Text Book) (11Hours)

Universe - Galaxy and Solar System – Sun - Planet - Satellites - Comets - Meteors - Meteorites – Earth: Size and Structure of Earth - Rotation and Revolution of the Earth - Eclipse - Season - Earth and Life - Origin of Earth - Geological Boards – Different Types of Landscapes: Continents - Oceans - Mountains - Plateaus - Plains - Valleys - Rock Systems - Volcanoes - EarthQuakes and Relationship of these in Human Life.

Activity: Draw a map of physical features of India.

UNIT – IV: RESOURCES AND EDUCATIONAL TECHNOLOGY (12Hours)

Utilization of Community Resources: Museum - Archives - Library - Encyclopedias - Reference Books - Mass Media - Social Media - Geography Textbook - Geography Class Room: Furniture - Equipment - Improvising Learning Environment - Geography Club and its Activities - Geography Teacher: Essential Qualities - Professional Growth.

Multimedia instruction in Geography: Concepts and Applications - Instructional Packages - E-content Development - Internet - Online Learning - Teleconferencing - Video Conferencing.

Activity: Prepare an activities chart on various activities of geography club for the academic year.

UNIT – V: DIVERSIFIED NEEDS OF THE LEARNERS (12Hours)

Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and Sources - Attitude: Meaning and Importance - Interest and Attitude of Students towards Learning- Value: Meaning and Importance- Source of Values through Personal Examples Set by Teachers and Organisation and Management of Variety of Co-curricular Activities – Difficulties in Learning – Identifying Learner's Capacities - Slow learners and Gifted Learners in Geography: Remedial Measures and Enrichment Programmes.

Activity: Design an enrichment programme for gifted children.

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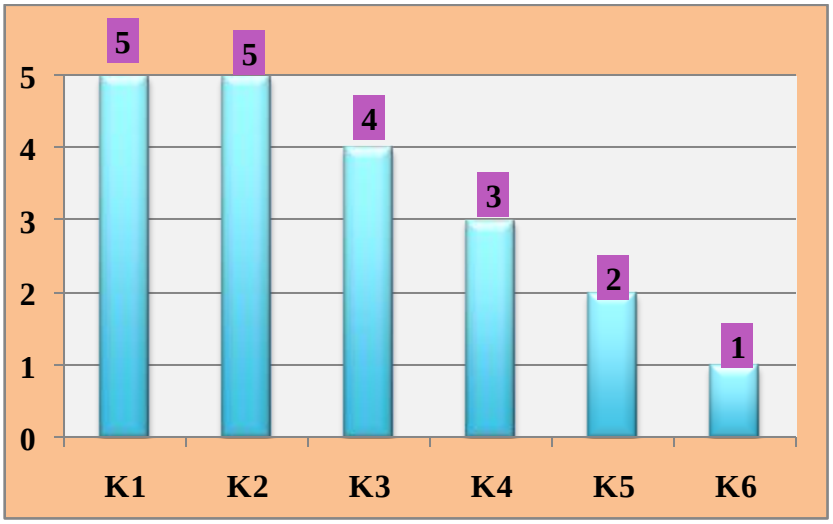
WEB RESOURCES

- https://files.eric.ed.gov/fulltext/EJ1228230.pdf
- https://scholarworks.wm.edu/cgi/viewcontent.cgi?article=1144&context=educationpubs
- https://www.tandfonline.com/doi/pdf/10.1080/00330120802013620
- https://geographyfieldwork.com/GeographicalIssues.htm
- https://www.agta.asn.au/GeogSpace/files/Core/Inquiry%20and%20Skills/Years%205-6/11.2.1%20Contemporary%20geographical%20issues.pdf
- https://www.conserve-energy-future.com/15-current-environmental-problems.php
- https://www.nap.edu/resource/creationism/origin.html

- https://nightsky.jpl.nasa.gov/news-display.cfm?News_ID=573
- https://ddceutkal.ac.in/Syllabus/MA_Education/PAPER_10.pdf
- http://egov.uok.edu.in/eLearningDistance/tutorials/7965_2_2015_170726145806.pdf
- https://www.slideshare.net/sarishtigarg/learning-resources-46775217
- http://stjosephcollegeooty.org/wp-content/uploads/2016/03/Diverse-Needs.pdf
- https://www.edutopia.org/article/ensuring-instruction-inclusive-diverse-learners
- https://www.aisnsw.edu.au/teachers-and-staff/supporting-students/students-with-diverse-needs

CO-K GRAPH



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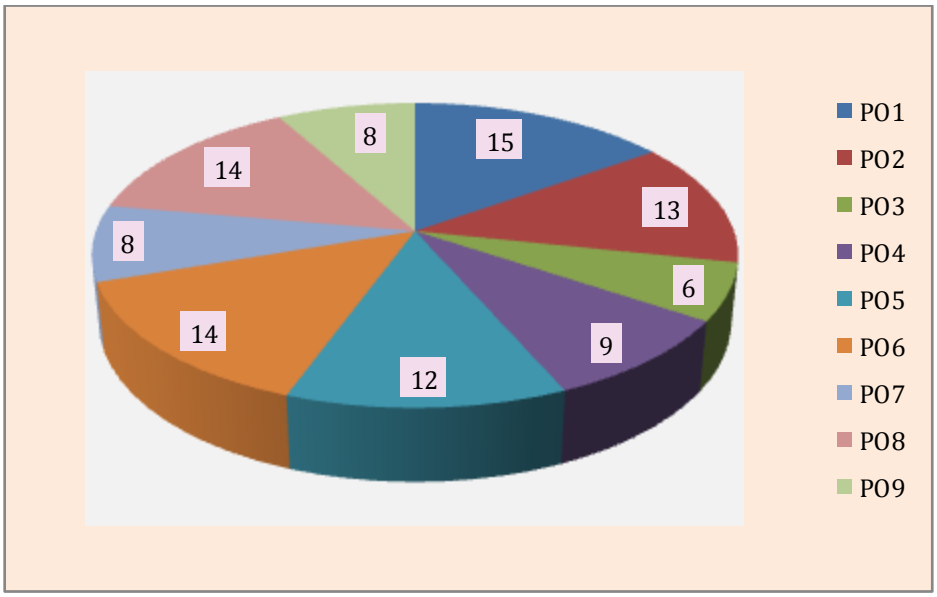

B.Ed.
BMA3 - PEDAGOGY OF MATHEMATICS - 3
SECOND YEAR / SEMESTER III

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teachers will be able to;

- recognize numerical patterns .
- discussabout mathematical thinking skills
- apply Piaget's theory
- adopt appropriate procedure to solve the problems.
- create mathematical hobbies.

COURSE OUTCOME DESCRIPTION:

At the end of the course, the prospective teachers will be able to;
Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyse), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**INTRODUCTION TO MATHEMATICAL THINKING** Mathematics as study of creating, discerning and generalising patterns - abstract patterns - patterns of shapes - patterns of motion - patterns of repeating chance - numerical patterns - Mathematics as a humanly created subject: Mathematical structures: idea of axioms - postulates and proofs - Different methods of proofs: Socio-cultural - economic and political factors in the development of mathematics. Everyday mathematics, multicultural mathematics; its use in decision making, at the workplace, etc. - Societal beliefs related to 'knowing' and 'doing' mathematics - sociological beliefs related to mathematical abilities - mathematics confined to arithmetic. **Recognize** numerical patterns. **Explain** different methods of proofs. **Apply** mathematics in day to day life. **Analyze**abstract patterns. **Activity:** discuss about the socio-cultural, economic and political factors in the development of mathematics. **PO1, PO3, PO4, PO5, PO6, PO7, PO9**	**K1, K2, K3, K4**

CO2	**TEACHING OF MATHEMATICS** Culture of learning - dynamic classroom environments - diverse and innovative procedures - multiple ways to solve problems – conjectures – generalisations - diverse capabilities - use of context – metacognition - Role of Communication in classroom - Math talk - community of mathematicians in classrooms - constructing mathematical ideas by providing scope for exploration – explanation – resources – activities - story-telling and technology in initiating mathematical thinking - Notions related to mathematical 'ability' - Teacher's beliefs and knowledge about the nature of mathematics and mathematical learning - teachers' agency in school math reform. **Recognize** the diverse procedures. **Describe** multiple ways to solve problems. **Apply** innovative procedure. **Evaluate**story telling in developing mathematical thinking. **Activity:** prepare an activity as well as story telling in initiating mathematical thinking. **PO1, PO2, PO4, PO5, PO6, PO8, PO9**	**K1, K2, K3, K5**
CO3	**PSYCHOLOGICAL BASIS OF LEARNING MATHEMATICS** Developmental progression in the learning of mathematical concepts – Piaget – Skemp - Bruner and Vygotsky - Fischbein on intuitive thinking - Processes of dealing with abstractions - particularisation and generalization -Studying algorithms - Focus on mathematical processes - Problem solving - problem-posing – patterning – reasoning - abstraction and generalisation - argumentation and justification - Sociocultural perspectives in mathematics learning - Situated learning; social construction of knowledge - social interaction and community of practice - Historical evolution of concepts – understanding the process of concepts evolved - powerplay in legitimizing concepts . **Recognize** Piaget's stages. **Compare** Bruner's theory with Piaget's theory. **Apply** Sociocultural perspectives in mathematics learning. **Analyze** Situated learning. **Activity:** discuss about sociocultural perspectives in mathematics learning. **PO1, PO2, PO3, PO5, PO6, PO7, PO8**	**K1, K2, K3, K4**

CO4	**CORRELATION OF MATHEMATICS** Correlation between Mathematics & Language - Mathematics & Physics - Mathematics & Chemistry - Mathematics & Biology - Mathematics & Social Science - Mathematics & Economics - Mathematics & Psychology - Mathematics & logics - Mathematics & Philosophy -Mathematics & Fine Arts - Mathematics & History - Mathematics & Geography - Mathematics & Geology - Correlation of Mathematics with its branches - correlation of Mathematics with day to day life - Content based methodology: Number Systems - Number Theory - Exponents and Logarithms; Polynomials: Linear Equations – Sets – Relations - Functions and Graphs - Statistics and Probability - Parallel Lines - Parallelograms and Triangles - Trigonometry and its Application - Mensuration and Coordinate Geometry. **Define** number system. **Explain** relations. **Apply** trigonometry. **Evaluate** correlation of mathematics with its branches. **Activity:** Give examples for each subject related to Mathematics. **PO1, PO2, PO3, PO4, PO7, PO8, PO9**	**K1, K2, K3, K5**
CO5	**RECREATION MATHEMATICS**: Mathematics club: meaning - members of club - organization of club - function of the office bearers - different activities of the club - recreation mathematics: mathematical games – flexagons - john hortonconvays game of life – polyaminoes - the soma cube - hare and hounds - tangrams - penrose tilling – fractals - math for fun - **school quiz bee** -logic puzzles -**river crossing puzzles** - logic riddles - cannibals and missionaries - **water & weighing - numbers & sequences** - algebra & cryptograms - brain teasers magic square - hanoi tower - mathematics exhibition - mathematics debates - mathematical museum - mathematics magazines - mathematics hobbies: beautiful number pattern - sudoku.**Enumerate** mathematics games. **Discuss** the functions of mathematics club. **Apply**tangrams. **Analyze** club programmes. **Create**mathematical hobbies. **Activity:** Organize a mathematics club and write any five mathematical activities. **PO1, PO2, PO4, PO5, PO6, PO8, PO9**	**K1, K2, K3, K4, K6**

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO/PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1	3	-	3	2	3	2	3	-	3
CO2	3	2	-	2	2	3	1	3	3
CO3	3	3	3	-	3	3	2	3	-
CO4	3	3	3	3	-	-	2	3	3
CO5	3	2	-	3	3	3	1	3	3
TOTAL	15	10	9	10	11	11	9	12	12

Strongly Correlated - 27, Moderately Correlated - 8, Weakly Correlated - 2

COURSE OUTLINE

UNIT – I: INTRODUCTION TO MATHEMATICAL THINKING (12 Hours)

Mathematics as study of creating, discerning and generalising patterns - abstract patterns - patterns of shapes - patterns of motion - patterns of repeating chance - numerical patterns - Mathematics as a humanly created subject: Mathematical structures: idea of axioms - postulates and proofs - Different methods of proofs: Socio-cultural - economic and political factors in the development of mathematics. Everyday mathematics, multicultural mathematics; its use in decision making, at the workplace, etc. - Societal beliefs related to 'knowing' and 'doing' mathematics - sociological beliefs related to mathematical abilities - mathematics confined to arithmetic.

Activity: discuss about the socio-cultural, economic and political factors in the development of mathematics.

UNIT – II: TEACHING OF MATHEMATICS (12 Hours)

Culture of learning - dynamic classroom environments - diverse and innovative procedures - multiple ways to solve problems – conjectures –generalisations - diverse capabilities - use of context – metacognition - Role of Communication in classroom - Math talk - community of mathematicians in classrooms - constructing mathematical ideas by providing scope for exploration – explanation – resources – activities - story-telling and technology in initiating mathematical thinking - Notions related to mathematical 'ability' - Teacher's beliefs and knowledge about the nature of mathematics and mathematical learning - teachers' agency in school math reform.

Activity: prepare an activity as well as story telling in initiating mathematical thinking.

UNIT – III: PSYCHOLOGICAL BASIS OF LEARNING MATHEMATICS: (11 Hours)

Developmental progression in the learning of mathematical concepts – Piaget – Skemp - Bruner and Vygotsky - Fischbein on intuitive thinking - Processes of dealing with abstractions -particularisation and generalization -Studying algorithms - Focus on mathematical processes - Problem solving - problem-posing – patterning – reasoning - abstraction and generalisation - argumentation and justification - Sociocultural perspectives in mathematics learning - Situated learning; social construction of knowledge - social interaction and community of practice - Historical evolution of concepts – understanding the process of concepts evolved - powerplay in legitimizing concepts .

Activity: discuss about sociocultural perspectives in mathematics learning.

UNIT – IV: CORRELATION OF MATHEMATICS (13 Hours)

Correlation between Mathematics & Language - Mathematics & Physics - Mathematics & Chemistry - Mathematics & Biology - Mathematics & Social Science - Mathematics & Economics - Mathematics & Psychology - Mathematics & logics - Mathematics & Philosophy -Mathematics & Fine Arts - Mathematics & History - Mathematics & Geography - Mathematics & Geology - Correlation of Mathematics with its branches - correlation of Mathematics with day to day life - Content based methodology: Number Systems - Number Theory - Exponents and Logarithms; Polynomials: Linear Equations – Sets – Relations - Functions and Graphs - Statistics and Probability - Parallel Lines - Parallelograms and Triangles - Trigonometry and its Application - Mensuration and Coordinate Geometry.

Activity: Give examples for each subject related to Mathematics.

UNIT – V: RECREATION MATHEMATICS (12 Hours)

Mathematics club: meaning - members of club - organization of club - function of the office bearers - different activities of the club - recreation mathematics: mathematical games – flexagons - john hortonconvays game of life – polyaminoes - the soma cube - hare and hounds - tangrams - penrose tilling – fractals - math for fun - **school quiz bee** -logic puzzles **-river crossing puzzles** -logic riddles - cannibals and missionaries - **water & weighing - numbers & sequences** - algebra & cryptograms - brain teasers magic square - hanoi tower - mathematics exhibition - mathematics debates - mathematical museum - mathematics magazines - mathematics hobbies: beautiful number pattern - sudoku.

Activity: Organize a mathematics club and write any five mathematical activities.

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WEB RESOURCES

- https://www.generationready.com/white-papers/what-is-effective-teaching-of-mathematics
- https://scert-up.in › training-module › mod-9
- https://ncert.nic.in › desm › pdf › Pedagogy_of_...
- http://teachersofindia.org/en/article/pedagogy-mathematics
- https://www.hindawi.com/
- https://en.wikipedia.org › wiki › Critical_mathematics_...
- Using Technology in Elementary Mathematics Teacher Education
- https://www.hindawi.com/

Effective pedagogy in mathematics

- http://www.ibe.unesco.org › EdPractices_19

Content& Pedagogical Instruction | Math Solutions

- https://mathsolutions.com › our-solutions › content-and...

Educational practices - effective pedagogy in mathematics

- https://www.stem.org.uk resources e library resource

Principles of effective pedagogy of mathematics - ResearchGate

- https://www.researchgate.net › figure › Principles-of-effec...

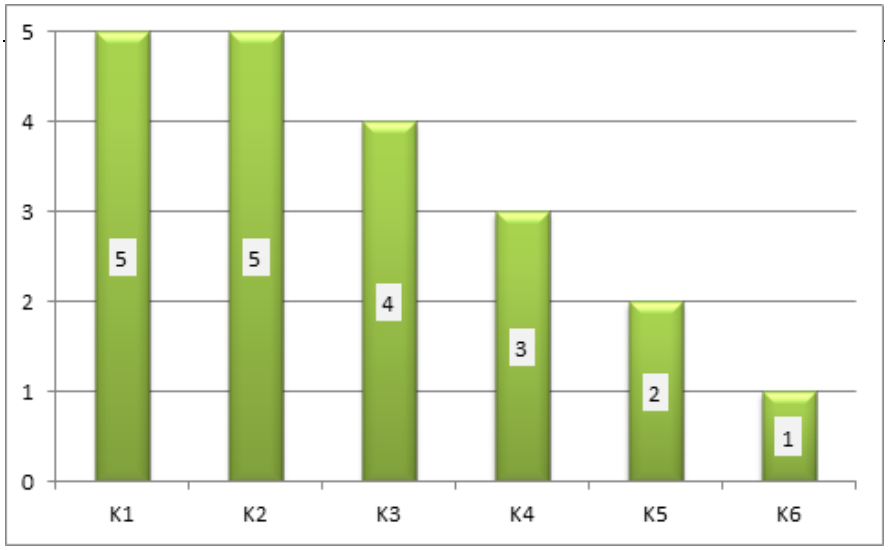
Mathematics Pedagogy and Content in a Blended Teacher ...

- https://files.eric.ed.gov › fulltext

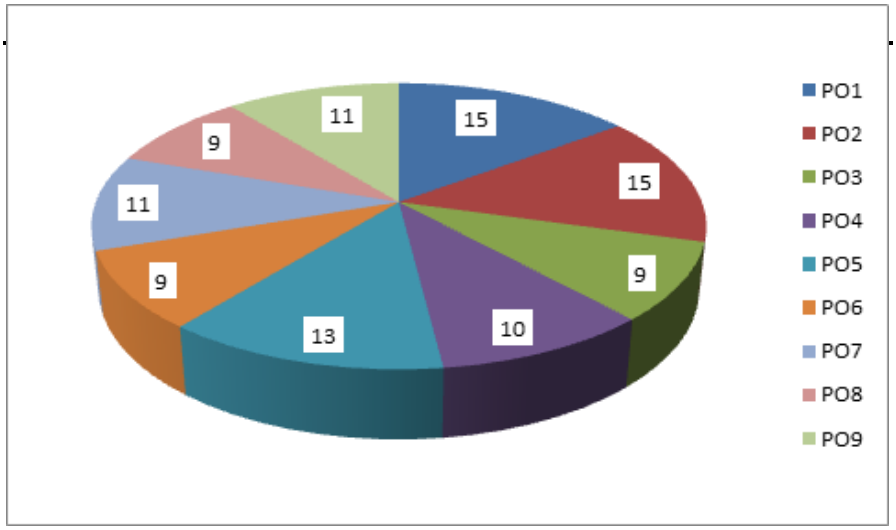
Pedagogy-II: Teaching of Mathematics ... - IGNTU Amarkantak

- http://www.igntu.ac.in › eContent › BEd-02Sem-...

CO-K GRAPH



CO-PO GRAPH



B.Ed.
BPS3 - PEDAGOGY OF PHYSICAL SCIENCE - 3
SECOND YEAR / SEMESTER III

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teachers will be able to;

- narrate the history and development of Science in India.
- comprehend the correlation of Science with other subjects
- analyse the significance of different approaches and strategies for learning Physical Science.
- recognize the importance of pedagogical shift in Physical Science
- reveal all the basic concepts in the school Science curriculum prescribed by the Government of Tamil Nadu.

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to;
Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**THE DEVELOPMENT OF SCIENCE IN INDIA** History of Science with Special reference to India: Ancient - Medieval - Modern - Post Modern period - Nurturing Science Process Skills – Growth of Science and Technology – Emerging Branches of Science: Crystallography - Nanotechnology - Geoinformatic - Organic electronics - Contributions of some Eminent Scientists – Albert Einstein - Sir Isaac Newton - A.P.J. Abdul Kalam - Kalpana Chawla - CharusitaChakravarty etc., **Acquire Knowledge** aboutthe History, contributions of eminent scientists and development of science and technology.**Apply**Science process skills. **Activity:** Design an album on various phases in the development of Science in India. **PO1, PO3, PO4, PO5, PO6, PO7**	**K1, K3,**
CO2	**CORRELATION AND VALUES OF SCIENCE** Correlation of Science within Subjects - Correlation of Science with Other Subjects: Language - Mathematics - History - Geography - Art - Craft - Music – Values of Teaching Physical Science: Intellectual - Utilitarian - Vocational - Leisure time - Cultural - Moral - Aesthetic - Psychological – Scientific Attitude: Meaning - Indicators -	**K1,K2, K3,K4, K5**

	Characteristics - Development of Scientific attitude among school students. **Find** and **Extend**the relation of science within and with other Subjects. **Judge** the values of Teaching Physical Science.**Develop** Scientific attitude. **Assume** various indications of scientific attitude **Activity:** Prepare a comparative chart showing the Correlation of Science with other subjects. **PO1, PO2, PO3, PO5, PO6, PO8, PO9**	
CO3	**APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE** Approaches for Learning Physical Science: Interactive - Constructivist - 5E Learning Model - Collaborative Learning - Problem solving - Experiential Learning - Inquiry – Strategies: Analogy - Facilitating Learners for Self-study - Communication in Science - National Level Science Talent Search Examination: Eligibility - Scholarship - Sample test items - Science Olympiad - Scientific Journals. **List** the different approaches and strategies of learning physical science and **illustrate** them.**Apply** it in the course of time. **Activity:** Create Poster on the various approaches and strategies of learning Physical Science. **PO1, PO2, PO5, PO6, PO7, PO8, PO9**	**K1,K2, K3,**
CO4	**PEDAGOGICAL SHIFT IN PHYSICAL SCIENCE** Pedagogical Shift: Meaning - Need – Planning Teaching and Learning experiences: Before shift - After shift – Pedagogical Shift form Science as fixed body of knowledge to the process of constructing knowledge: Nature of science - Knowledge - Learners - Learning and Teachers - Assessment – Democratizing Physical Science learning: Critical Pedagogy - Role of Physical Science Teacher. **Define** and **Interpret** the shift of pedagogy.**Construct** and **Create** Scientific knowledge for pedagogical shift.**Justify** democracy and critical pedagogy in physical science learning. **Activity:**Design and demonstrate a Physical Science experiment and compare it in the traditional and constructivist way. **PO1, PO3, PO5, PO6, PO9**	**K1, K2, K3, K5, K6**
CO5	**SENSITISING THE SCHOOL SCIENCE CURRICULUM** Present Status of Science Teaching in Schools - Recommendations of NCF (2005) on Science Curriculum - Justification for Including Physics and	**K1, K2, K4**

	Chemistry Separately at the Higher Secondary Level - Analysis of the Content Course of Standard XI – XII Physics / Chemistry Text Books Prescribed by Government of Tamil Nadu. **State** the meaning ofthe present status of science teaching.**Summariz**e NCF (2005) recommendations on science curriculum. **Analyse** Higher secondary physics and chemistry text books. **Activity:** Prepare a detailed report on Secondary level Science Syllabus prescribed by the Government of Tamil Nadu. **PO1, PO2, PO3, PO7, PO8**	

CO – K LEVELS

Total K levels: K1 - 5, K2 –4, K3 –4, K4 – 2, K5 – 2, K6 -1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	4	4	2	2	1

CO- PSO

3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO/PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1	2		2	3	2	2	1		
CO2	3	3	3		3	3		3	3
CO3	2	2			3	2	2	3	2
CO4	3		2		3	3			2
CO5	3	3	3				3	1	
TOTAL	13	8	10	3	11	10	6	7	7

Strongly Correlated – 17, ModeratelyCorrelated –11, Weakly Correlated – 2

COURSE OUTLINE

UNIT – I: THE DEVELOPMENT OF SCIENCE IN INDIA (12 Hours)

History of Science with Special reference to India: Ancient - Medieval - Modern - Post Modern period - Nurturing Science Process Skills – Growth of Science and Technology – Emerging Branches of Science: Crystallography - Nanotechnology - Geoinformatic - Organic electronics - Contributions of some Eminent Scientists – Albert Einstein - Sir Isaac Newton - A.P.J. Abdul Kalam - Kalpana Chawla - CharusitaChakravarty etc.,

Activity: Design an album on various phases in the development of Science in India.

UNIT – II: CORRELATION AND VALUES OF SCIENCE (11 Hours)

Correlation of Science within Subjects - Correlation of Science with Other Subjects: Language - Mathematics - History - Geography - Art - Craft - Music – Values of Teaching

Physical Science: Intellectual - Utilitarian - Vocational - Leisure time - Cultural - Moral - Aesthetic - Psychological – Scientific Attitude: Meaning - Indicators - Characteristics - Development of Scientific attitude among school students.

Activity: Prepare a comparative chart showing the Correlation of Science with other subjects.

UNIT – III: APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE (13 Hours)

Approaches for Learning Physical Science: Interactive - Constructivist - 5E Learning Model - Collaborative Learning - Problem solving - Experiential Learning - Inquiry – Strategies: Analogy - Facilitating Learners for Self-study - Communication in Science - National Level Science Talent Search Examination: Eligibility - Scholarship - Sample test items - Science Olympiad - Scientific Journals.

Activity: Create Poster on the various approaches and strategies of learning Physical Science.

UNIT – IV: PEDAGOGICAL SHIFT IN PHYSICAL SCIENCE (12 Hours)

Pedagogical Shift: Meaning - Need – Planning Teaching and Learning experiences: Before shift - After shift – Pedagogical Shift form Science as fixed body of knowledge to the process of constructing knowledge: Nature of science - Knowledge - Learners - Learning and Teachers - Assessment – Democratizing Physical Science learning: Critical Pedagogy -Role of Physical Science Teacher.

Activity: Design and Demonstrate a Physical Science experiment and compare it in the traditional and constructivist way.

UNIT – V: SENSITISING THE SCHOOL SCIENCE CURRICULUM (12 Hours)

Present Status of Science Teaching in Schools - Recommendations of NCF (2005) on Science Curriculum - Justification for Including Physics and Chemistry Separately at the Higher Secondary Level - Analysis of the Content Course of Standard XI – XII Physics / Chemistry Text Books Prescribed by Government of Tamil Nadu.

Activity: Prepare a detailed report on Secondary level Science Syllabus prescribed by the Government of Tamil Nadu.

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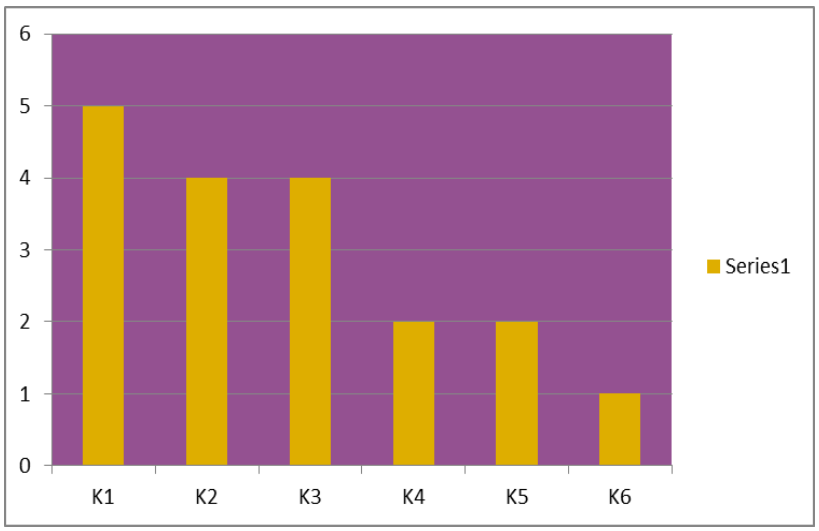
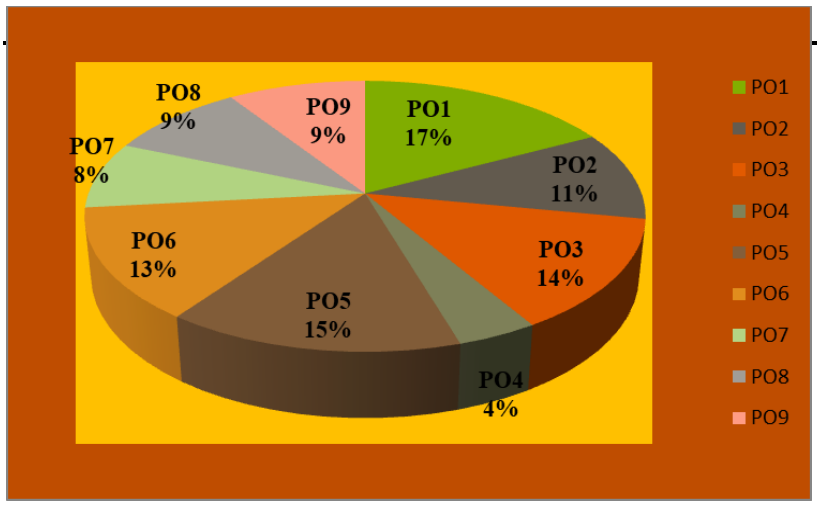
WEB RESOURCES

- http://sabarishedn.blogspot.com/2015/09/theoretical-bases-of-teachingphysical_19.html
- https://onlinelibrary.wiley.com/doi/pdf/10.1002/tea.3660130414
- https://www.soinc.org/info/about-science-olympiad
- https://www.slideshare.net/ARUNMOHANTS/values-of-science-54740430
- https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf
- https://www.mvorganizing.org/how-do-you-develop-scientific-attitude-among-students/ .
- https://www.slideshare.net/Navyaprajith/scientific-attitudenavya
- https://www.slideshare.net/Kiran8862/values-of-science-45171298
- http://www.tnteu.ac.in/pdf/phy.pdf
- https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf
- https://byjus.com/tn-board/tn-state-board-syllabus/

CO-K GRAPH



CO-PO GRAPH



B.Ed.
BBS3- PEDAGOGY OF BIOLOGICAL SCIENCE - 3
SECOND YEAR / SEMESTER III

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teachers will be able to;

- narrate the history of development of biology.
- aware of significant discoveries of great biologist.
- acquaint themselves with new developments in biology.
- analyze the classroom climate and adopt suitable teaching Methods.
- apply reflective practices techniques.
- aware of current events..

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to;
Knowledge Level: K1 – (Remember), K2 – (Understanding), K3 – (Apply), K4 - (Analyze), K5 – (Evaluate), K6 – (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**DEVELOPMENT OF BIOLOGY** Historical Development of Biology – Nature and Scope of Biology – The Great Biologists – Contributions of Great Biologists : Charles Darwin, Aristotle (384BC to 322BC), William Harvey (1578-1657), Robert Hooke (1635-1703),Louis Pasteur (1822-1895), Gregor Johann Mendel(1822-1884), Sir Alexander Fleming (1881-1955) Robert koth, Luc Montagnier and Gallo, Dr. Ian Wilmut., M.O.P.Iyengar- Significant Discoveries and Inventions in the field of Biology. **Understand** and **Recall** the Historical Development of Biology –**Outline** the Nature and Scope of Biology – **Understand** Contributions of Great Biologists, **Analyze** the Significant Discoveries and Inventions in the field of Biology. **Activity**: Prepare a chart showing the contribution of any five Biologists to the field of Biology. **PO4, PO6, PO7**	**K1, K2, K4**
CO2	**NEW DEVELOPMENTS IN BIOLOGY** New developments in Microbiology - Biotechnology – Biochemistry- Biophysics - Developmental Biology - Population Genetics and Evolution - Genetic Engineering - Ecology and Conservation - The New Medicine- Radio Isotopes and Nano	**K1, K2, K3, K5**

	Technology and the Teaching of Biology . **Relate** and **Identify** the New developments in various fields of Biology **Explain** Radio Isotopes and Nano Technology and **Value** the Teaching of Biology. **Activity**: Collect information regarding the recent trends in the field of Biology and its application and prepare a report. **PO2, PO4, PO5, PO6, PO9**	
CO3	**CLASS ROOM INTERACTION ANALYSIS** Nature – Objectives – Assumptions – Flander's Interaction Analysis – Concepts and Principles of Teacher Influence. Teaching Behaviour and Learning Goals – Implications and Limitations – Reciprocal Category System – Equivalent Talk Category System. **Understand** the Nature – **Select** the Objectives – **Predict** the Assumptions — **Apply** the Concepts and Principles of Teacher Influence in Flander's Interaction Analysis. **Assess** the Teaching Behaviour and Learning Goals – **Compare** and **Contrast** the Implications and Limitations – **Adapt** the Reciprocal Category System – Equivalent Talk Category System. **Activity**: Prepare a report on the behavioral changes needed for a biology teacher in order to attain the set objectives. **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	**K1, K2, K3, K4, K5, K6**
CO4	**REFLECTIVE PRACTICES** Definition - Nature - Meaning and Need for Reflection. Strategies of reflection- Benefits of reflection, Evaluation Techniques to Measure Reflection - Importance of Reflective Practices. Portfolio writing. **Remember** and **Recall** the Definition – **Understand** the Nature - Meaning and Need for Reflection. **Develop** the Strategies of reflection- **Apply** the Benefits of reflection, **Analyze** the Evaluation Techniques to Measure Reflection – **List** the Importance of Reflective Practices and Portfolio writing **Activity**: Prepare an evaluation sheet for measuring reflection and produce the report for the same. **PO3, PO4, PO5, PO6, PO8**	**K1, K2, K3, K4,**
CO5	**AWARENESS OF CURRENT EVENTS** Cultural diversity– disaster - earthquake-cyclone-floods- drought, - water availability- migration-	**K1, K2, K3**

	urbanization- climate change- loss of human lives – buildings -tackling effects of natural calamities: Disaster management coping up with all natural disaster and preventing loss to human lives and property – symptoms of natural calamity related stress – mitigating impact of disaster. Preparedness towards disaster: **Define** Cultural diversity– **Illustrate** the disaster - earthquake-cyclone- floods- drought, - water availability- migration- urbanization- climate change- loss of human lives – buildings - Disaster management coping up with all natural disaster and preventing loss to human lives and property – **Choose** the symptoms of natural calamity related stress – mitigating impact of disaster. **Build** Preparedness towards disaster: **Activity**: Collect pictures of natural calamities and prepare posters. **PO1, PO5, PO6, PO8, PO9**	

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO - PO

3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO/PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1				3		2	3		
CO2		2		3	3	3			2
CO3	3	3	2	2	3	3		3	
CO4			3	2	3	1		1	
CO5	3				3	2		1	3
TOTAL	**6**	**5**	**5**	**10**	**12**	**11**	**3**	**5**	**5**

Strongly Correlated - 15, Moderately Correlated - 7, Weakly Correlated – 3

COURSE OUTLINE

UNIT I - DEVELOPMENTOF BIOLOG (13 Hours)

Historical Development of Biology – Nature and Scope of Biology – The Great Biologists – Contributions of Great Biologists : Charles Darwin, Aristotle (384BC to 322BC), William Harvey (1578-1657), Robert Hooke (1635-1703),Louis Pasteur (1822-1895), Gregor Johann Mendel(1822-1884), Sir Alexander Fleming (1881-1955) Robert koth, Luc Montagnier and Gallo, Dr. Ian Wilmut., M.O.P.Iyengar- Significant Discoveries and Inventions in the field of Biology.

Activity : Prepare a chart showing the contributions of any five Biologists to the field of Biology.

UNIT II - NEW DEVELOPMENTS IN BIOLOGY (11 Hours)

New developments in Microbiology - Biotechnology – Biochemistry- Biophysics - Developmental Biology - Population Genetics and Evolution - Genetic Engineering - Ecology and Conservation - The New Medicine- Radio Isotopes and Nano Technology and the Teaching of Biology .

Activity : Collect information regarding the recent trends in the field of Biology and its application and prepare a report.

UNIT III - CLASS ROOM INTERACTION ANALYSIS (12 Hours)

Nature – Objectives – Assumptions – Flander's Interaction Analysis – Concepts and Principles of Teacher Influence. Teaching Behaviour and Learning Goals – Implications and Limitations – Reciprocal Category System – Equivalent Talk Category System.

Activity : Prepare a report on the behavioral changes needed for a biology teacher in order to attain the set objectives.

UNIT IV - REFLECTIVE PRACTICES (12 Hours)

Definition - Nature - Meaning and Need for Reflection. Strategies of reflection- Benefits of reflection, Evaluation Techniques to Measure Reflection - Importance of Reflective Practices. Portfolio writing.

Activity : Prepare an evaluation sheet for measuring reflection and produce the report for the same.

UNIT V - AWARENESS OF CURRENT EVENTS (12 Hours)

Cultural diversity– disaster - earthquake-cyclone- floods- drought, - water availability- migration- urbanization- climate change- loss of human lives – buildings -tackling effects of natural calamities: Disaster management coping up with all natural disaster and preventing loss to human lives and property – symptoms of natural calamity related stress – mitigating impact of disaster. Preparedness towards disaster:

Activity : Collect pictures of natural calamities and prepare posters.

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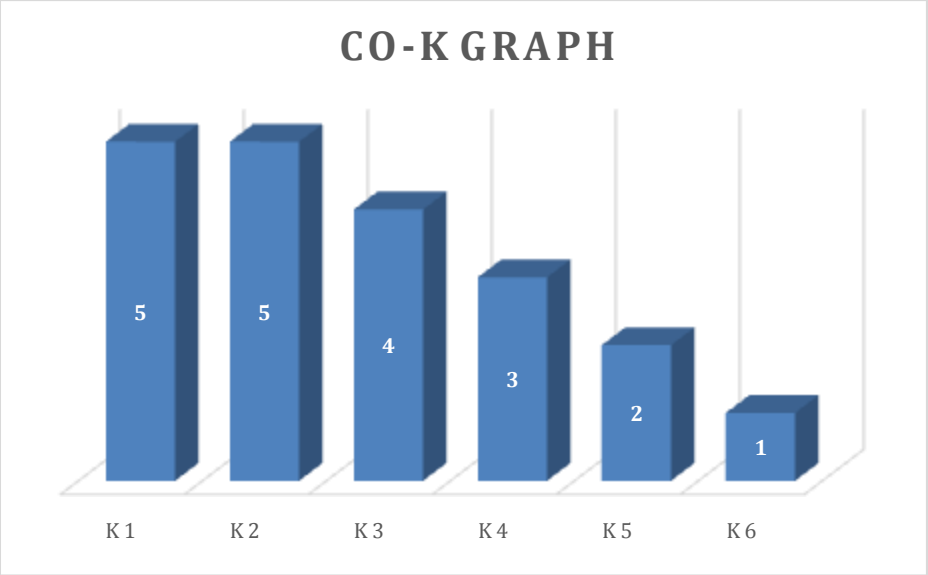
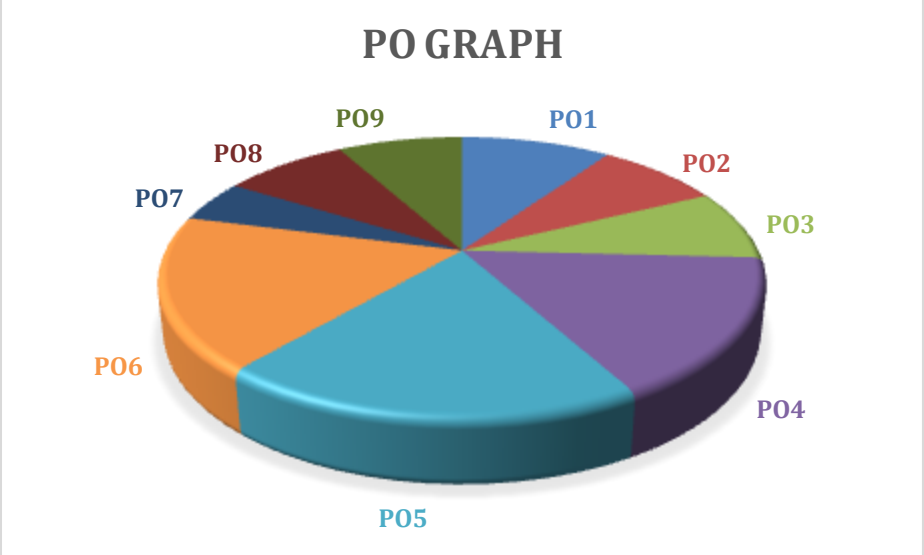
CO - K GRAPH



CO - PO GRAPH



B.Ed.
BHS3 – PEDAGOGY OF HOME SCIENCE - 3
SECOND YEAR / SEMESTER III

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teachers will be able to;

- explain the techniques of handling laboratory equipment.
- relate the principles of curriculum construction and critically examine the Home Science syllabus of higher secondary course.
- gain knowledge about professional ethics and problems of Home Science teachers.
- identify the need of Home Science education for women towards solving their problems.
- explore the consumer malpractices in Day to day life.

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to;

Knowledge level: K1 – (Remember), K2 – (Understand), K3 – (Apply), K4 – (Analyze), K5 – Evaluate, K6 – (Create).

Course	Learning Outcomes	Knowledge Level
CO1	**HOME SCIENCE LABORATORY** Home Science Laboratory – Organization – Equipment and Furniture Maintenance – Planning of an all Purpose Room – Maintenance of Records and Registers - Stock Books and Account Books. **State** the meaning of Home Science Laboratory.**Show**the Equipments and Furniture Maintenance in the Laboratory.**Plan** an all PurposeRoom.**Explain** the Maintenance of Records and Registers. **Activity:** Prepare different types of Sample Laboratory Records. **PO1,PO3,PO4,PO5,PO7,PO8,PO9.**	**K1,K2, K3, K4.**
CO2	**CURRICULUM IN HOME SCIENCE** Curriculum: Meaning - Definition - Objectives - Characteristics - Importance - Components - Types and Principles of Curriculum Construction – Criteria for Selection and Organization of Content and Learning Activity in Home Science Curriculum – Curriculum and Syllabus. **Define** Curriculum.**Classify** the Types of Curriculum.**Apply** the Principles of Curriculum.**Analyse** the Criteria for Selection and Organization of Content.**Assess**the various Learning	**K1,K2, K3, K4, K5,**

	Activities in Home Science Curriculum. **Activity:** Prepare Concept Mapping Chart for the Principle of Curriculum Construction. **PO2,PO3,PO4,PO5,PO6,PO7.**	
CO3	**HOME SCIENCE TEACHER** Home Science Teacher – Qualification – Duties and Responsibilities related to School and Community – Professional Growth – Problems faced by the Home Science Teacher: Lack of Text Books - Gender Discrimination - Lack of Family support - Job Opportunities and Work Load – Home Science Association of India – In-service Training – Self Evaluation of the Teacher – Need to Design Self - Evaluation Tool. **List** the Duties and Responsibilities of a Home Science Teacher.**Interpret** the Professional Growth.**Identify** the Problems faced by Home Science Teacher.**Analyse** the Functions of Home Science Association of India.**Explain** In-service Training necessity for Home Science Teacher.**Construct** Self Evaluation Tool. **Activity:** Prepare Self -Evaluation Questionnaire. **PO1,PO3,PO4,PO5,PO6,PO8,PO9**	**K1, K2, K3, K4, K5, K6.**
CO4	**HOME SCIENCE EDUCATION FOR WOMEN** Need for Home Science Education for Women – Problems Faced by Women – Dowry – Sexual Harassment – Dual Role – Legal Rights of Women with Reference to Medical Termination of Pregnancy (MTP) Act and Dowry Prohibition Act. **List** the need for Home Science Education for Women.**Classify** the problems faced by the Women.**Identify** the ill effects of Sexual Harassment.**Discuss** the Legal Rights of Women. **Activity:** Collect paper cuttings related to the problems of women. **PO2,PO3,PO4,PO5,PO6,PO8,PO9**	**K1,K2,K3, K6**
CO5	**HOME MAKER AS A CONSUMER** Consumer Education: Meaning - Definition and Need of Consumer Education – Consumer Information: Private and Independent - Public and Semi-Public - Commercial Information and Advertisement – Problems of Obtaining Consumer Information – Consumer Protection – Rights and Responsibilities of Consumer – Consumer Malpractices. **Recall** the meaning of Consumer Education.**Summarize** the need for Consumer Education.**Analyse** the Problems, Rights and	**K1,K2, K4, K5**

	Responsibilities of Consumer.**Deduct** the Consumer Malpractices. **Activity**: Preparea report on the problems of consumer in the present situation. **PO3,PO4,PO5,PO6,PO7,PO9.**	

CO-K LEVELS

Total K Levels: K1-5, K2-5, K3-4, K4-4, K5-3, K6-2.

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	4	3	2

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO	PO								
	1	2	3	4	5	6	7	8	9
CO1	2		3	3	2		2	3	2
CO2		3	3	2	3	2	2		
CO3	3		3	2	3	2		3	1
CO4		2	3	1	3	2		3	3
CO5			3	1	2	1	3		3
TOTAL	**5**	**5**	**15**	**9**	**13**	**7**	**7**	**9**	**9**

Strongly Correlated – 17, Moderately Correlated – 12, Weakly Correlated - 4

COURSE OUTLINE

UNIT- I: HOME SCIENCE LABORATORY (11 Hours)

Home Science Laboratory – Organization – Equipment and Furniture Maintenance – Planning of an all Purpose Room – Maintenance of Records and Registers - Stock Books and Account Books.

Activity: Prepare different types of Sample Laboratory Records.

UNIT – II: CURRICULUM IN HOME SCIENCE (12 Hours)

Curriculum: Meaning - Definition - Objectives - Characteristics - Importance - Components - Types and Principles of Curriculum Construction – Criteria for Selection and Organization of Content and Learning Activity in Home Science Curriculum – Curriculum and Syllabus.

Activity: Prepare Concept Mapping Chart for the Principle of Curriculum Construction.

UNIT – III: HOME SCIENCE TEACHER (13 Hours)

Home Science Teacher – Qualification – Duties and Responsibilities related to School and Community – Professional Growth – Problems faced by the Home Science Teacher: Lack of

Text Books - Gender Discrimination - Lack of Family support - Job Opportunities and Work Load – Home Science Association of India – In-service Training – Self Evaluation of the Teacher – Need to Design Self -Evaluation Tool.
Activity: Prepare Self -Evaluation Questionnaire.

UNIT – IV: HOME SCIENCE EDUCATION FOR WOMEN (12 Hours)
Need for Home Science Education for Women – Problems Faced by Women – Dowry – Sexual Harassment – Dual Role – Legal Rights of Women with Reference to Medical Termination of Pregnancy (MTP) Act and Dowry Prohibition Act.
Activity: Collect paper cuttings related to the problems of women.

UNIT –V: HOME MAKER AS A CONSUMER (12 Hours)
Consumer Education: Meaning - Definition and Need of Consumer Education – Consumer Information: Private and Independent - Public and Semi-Public - Commercial Information and Advertisement – Problems of Obtaining Consumer Information – Consumer Protection – Rights and Responsibilities of Consumer – Consumer Malpractices.
Activity: Prepare a report on the problems of consumer in the present situation.

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- Ram Babu., A. &Dandapani, S. (2010). *Essentials of Microteaching*. Neelkamal Publications Pvt.Ltd.,
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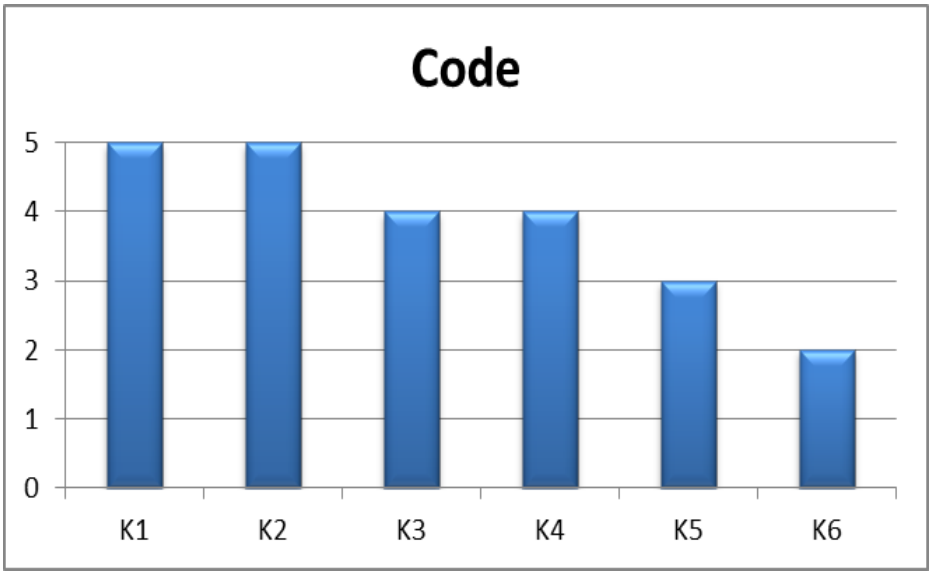
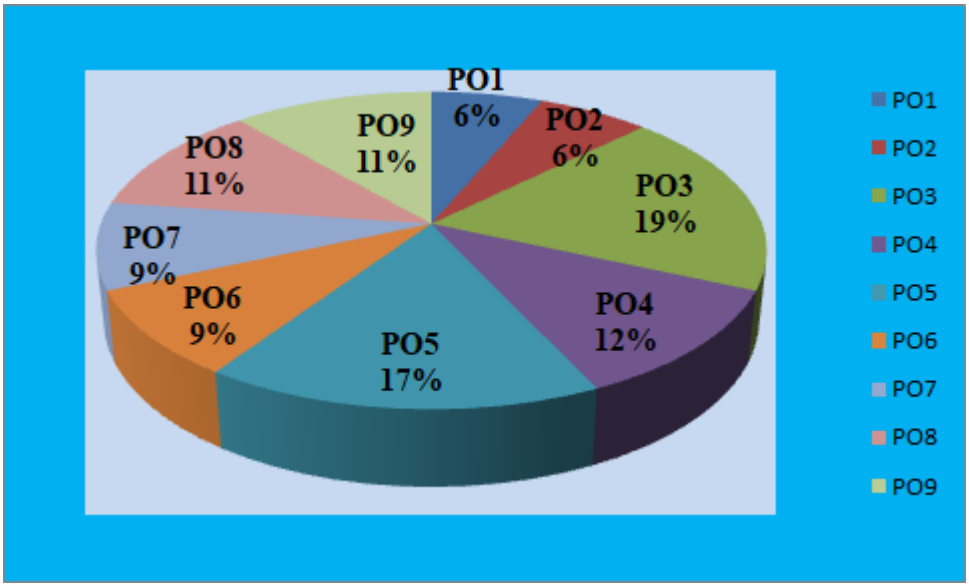
WEB RESOURCES

- https://onlinetyari.com/blog/understanding-micro-teaching-concepts/
- https://www.learningclassesonline.com/2020/02/skill-of-introduction.html
- https://files.eric.ed.gov/fulltext/EJ1171799.pdf
- https://www.patnauniversity.ac.in/e-content/education/MEd10.pdf
- https://www.researchgate.net/publication/257455037_Patterns_in_teacher_learning_in_different_phases_of_the_professional_career
- https://www.pedagonet.com/quickies/yourstyle1.html#:~:text=The%20laissez%2Dfaire%20teacher%20places,likely%20to%20monitor%20their%20behavior.
- https://www2.cortland.edu/centers/character/wheel/democratic-classroom.dot
- https://www.brainkart.com/article/Methods-Of-Teaching-Home-Science_2191/
- http://www.ucdoer.ie/index.php/Methods_and_Techniques_for_Use_in_Small_and_Large_Group_Teaching
- https://physicscatalyst.com/graduation/lecture-method/

CO - K GRAPH



CO - PO GRAPH



B.Ed.
BCS 3 - PEDAGOGY OF COMPUTER EDUCATION - 3
SECOND SEMESTER / SEMESTER III

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

After completing the course, the prospective teachers will be able to

- discuss the curriculum in computer science at higher secondary level.
- analyses the various components of computer science textbook.
- importance of assignment and reviewing lesson.
- narrate the various steps involved in pre-service and in-service programme.
- apply the python programs in learning.

COURSE OUTCOMES DESCRIPTIONS:

After completing the course, the prospective teachers will be able to:

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 -(Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**CURRICULUM OF COMPUTER SCIENCE** Introduction - Principles of Curriculum Construction – Criteria for selection of content in Curriculum Construction –Approaches of organizing the selected content –Critical Evaluation of Tamilnadu Higher Secondary Computer Science Curriculum. **Define** Principles of Curriculum Construction, **Explain**Criteria for selection of content in Curriculum Construction , **Analysis** the content of Tamilnadu Higher Secondary Computer Science Curriculum. **Activity:** Analysis the CBSE board Higher Secondary Computer Science Curriculum. **PO1, PO2,PO3,PO4, PO5,PO6, PO8**	**K1, K2,K4**

CO2	**TEXT BOOKS** Introduction- Qualities of Good Computer Science Text Book – Objectives of a good Computer Science Textbook – Use of Textbook In and Outside the Classroom –Criteria Evaluation of Computer Science Textbook - Value of the Computer Science Library. **List** the Qualities of Good Computer Science Text Book, **Explain** the Objectives of a good Computer Science Textbook, **Utilize** the Textbook In and Outside the Classroom, **Evaluate** the criteria of Computer Science Textbook, **Value** of the Computer Science Library. **Activity:** A comparative evaluation of Tamilnadu State board Computer Science Textbook in different groups. **PO1, PO2, PO3, PO4, PO6,PO8**	**K1, K2, K3, K5**
CO3	**ASSIGNMENT AND REVIEW** Assignment : Meaning, Types, Need, Characteristics of Good Assignment and Correction - Review: Meaning , Characteristics, Need and Importance of Review - Different Techniques of Reviewing a Lesson. **Recall** the Meaning of Assignment, Types, Need. **Explain**the Characteristics of Good Assignment **Identify** theNeed and Importance of Review , **Analayse**the different Techniques of Reviewing a Lesson. **Activity:** Use different techniques and review a XI/XII Std computer science lesson. **PO1, PO2, PO3, PO6, PO8**	**K1, K2, K3,K4**

CO4	**COMPUTER SCIENCE TEACHER** Concept of Teaching profession – Professional ethics for teachers- Special qualities of a good computer science teacher – Computer Science Teacher Qualification, Pre-Service and In-Service Training for Computer Science Teacher - Flander's class room interaction analysis. **State** the Concept of Teaching profession, **Explain** the Professional ethics for teachers, **Develop** the special qualities of a computer science teacher, **Discuss** the use of Pre-Service and In-Service Training for Computer Science Teacher , **Perceive** the Flander's class room interaction analysis. **Activity:** Practice of Flander's class room interaction analysis in classroom teaching. **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	**K1, K2, K3, K6**
CO5	**PYTHON** Introduction – Key feature of Python – Programming in Python – Input and Output function – Comments in Python – Introduction – Token – Python Data types- Difference between Python and C++. **What** arethe features of Python Programming, **Recall** Input and Output functions, **Examine** the Comments in Python Token, **List** the Data types of Python, **Distinguish** the Python and C++ program. **Activity:** Group discussion the list of Python functions and creating a simple Python Programs. **PO1, PO2, PO3, PO4, PO5, PO7, PO8**	**K1, K4**

CO-K LEVELS

K1	K2	K3	K4	K5	K6
5	4	3	3	1	1

CO-PO

3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO/ PSO	PSO								
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**
CO1	3	2	2	2	2	2		2	
CO2	3	2	2	2		1		1	
CO3	2	2	2			2		1	
CO4	2	1	2	2	2	1		2	
CO5	3	2	1	1	2	2			
TOTAL	**13**	**9**	**9**	**7**	**6**	**7**		**6**	

Strongly Correlated- 3, Moderately Correlated-19, Weakly Correlated-7

COURSE OUTLINE

UNIT I - CURRICULUM OF COMPUTER SCIENCE (11 Hours)

Introduction - Principles of Curriculum Construction – Criteria for selection of content in Curriculum Construction –Approaches of organizing the selected content –Critical Evaluation of Tamilnadu Higher Secondary Computer Science Curriculum.

Activity: Analysis the CBSE board Higher Secondary Computer Science Curriculum.

UNIT II - TEXT BOOKS (12 Hours)

Introduction- Qualities of Good Computer Science Text Book – Objectives of a good Computer Science Textbook – Use of Textbook In and Outside the Classroom –Criteria Evaluation of Computer Science Textbook - Value of the Computer Science Library.

Activity: A comparative evaluation of Tamilnadu State board Computer Science Textbook in different groups.

UNIT III – ASSIGNMENT AND REVIEW (12 Hours)

Assignment : Meaning, Types, Need, Characteristics of Good Assignment and Correction - Review: Meaning , Characteristics, Need and Importance of Review - Different Techniques of Reviewing a Lesson.

Activity: Use different techniques and review a XI/XII Std computer science lesson.

UNIT IV – COMPUTER SCIENCE TEACHER (12 Hours)

Concept of Teaching profession – Professional ethics for teachers- Special qualities of a good computer science teacher – Computer Science Teacher Qualification, Pre-Service and In-Service Training for Computer Science Teacher - Flander's class room interaction analysis.

Activity: Practice of Flander's class room interaction analysis in classroom teaching.

UNIT V: PYTHON **(13 Hours)**

Introduction – Key feature of Python – Programming in Python – Input and Output function – Comments in Python – Introduction – Token – Python Data types- Difference between Python and C++.

Activity: Group discussion the list of Python functions and creating a simple Python Programs.

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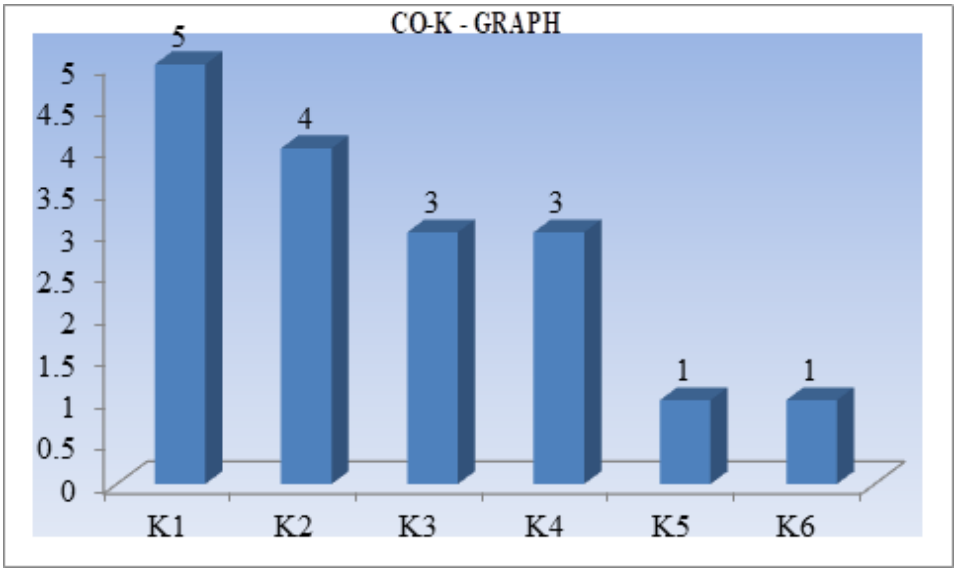
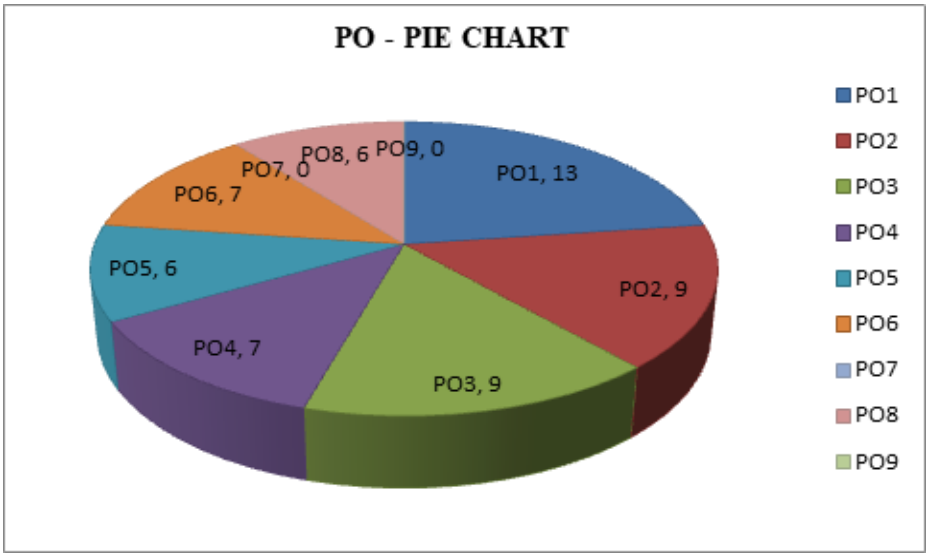
- *Tamilnadu State board ,Higher Secondary, Computer Science Text Book IInd year, Tamil Nadu Textbook and Educational Services Corporation.*

CO-K-GRAPH



CO-PO GRAPH



B.Ed.
BCC7 -GENDER ISSUES IN EDUCATION
SECOND YEAR / SEMESTER IV

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teachers will be able to;

- provide conceptual understanding of gender disparities and gender inequality in society.
- summarize insights on contribution of women in History and current scenario of Gender Discrimination.
- emphasize the need for girls education in supporting women empowerment.
- recognize the representation of gender in various mass media and social media.
- realize the need for health care services.

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to;

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 – (Analyse), K5 – (Evaluate), K6 – (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**GENDER ROLES IN SOCIETY** Gender : Meaning and definition – Gender typing – Gender roles in society: Family - Caste - Class - religion - Culture - media - law and state – Reasons for gender inequalities – Promoting gender equality - Gender equity - Transgender –providing opportunities in education - employment and life skills for Transgender - Social Attitudes towards Girl's Education in modern India. **Define** the term Gender.**What** is Gender typing? **Classify** Gender roles in the society.**Identify** the reasons for gender inequalities.**Analyse** the methods of Promoting gender equality.**Compare** the difference between Gender equality and Gender equity.**Explain** the opportunities providing education, employment and life skills for Transgender.**Develop** the Social Attitudes towards Girls Education in modern India. **Activity:**Prepare an Album related to the gender roles in society. **PO1, PO2, PO5, PO6, PO9**	**K1, K2, K3, K4, K5.**

CO2	**GENDER IDENTITY AND GENDER DISCRIMINATION**Gender identity: Meaning and definition -Measurement of gender identity - Gender Parity and reinforcing gender parity – History and current scenario of Gender Discrimination. Discrimination of gender in classroom interactions and school routines – disciplining techniques for boys and girls. Body Objectification: Meaning-concept of body objectification – Combating female body- Psychological Impact of objectification. **Define** Gender identity.**Illustrate** the measurement of Gender Identity.**Explain** the term Gender Parity.**How** to reinforce gender parity? **Outline** the history of Gender discrimination. **Discuss** the current scenario of gender Discrimination.**Examine** the discrimination of gender in classroom interactions.**Analyse**the discipline techniques of boys and girls.**Explain** the concept of Body Objectification.**Identify** the Psychological Impact of objectification. **Activity:** Narrate the studies related to disciplining techniques for boys and girls. **PO1, PO3, PO5, PO6, PO8, PO9**	**K1, K2, K3, K4.**
CO3	**GENDER THEORY AND SCHOOL CURRICULUM** Theories of gender : Social learning theory-Structural theory - Conflict theory – Gender issues in school- Cyber bullying - Gender and curriculum: Role of curriculum - textbooks and teachers - Teacher as an Agent of Change in the context of Gender and society - Role of Schools in reinforcing gender equality - Developing positive attitude towards opposite genders in schools - Gender wise education outside school settings – Scientific and Technological advancement and its influence on Gender sensitization - Gender bias in education. **Explain** theories of gender in Schools.**Discuss** Gender issues in school.**What**is Cyber bullying? **Perceive** the role of curriculum and text books on gender.**Justify** Teacher as an Agent of Change in the context of Gender and society.**Examine** the role of Schools in reinforcing gender equality. **Develop** a positive attitude towards opposite genders in schools.**Criticise**Gender wise education outside school settings.**Influence** of Scientific and	**K1, K2, K3, K5.**

	Technological advancement on Gender sensitization. **Illustrate** Gender bias in education. **Activity:** Observe and state the roles and responsibilities of boys and girls in school. **PO2, PO4, PO7, PO8, PO9**	
CO4	**SAFETY OF WOMEN AND SOCIAL MEDIA** Safety of girls and women at home and workplace – Role of education in preventing sexual abuse and violence – Constitutional law in protecting of rights of girls and women - The Protection of Children from Sexual Offences Act (2012) – Juvenile Justice - Care and Protection of Children Acts (2015) - Role of teachers and parents. Gender stereotypes: meaning - Gender stereotypes in mass media. Gender roles in mass and social media. Gender in mass media: magazines - TV shows - Cartoon - movies and advertisement –social media: meaning – definition - gender issues and hacking through social media sites: facebook - you tube - whats app - messenger - Instagram - Tik Tok - Twitter - Internet Gaming: Blue Whale - PUB G- social media movements for women to follow: Me Too - Times Up - He for She - Orange the World - Bring Back Our Girls – Safety measures for women from social media. **Outline** the Safety of womenin home and workplace, the role of education in preventing sexualabuse. **List** the Constitutional law in protecting the rights of girls. **Elaborate** the Protection of Children from Sexual Offences Act, 2012 (POCSO Act). **Explain** the Juvenile Justice Acts 2015.**What** is meant by Gender stereotypes? **Recall** Gender stereotypes in mass media. **Analyse**the Gender roles in social media. **Illustrate** gender issues in social media. **Create awareness** on hacking through social media sites. **Explain** the importance of social media movements for women. **Examine** the Safety measures for women from social media. **Activity:** Report on various Laws relating to Violence against Girls and Women in India. **PO1, PO2, PO4, PO8, PO9**	**K1, K2, K4, K6**

CO5	**WOMEN'S HEALTH IN SOCIO – CULTURAL CONTEXT** Health: Definition - Dimensions of Health -Feminist Perspectives of Health- Poverty- Under Nutrition – Early Marriage – Socio cultural determinant of Health - Occupational Health - Genderand MentalHealth: The Banyan Organisation - Women's Health Movements and Initiatives by International Organisations: UNO - UNICEF and WHO- Lack of Access and Under Utilisation of Health Care Services. **Define** the term Health, **Classify** the Dimensions of Health, **Outline** the Feminist Perspectives of Health, **Illustrate** Poverty, Under Nutrition and Early Marriage, **Classify** Socio cultural determinant of health on women, **what** is Occupational Health? **List** Mental Health Organisation, **Explain** Women Health Organisation Initiated by International Organisations,**Examinethe** Lack of Access and Under Utilisation of Health Care Services. **Activity:** Prepare a Poster showing policies and programmes on health issues of women. **PO1, PO2, PO4, PO6, PO9**	**K1, K2, K3.**

CO-K LEVELS

Total K Level: K1- 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 - 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO – PO

3 -Strongly Correlated, 2 - Moderately Correlated, 1 -Weakly Correlated

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2				1			3
CO2	3	3	2		3	2		3	3
CO3		3		2			3	2	3
CO4	3	3		3	2		3	3	2
CO5	2	2	1	3					3
Total	10	13	3	8	5	3	6	8	14

Strongly Correlated - 16, Moderately Correlated - 10, Weakly Correlated - 2

COURSE OUTLINE

UNIT I: GENDER ROLES IN SOCIETY (11Hours)

Gender : Meaning and definition – Gender typing – Gender roles in society: Family - Caste - Class - religion - Culture - media - law and state – Reasons for gender inequalities – Promoting gender equality - Gender equity - Transgender –providing opportunities in education - employment and life skills for Transgender - Social Attitudes towards Girl's Education in modern India.

Activity: Prepare an Album related to the gender roles in society.

UNIT II: GENDER IDENTITY AND GENDER DISCRIMINATION (12Hours)

Gender identity: Meaning and definition -Measurement of gender identity - Gender Parity and reinforcing gender parity – History and current scenario of Gender Discrimination. Discrimination of gender in classroom interactions and school routines – disciplining techniques for boys and girls. Body Objectification: Meaning- concept of body objectification – Combating female body- Psychological Impact of objectification.

Activity: Narrate the studies related to disciplining techniques for boys and girls.

UNIT III: GENDER THEORY AND SCHOOL CURRICULUM (12 Hours)

Theories of gender : Social learning theory- Structural theory - Conflict theory – Gender issues in school- Cyber bullying - Gender and curriculum: Role of curriculum -textbooks and teachers - Teacher as an Agent of Change in the context of Gender and society - Role of Schools in reinforcing gender equality - Developing positive attitude towards opposite genders in schools - Gender wise education outside school settings – Scientific and Technological advancement and its influence on Gender sensitization - Gender bias in education.

Activity: Observe and state the roles and responsibilities of boys and girls in school.

UNIT IV: SAFETY OF WOMEN AND SOCIAL MEDIA (13Hours)

Safety of girls and women at home and workplace – Role of education in preventing sexual abuse and violence – Constitutional law in protecting of rights of girls and women - The Protection of Children from Sexual Offences Act (2012) – Juvenile Justice - Care and Protection of Children Acts (2015) - Role of teachers and parents. Gender stereotypes: meaning - Gender stereotypes in mass media. Gender roles in mass and social media. Gender in mass media: magazines - TV shows - Cartoon - movies and advertisement –Social media: meaning – definition - gender issues and hacking through social media sites: facebook - you tube - whats app - messenger - Instagram - Tik Tok - Twitter - Internet Gaming: Blue Whale - PUB G- social media movements for women to follow: Me Too - Times Up - He for She - Orange the World - Bring Back Our Girls – Safety measures for women from social media.

Activity: Report on various Laws relating to Violence against Girls and Women in India.

UNIT V: WOMEN'S HEALTH IN SOCIO – CULTURAL CONTEXT (12Hours)

Health: Definition -Dimensions of Health -Feminist Perspectives of Health- Poverty- Under Nutrition – Early Marriage – Socio cultural determinant of Health - Occupational Health - Gender and Mental Health:The Banyan Organisation - Women's Health Movements and Initiatives by International Organisations: UNO - UNICEF and WHO- Lack of Access and Under Utilisation of Health Care Services.

Activity: Prepare a Poster showing policies and programmes on health issues of women.

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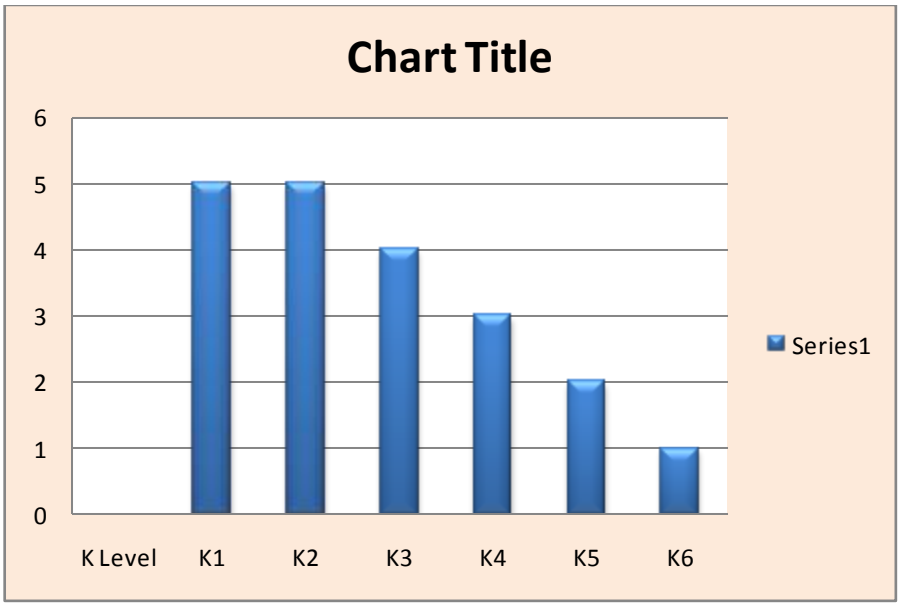
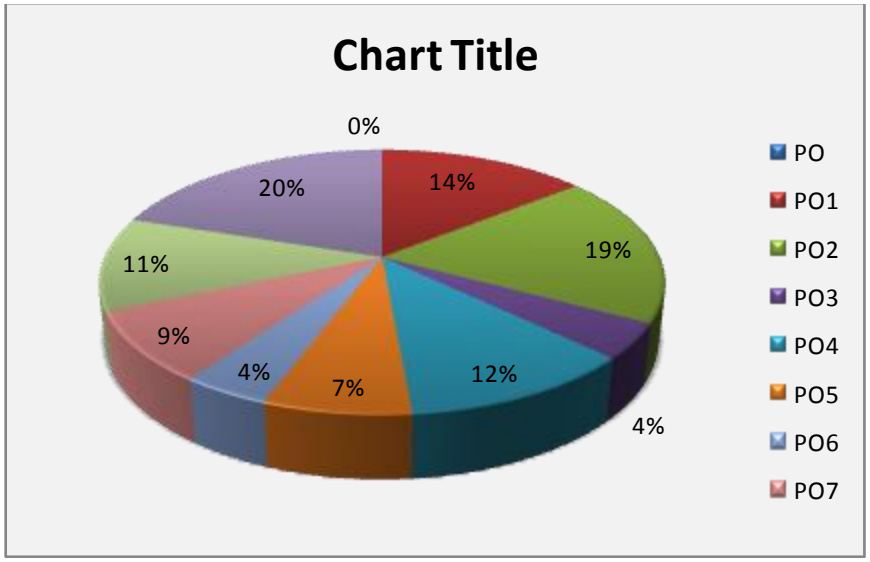
- https://courses.lumenlearning.com/boundless-sociology/chapter/sociological-perspectives-on-gender-stratification/
- https://www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf
- https://www.euro.who.int/en/health-topics/health-determinants/gender/gender-definitions
- http://www.ohrc.on.ca/en/policy-preventing-discrimination-because-gender-identity-and-gender-expression/3-gender-identity-and-gender-expression
- https://www.allassignmenthelp.co.uk/blog/dimensions-of-health/
- https://healthmarketinnovations.org/sites/default/files/Case_study_Banyan_0.pdf
- https://www.un.org/en/global-issues/gender-equality
- https://www.unicef.org/gender-equality
- https://www.unicef.org/india/what-we-do/gender-equality
- https://www.who.int/health-topics/women-s-health/
- https://reliefweb.int/report/world/who-pledges-extensive-commitments-towards-women-s-empowerment-and-health
- https://apps.who.int/iris/bitstream/handle/10665/272465/9789241513906-eng.pdf?ua=1

CO-K Graph



CO-PO Graph



B.Ed.
BCC8 -CREATING AN INCLUSIVE SCHOOL
SECOND YEAR - SEMESTER - IV

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teachers will be able to;

- acquire the knowledge of Inclusive Education
- identify and cater to the needs of children with special needs.
- plan need based programs for all children with varied abilities in the classroom
- gain knowledge on various laws and policies for children with disability and inclusive education.
- comprehend the various programs and schemes for children with disability and Inclusive Education.

COURSE OUTCOMES DESCRIPTIONS

At the end of the course, the prospective teachers will be able to;

Knowledge level: K1- (Remember), K2 - (Understand), K3 - (Apply), K4- (Analyze), K5 – (Evaluate), K6 – (Create)

Course	Learning outcomes	Knowledge Level
CO1	**INTRODUCTION TO INCLUSIVE EDUCATION** Meaning - Nature - Factors affecting Inclusive Education - Barriers to Inclusive Education :Attitudinal, Physical and Instructional - Overcoming Barriers for Inclusion - Infrastructure and Accessibility - Attitudes to disability -Whole school Approach -Difference between special education, integrated education and Inclusive education – Community Based Education - Home Based Education - Advantages of Inclusive Education for the individual and the society – use of ICT- adaptive devices and assistive devices - Equipment and other technologies for different disabilities. **What is the** Meaning and Nature? **Analyse the** Factors affecting Inclusive Education. **Categorise the** Attitudinal, Physical and Instructional barriers of Inclusive Education. **Prepare a planto** Overcoming	**K1, K2, K3, K4, K5, K6**

	Barriers for Inclusion. **Illstrate** Infrastructure and Accessibility. **Perceive** Attitudes to disability. **make use of** Whole school Approach. **Classify the** Difference between special education, integrated education and Inclusive education. **Explain**Community Based Education. **Illustrate** Home Based Education. **Examine** Advantages of Inclusive Education for the individual and the society. **Demonstrate** use of ICT, adaptive devices and assistive devices. **Illustrate** Equipment and other technologies for different disabilities. **Activity:** Discuss and write the role of accessible technologies in Inclusive Education. **PO2, PO4,PO5,PO8, PO9**	
CO2	**UNDERSTANDING DIVERSITIES** Concepts - types - Identification - Cause - preventive measures - Educational Program for Visual impairment - Hearing Impairment - Speech impairment - Learning disability - Loco-motor disability - Nero-muscular disorders – Autism - Mental illness - Mental Retardation - multiple disabilities – Issues - Challenges - supportive Programs for ADHD – Gifted - Transgender - Tribe - Juvenile Delinquency - Leprosy cured **Explain** Concepts. **Classify** the types. **How to** Identification? **Find the** Cause and preventive measures. **Apply the** Educational Program for Visual impairment, Hearing Impairment, Speech impairment, Learning disability, Loco-motor disability, Nero-muscular disorders, Autism, Mental illness, Mental Retardation and multiple disabilities. **Outline the** Issues. **Perceive** Challenges and **Make use of** supportive Programs For ADHD, Gifted, Transgender, Tribe , Juvenile Delinquency and Leprosy cured. **Activity:** Discuss the modifications that can be brought about in the curriculum to make our classroom inclusive. **PO2,PO4,PO5,PO6,PO7,PO8,PO9**	**K1, K2, K3, K5**
CO3	**CLASSROOM PREPARATION FOR INCLUSIVE EDUCATION** Cooperative learning strategies in the classroom - peer tutoring - social learning -buddy system - multisensory teaching - Supportive services required for meeting special needs in classroom- special teachers - speech therapist – physiotherapist - occupational therapist - Medical Professionals -	**K1, K2, K3 K4**

	Multidisciplinary Team - Parents - Building Inclusive Learning Friendly Classrooms - Instructional and Curricular adaptations -Assessment and Evaluation in Inclusive Education. **Develop** Cooperative learning strategies in the classroom. **Utilize** peer tutoring, social learning. **What** is buddy system? **Demonstrate** multisensory teaching. **How to utilize** Supportive services required for meeting special needs in classroom? **Explain** the role of Multidisciplinary professionals and Parents for supporting inclusion of children with diverse needs. **Build** Inclusive Learning Friendly Classrooms. **Explain** Instructional and Curricular adaptations. **Analysis** the Assessment and Evaluation methods in Inclusive Education. **Activity:** write a Report on Assessment and Evaluation practices in Inclusive School. **PO1, PO2, PO3, PO5, PO6, PO7, PO8, PO9.**	
CO4	**LEGAL AND POLICY PERSPECTIVES** Universal Declaration of Human Rights, 1948 - World Declaration For education for All,1990 - Educational Provisions in the UN Convention on the Rights of persons with Disabilities, 2006 - Salamanca Framework, 1994 - Biwako Millennium Framework of Action, 2002 - persons with Disabilities Act, 1995 - The Rehabilitation Council of India Act, 1992 and The National Trust Act 1999 - National policy on Education, 1992 - New Education Policy, 2020 - National Curriculum Framework, 2006 - National policy on Disability, 2006 - Service of Government and Non - Governmental Organizations. **Compare and Contrast** International Declaration, Conventions and Frameworks for persons with Disabilities. List various acts and polices for persons with Disabilities. **Outline and utilize** Service of Government and Non - Governmental Organizations. **Activity:** Write a report on a visit to an NGO for special children in your locality. **PO2, PO5, PO6, PO7, PO9.**	**K1,K2,K3 K4,**

CO5	**PROGRAMMES AND SCHEMES FOR DISABILITY** Scheme for Inclusive Education for the Disabled Children, 2000 - SarvaSiksha Abhiyan, 2000 - RTE, 2006 – RMSA, 2009 - The rights of persons with disabilities BILL, 2011 - Scheme of Inclusive Education for the Disabled at secondary school, 2013- Counselling: Personal Counselling - Family Counseling -Vocational Counselling. **List** and **Explain** the Various programs and Schemes for Inclusive Education. **Utilize** the various counselling types for disabled children. **Activity:** Discuss the role of a counsellor in an inclusive school. **PO2, PO6, PO7, PO9**	**K1,K2**

CO-K LEVELS

Total K levels: K1-5, K2-5, K3-4, K4-3, K5-2, K6-2

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	**5**	**5**	**4**	**3**	**2**	**1**

CO – PO

3- Strongly Correlated, 2- Moderately Correlated, 1-Weakly Correlated

CO/PO/PSO	PSO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1		3		2	3			3	3
CO2		2		1	3	2	2	1	3
CO3	3	3	3		3	2	2	3	3
CO4		3			3	2	3		2
CO5		2				3	3		2
TOTAL	3	13	3	3	12	9	10	7	13

Strongly Correlated - 17, Moderately Correlated - 10, Weakly Correlated – 2

COURSE OUTLINE

UNIT I: INTRODUCTION TO INCLUSIVE EDUCATION (12 Hours)

Meaning - Nature - Factors affecting Inclusive Education - Barriers to Inclusive Education :Attitudinal, Physical and Instructional - Overcoming Barriers for Inclusion - Infrastructure and Accessibility - Attitudes to disability -Whole school Approach -Difference between special education, integrated education and Inclusive education – Community Based Education - Home Based Education - Advantages of Inclusive Education for the individual and the society – use of ICT- adaptive devices and assistive devices - Equipment and other technologies for different disabilities.

Activity: Discuss and write the role of accessible technologies in Inclusive Education.

UNIT II: UNDERSTANDING DIVERSITIES (11Hours)

Concepts - types - Identification - Cause - preventive measures - Educational Program for Visual impairment - Hearing Impairment - Speech impairment - Learning disability - Loco-motor disability - Nero-muscular disorders – Autism - Mental illness - Mental Retardation - multiple disabilities – Issues - Challenges - supportive Programs for ADHD – Gifted - Transgender - Tribe - Juvenile Delinquency - Leprosy cured.

Activity: Discuss the modifications that can be brought about in the curriculum to make our classroom inclusive.

UNIT III: CLASSROOM PREPARATION FOR INCLUSIVE EDUCATION (12Hours)

Cooperative learning strategies in the classroom - peer tutoring - social learning -buddy system - multisensory teaching - Supportive services required for meeting special needs in classroom- special teachers - speech therapist – physiotherapist - occupational therapist - Medical Professionals - Multidisciplinary Team - Parents - Building Inclusive Learning Friendly Classrooms - Instructional and Curricular adaptations -Assessment and Evaluation in Inclusive Education.

Activity: write a Report on Assessment and Evaluation practices in Inclusive School.

UNIT IV: LEGAL AND POLICY PERSPECTIVES (13Hours)

Universal Declaration of Human Rights, 1948 - World Declaration For education for All,1990 - Educational Provisions in the UN Convention on the Rights of persons with Disabilities, 2006 - Salamanca Framework, 1994 - Biwako Millennium Framework of Action, 2002 - persons with Disabilities Act, 1995 - The Rehabilitation Council of India Act, 1992 and The National Trust Act 1999 - National policy on Education, 1992 - New Education Policy, 2020 - National Curriculum Framework, 2006 - National policy on Disability, 2006 - Service of Government and Non - Governmental Organizations.

Activity: Write a report on a visit to an NGO for special children in your locality.

UNIT V: PROGRAMMES AND SCHEMES FOR DISABILITY (12Hours)

Scheme for Inclusive Education for the Disabled Children, 2000 - SarvaSiksha Abhiyan, 2000 - RTE, 2006 – RMSA, 2009 - The rights of persons with disabilities BILL, 2011 - Scheme of Inclusive Education for the Disabled at secondary school, 2013- Counselling: Personal Counselling - Family Counseling -Vocational Counselling.

Activity: Discuss the role of a counsellor in an inclusive school.

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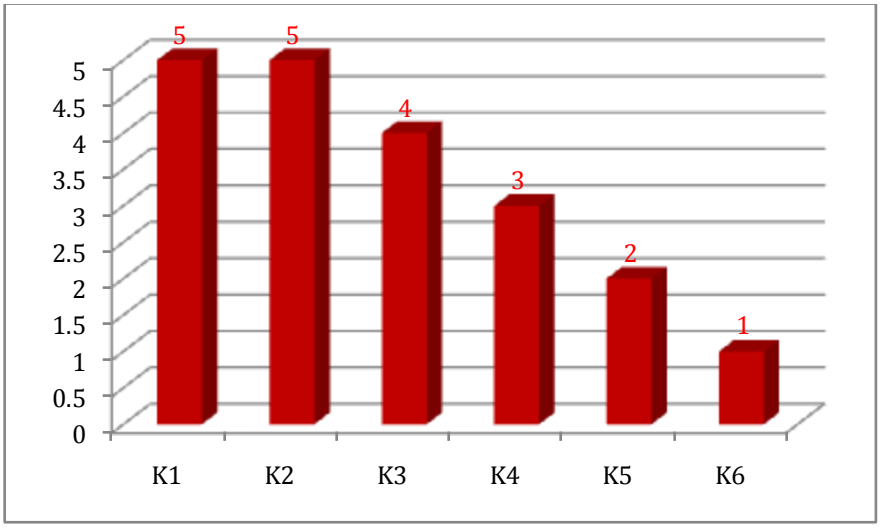
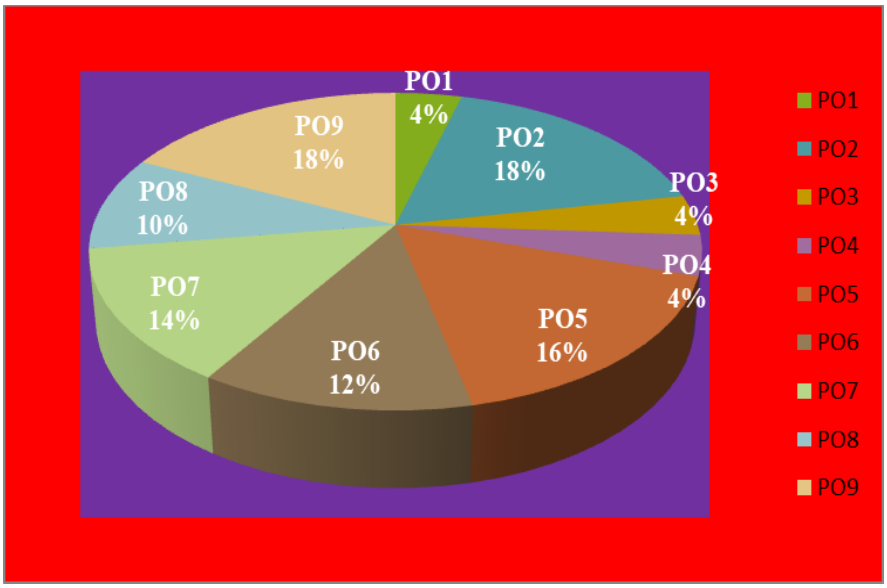
WEB RESOURCES

- https://www.mgkvp.ac.in/Uploads/Lectures/15/696.pdf
- https://nios.ac.in/media/documents/dled/Block3_506.pdf
- http://ieinlaos.com/wp-content/uploads/2016/06/ENG-Teacher-Handbook_IEP_FINAL-13052016-289iiw3.pdf
- http://www.ignouhelp.in/ignou-bes-128-study-material/
- http://egyankosh.ac.in/handle/123456789/46059
- https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%2011%20%20Inclusive%20Education%20%20(English%20Version)...pdf
- http://ieinlaos.com/wp-content/uploads/2016/06/ENG-Teacher-Handbook_IEP_FINAL-13052016-289iiw3.pdf
- https://www.tripurauniv.ac.in/UploadFile/AdminPanel/Notification/a8a45185-3074-411e-b4d2-eaab099ab68c.pdf
- http://www.textbooksonline.tn.nic.in/Books/DTEd/
- http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf
- http://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf

CO – K GRAPH



CO – PO GRAPH



B.Ed.
BCC9 - KNOWLEDGE AND CURRICULUM TRANSACTION
SECOND YEAR/ SEMESTER IV

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teacherswill be able to:

- analyse the various facets of knowledge and contributions of epistemological philosophers.
- make use of the elements for the broad determinants of curriculum making.
- recognize the steps, strategies, types and alternative proposals of curriculum design.
- explore various approaches and models of curriculum development.
- evaluate the mode of curriculum transaction and reforms in India.

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to;

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**UNDERSTANDING KNOWLEDGE** Knowledge: Meaning - Definition – Concept - Nature – Importance - Genesis - Structure and Forms – Types: Apriori - Aposteriori - Explicit - Tacit - Propositional - Non Propositional - Theories of Knowledge – Knowing and Knowledge – Ways of Knowing: Sense Perception – Language – Emotion – Reason – Process of Knowing - Epistemology: Concept - Meaning – Philosophers: Immanuel Kant - René Descartes. **Define** knowledge and epistemology.**Name and Summarize** the theories of knowledge.**Interpret** knowing and knowledge.**Apply** the concept of various types of knowledge.**Analyse**the importance and forms of knowledge. **Activity:**Create Poster on the different types of knowledge. **PO1, PO3, PO6, PO7**	**K1, K2, K3, K4**
CO2	**KNOWLEDGE AND PERSPECTIVES OF CURRICULUM** Curriculum: Meaning – Definition – Objectives – Characteristics - Need and Importance – Types: Core - Hidden - Collateral - Rhetorical - Null - Foundation of Curriculum: Philosophical - Psychological - Sociological - Historical - Knowledge Construction:	**K1,K2, K3,K4,K5**

	In Classrooms - School – Curriculum - Syllabus - Textbooks - Role of Teachers - Broad determinants of Curriculum Making: National Priorities - Economic Necessities - Technological Possibilities - Cultural Orientations and International Contexts. **State** the meaning ofcurriculum.**Extend** the knowledge about curriculum.**Apply** curriculum and textbook knowledge inside and outside the classroom.**Analyse**the broad determinants of Curriculum Making and **Prioritize** them. **Activity:**Generate framework for Secondary level Learner – Centred approach syllabus. **PO1, PO2, PO3, PO4, PO6, PO7, PO9**	
CO3	**CURRICULUM DESIGNING** Curriculum Planning: Need and Importance - Curriculum Organization: Definition – Guidelines - Alignment: Horizontal - Vertical - - Curriculum Designing: Definition – Purpose - Characteristics – Strategies - Steps – Types: Subject-centred design - Learner-centred design - Problem-centred design - Considering and Selecting Alternative Design – Role of State and School. **Recall** the knowledge of curriculum and **Plan** to design.**Outline** the horizontal and vertical alignment of curriculum.**Categorise**the various designsof the curriculum.**Recommend and Compose** any one alternative curriculum design. **Activity:**Write a skit on the role of State and School in curriculum designing. **PO1, PO2, PO3, PO5, PO6,PO7**	**K1,K2, K3,K4,K5, K6**
CO4	**CURRICULUM APPROACHES AND MODELS** Approaches at School level: Broad-Field Approach - Competency Based Approach - Constructivist Approach – Models of curriculum development: Technical and Nontechnical Models - Technical Models: Ralph W. Tyler Model - D. K. Wheeler Model - Hilda Taba Model- Hankin's Developmental Model - The Saylor, Alexander and Lewis Model - The John L. Goodlad Model - Non-Technical Models: The Gerald Weinstein and Mario Fantini Model - The Carl Rogers Model - Didier Noye Model. **Relate**the various approaches of the curriculum and its significance in the school environment.**Differentiate** technical and non-technical models of curriculum development. **Activity:**Prepare a comparative chart on the merits of various models of curriculum. **PO1, PO2, PO3, PO6, PO7, PO9**	**K1,K2**
CO5	**CURRICULUM TRANSACTION AND**	**K1, K2, K3**

	REFORMS Curriculum Transaction: Concept - In Classroom Situation: Planning for Instruction - Verbal Exposition - Classroom Discussion - Questioning and Answering - Learner Participation – Modes of Curriculum Transaction: Distance Learning Mode - Resources for Curriculum Transaction - Curriculum Reforms: Need and Importance – Challenges – Education Policies and Agencies -NEP (1986, 2020) - NKC – NCF (2005) - NCTE- NCERT- SCERT. **Define** curriculum traction and reforms.**Apply**the concept of curriculum transaction in classroom situations. **Summarize** the recommendations of education policies and agencies. **Activity:**Prepare chain chart for the Curriculum Reforms in India. **PO1, PO2, PO3, PO5, PO6, PO7, PO8, PO9.**	

CO - K LEVELS

Total K levels: K1 -5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 -1

Knowledge Level	K1	K2	K3	K4	K5	K6
	5	5	4	3	2	1

CO- PO

3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO/PSO	PO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1		2	2			1	3		
CO2	3	3	3	3		2	2		2
CO3	3	3	3		2	1	2		
CO4	2	3	2			3	3		3
CO5	3	3	2		3	2	3	3	2
TOTAL	**11**	**14**	**12**	**3**	**5**	**9**	**13**	**3**	**7**

Strongly Correlated - 17, Moderately Correlated - 12, Weakly Correlated - 2

COURSE OUTLINE

UNIT –I: UNDERSTANDING KNOWLEDGE (12 Hours)

Knowledge: Meaning - Definition – Concept - Nature – Importance - Genesis - Structure and Forms – Types: Apriori - Aposteriori - Explicit - Tacit - Propositional - Non Propositional - Theories of Knowledge – Knowing and Knowledge – Ways of Knowing: Sense Perception – Language – Emotion – Reason – Process of Knowing - Epistemology: Concept - Meaning – Philosophers: Immanuel Kant - René Descartes.

Activity: Create Poster on the different types of knowledge.

UNIT – II KNOWLEDGE AND PERSPECTIVES OF CURRICULUM (12 Hours)

Curriculum: Meaning – Definition – Objectives – Characteristics - Need and Importance – Types: Core - Hidden - Collateral - Rhetorical - Null - Foundation of Curriculum: Philosophical - Psychological - Sociological - Historical - Knowledge Construction: In Classrooms - School – Curriculum - Syllabus - Textbooks - Role of Teachers - Broad determinants of Curriculum Making: National Priorities - Economic Necessities - Technological Possibilities - Cultural Orientations and International Contexts.

Activity: Generate framework for Secondary level Learner – Centred approach syllabus.

UNIT –III: CURRICULUM DESIGNING (11 Hours)

Curriculum Planning: Need and Importance - Curriculum Organization: Definition – Guidelines - Alignment: Horizontal - Vertical - - Curriculum Designing: Definition – Purpose - Characteristics – Strategies - Steps – Types:Subject-centred design - Learner-centred design - Problem-centred design - Considering and Selecting Alternative Design – Role of State and School.

Activity: Write a skit on the role of State and School in curriculum designing.

UNIT–IV: CURRICULUM APPROACHES AND MODELS (13 Hours)

Approaches at School level: Broad-Field Approach - Competency Based Approach - Constructivist Approach – Models of curriculum development: Technical and Nontechnical Models - Technical Models: Ralph W. Tyler Model - D. K. Wheeler Model - Hilda Taba Model- Hankin's Developmental Model - The Saylor, Alexander and Lewis Model - The John L. Goodlad Model - Non-Technical Models: The Gerald Weinstein and Mario Fantini Model - The Carl Rogers Model - Didier Noye Model.

Activity: Prepare a comparative chart on the merits of various models of curriculum.

UNIT –V: CURRICULUM TRANSACTION AND REFORMS (12 Hours)

Curriculum Transaction: Concept - In Classroom Situation:Planning for Instruction - Verbal Exposition - Classroom Discussion - Questioning and Answering - Learner Participation - – Modes of Curriculum Transaction: Distance Learning Mode - Resources for Curriculum Transaction - Curriculum Reforms: Need and Importance – Challenges – Education Policies and Agencies -NEP (1986, 2020) - NKC – NCF (2005) - NCTE- NCERT- SCERT.

Activity: Prepare chain chart for the Curriculum Reforms in India.

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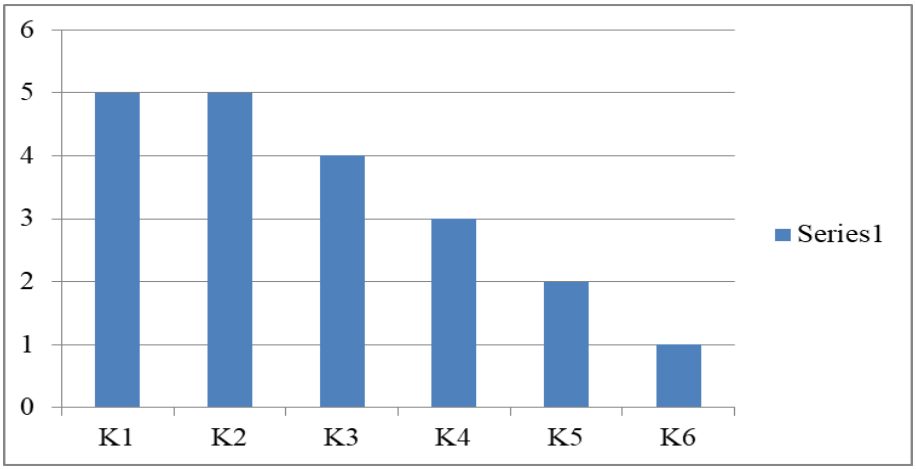
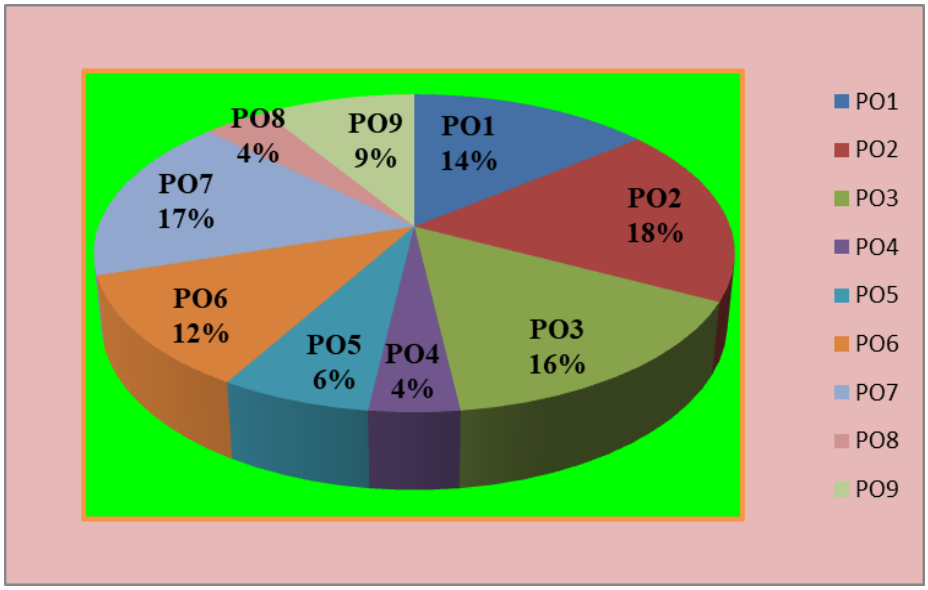
- https://www.slideshare.net/aaronpaultanedo/curriculum-organization-sequence-and-scopeguidelines-in-curriculum-organization
- https://www.slideshare.net/msmaybelle/curriculum-organization
- http://lcwu.edu.pk/ocd/cfiles/Professional%20Studies/PC/%20B.Ed.-309/theroleoftechnologyindeliveringcurriculum-150305190348-conversion-gate01.pdf
- https://prezi.com/8eyitrgia_y3/the-important-role-of-teacher-in-curriculumdevelopment/
- https://www.scribd.com/doc/216478502/Characteristics-of-Good-TeachingAids
- https://education.gov.gy/web/index.php/teachers/tips-for-teaching/item/2036-the-importance-of-learning-materials-in-teaching.
- https://www.wisegeek.com/what-are-the-different-types-of-learning-resources for-students.html
- https://bullyingnoway.gov.au/TeachingAboutBullying/WorkingInThe Classroom/Pages/ Seleing-teaching-resources.aspx
- https://en.wikiversity.org/wiki/Design_and_Develop_Learning_Resources
- http://support.skillscommons.org/home/contribute-manage/metadata-andapprendices/learning-resouce-material-types/
- https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/knowledge-indian-philosophy
- https://www.slideshare.net/FrancoMajigoi/epistemology-78087976
- https://www.slideshare.net/DrGavisiddappaAngadi/uniti-epistemological-basis-of-knowledge-and-education
- https://www.slideshare.net/garvsuthar/epistemology-160317467
- http://people.tamu.edu/~sdaniel/Notes/epi-kant.html
- Immanuel Kant's Theory of Knowledge - PhilArchivehttps://philarchive.org › archive › MARIKT-2
- René Descartes (1596–1650): Themes, Arguments, and Ideas ...https://www.sparknotes.com › philosophy › themes

CO - K GRAPH



CO-PO Graph



B.Ed.
BEC5 – ENVIRONMENTAL EDUCATION
SECOND YEAR / SEMESTER IV

	Lecture	Tutorial	Practical	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

At the end of the course, the prospective teachers will be able to

- acquire the knowledge on the concept of the ecosystem.
- realize the remedial ways to protect the Environmental heritage.
- summarize Environmental policies and practices.
- gain knowledge about Environmental movements in India.
- develop skills of learning Environmental Education in the School Curriculum.

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 – (Analyse), K5 – (Evaluate), K6 – (Create)

Course	Learning outcomes	Knowledge Level
CO1	**NATURE AND ENVIRONMENT EDUCATION** Natural Resources: Meaning – Types – Management - Conservation of Resources - Renewable and Non-Renewable Resources. Ecosystem: Meaning – Types – Energy flow – Factors affecting Environment.Environmental Education: Meaning – Definition – Objectives – Characteristics – Scope - Importance and Guiding Principles of Environmental Education - Adverse Socio Economic Impacts of Degradation of Environment. **What** is meant by Natural Resources? **Classify** the types of Natural Resources. **List** the Management Techniques of Natural Resources. **Explain** the ways to Conserve Natural Resources. **Utilization of** Renewable and Non-Renewable Resources. **What** is Ecosystem? **Explain** the types of Ecosystem. **What** is Energy flow? **Analyse** the factors affecting Environment. **Define** the concept Environmental Education. **Summarize** the Objectives, Characteristics, Scope, Importance and Guiding Principles of Environmental Education. **Examine** the Adverse Socio Economic Impacts of Degradation of Environment. **Activity:** Collection of pictures on the impacts of degradation of Environment. **PO1, PO2, PO5, PO6, PO7, PO8, PO9**	**K1, K2, K3, K4**

CO2	**ENVIRONMENTAL HAZARDS** Environmental Pollution: Land – Air - Water and Noise - Climate Change – Radiation - Extinction of Flora, Fauna - Deforestation and causes for forest fire - Soil Erosion- Natural Disaster - Need for Management of the Environment - Solid waste management - Controlling Measures – Municipal , Biomedical and e-wasteUrbanization and its effects on Society - Protection of the Environmental Heritage - Ways of Protecting, Preserving and Restoring the Environment - Earth Day - World Environment day - Center for environment education. **Recall** the Environmental Pollution. **Classify** the various types of Pollution. **Define** the term Climate Change. **What** is Radiation? **Summarise** the extinction of Flora and Fauna. **What** is Deforestation? **Examine** the causes for forest fire. **Illustrate** Soil Erosion and Natural Disaster. **Outline** the needs to Manage Environment. **Explain** the Controlling Measures of solid waste management. **What** is e-waste? **Identify** the effectsofUrbanization in the Society. **Explain** Protection of the Environmental Heritage. **Outline** the ways of Protecting, Preserving and Restoring the Environment. **Relate** Earth Day and World Environment day. **List** the activities of the Center for Environment education. **Activity**: Power Point preparation on environmental pollution and its remedial measures. **PO1, PO2, PO3, PO4, PO7, PO8, PO9**	**K1, K2, K3, K4**
CO3	**ENVIRONMENTAL POLICIES AND PRACTICES** Environmental Management: Need – Functions – Characteristics - Dimensions - Measures to Prevent forest fire - Stockholm Conference (1972) - Forest Act (1980) - Brundtland Commission (1983) - Nairobi Conference (1982) - Rio Summit (1992) - Kyoto Conference (1997) - Environmental reporting Act (2015). **Explain** the Need, Functions, Characteristics, Dimensions of Environmental Management. **Outline** the Measures to Conserve Flora and Fauna. **Find** the Measures to Prevent forest fire. Understand the effects of the Stockholm Conference, Nairobi Conference and Kyoto Conference. **Examine** the major achievements of the Rio Summit. **Summarize** the report of Brundtland Commission on Environmental Protection. **Determine** Forest Act and Environmental Reporting Act on the enactment for the protection of the forests. **Perceive** the programs of UNO on e Environmental Education. **Activity**: Participate in a group discussion on environmental management about various conferences and	**K1, K2, K4, K5**

	write a report on it. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9**	
CO4	**ENVIRONMENTAL MOVEMENTS AND DEVELOPMENTS** Environmental Movements in India : Silent Valley Movement - Chipko Movement - Narmada BachaoAndolon - National Test Range at Baliapal - Orissa - Conditions for Achieving the Goals of Sustainable Development - Strategies for Sustainable Development in India - Central Environmental Authority - Environment Protection Act - National Environment Policy. **Identify** the various Environmental Movements in India. **Explain** the conditions for Achieving the Goals of Sustainable Development. **List** Strategies for Sustainable Development in India on environment. **Outline** the activities of the Central Environment Authority on protecting the Environment. **Criticize** the main provisions of Environment Protection Act and National Environment Policy to safeguard the Environment. **Activity:** Prepare a flip book for any three Environmental movements **PO1, PO2, PO4, PO6, PO7, PO8, PO9**	**K1, K2, K3, K4, K5**
CO5	**ENVIRONMENTAL EDUCATION IN THE SCHOOL CURRICULUM** Environmental Education at Primary - Secondary and Higher Education Level - Major Constraints for its Implementation at these Levels - Teacher's Role : Innovative methods of Teaching Environmental Education: Discussion - Seminar - Field trip - Field survey - Projects - Exhibition – Role of media in promoting Environmental Education. - National Resource Center for Environmental Education – Swatch Bharath and Nirmal Bharath Abhiyan. **Elaborate** Environmental Education at different level in Schools **Identify** major constraints on implementing Environmental Education in Curriculum at Schools. **Explain the** teacher's role in adopting Innovative practices on Environmental Education. **Illustrate** the role of the media in promoting Environmental Education. **Outline** the establishment of the National Resource Center for Environmental Education. **Discuss** Swatch Bharath Scheme and Nirmal Bharath Abhiyan implemented by the Government. **Activity**: Prepare environmental activities for different levels (any two) **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9**	**K1, K2, K3, K6**

CO-K LEVELS

Total K Level: K1- 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 - 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO – PO

3 -Strongly Correlated, 2 - Moderately Correlated, 1 -Weakly Correlated

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2			1	2	2	2	3
CO2	3	3	2	2			3	2	3
CO3	3	3	2	2	3	3	2	3	3
CO4	3	3		2		1	3	2	2
CO5	3	2	3	2	3	3	3	3	3
Total	15	13	9	8	7	9	12	12	14

Strongly Correlated -22, Moderately Correlated - 15, Weakly Correlated - 2

COURSE OUTLINE:

UNIT 1 – NATURE AND ENVIRONMENT EDUCATION (11Hours)

Natural Resources: Meaning – Types – Management - Conservation of Resources - Renewable and Non-Renewable Resources. Ecosystem: Meaning – Types – Energy flow – Factors affecting Environment.Environmental Education: Meaning – Definition – Objectives – Characteristics – Scope - Importance and Guiding Principles of Environmental Education - Adverse Socio Economic Impacts of Degradation of Environment.

Activity: Collection of pictures on the impacts of degradation of Environment.

UNIT II ENVIRONMENTAL HAZARDS (13Hours)

Environmental Pollution: Land – Air - Water and Noise - Climate Change – Radiation - Extinction of Flora, Fauna - Deforestation and causes for forest fire - Soil Erosion- Natural Disaster - Need for Management of the Environment - Solid waste management - Controlling Measures – Municipal - Biomedical and e-wasteUrbanization and its effects on Society - Protection of the Environmental Heritage - Ways of Protecting - Preserving and Restoring the Environment - Earth Day - World Environment day - Center for environment education.

Activity: Power Point preparation on environmental pollution and its remedial measures

UNIT III ENVIRONMENTAL POLICIES AND PRACTICES (12Hours)

Environmental Management: Need – Functions – Characteristics - Dimensions - Measures to Prevent forest fire - Stockholm Conference (1972) - Forest Act (1980) - Brundtland Commission (1983) - Nairobi Conference (1982) - Rio Summit (1992) - Kyoto Conference (1997) - Environmental reporting Act (2015).

Activity: Participate in a group discussion on environmental management about various conferences and write a report on it.

UNIT IV – ENVIRONMENTAL MOVEMENTS AND DEVELOPMENTS (12Hours)

Environmental Movements in India : Silent Valley Movement - Chipko Movement - Narmada BachaoAndolon - National Test Range at Baliapal - Orissa - Conditions for Achieving the Goals of Sustainable Development - Strategies for Sustainable Development in India - Central Environmental Authority - Environment Protection Act - National Environment Policy.

Activity: Prepare a flip book for any three Environmental movements

UNIT-V ENVIRONMENTAL EDUCATION IN THE SCHOOL CURRICULUM (12Hours)

Environmental Education at Primary - Secondary and Higher Education Level - Major Constraints for its Implementation at these Levels - Teacher's Role : Innovative methods of Teaching Environmental Education: Discussion - Seminar - Field trip - Field survey - Projects - Exhibition – Role of media in promoting Environmental Education. - National Resource Center for Environmental Education – Swatch Bharath and Nirmal Bharath Abhiyan.

Activity: Prepare a report on environmental activities for different levels.

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- Chanda, S. K. (1996). *Environmental Degradation in India*. Vinod Publishers.
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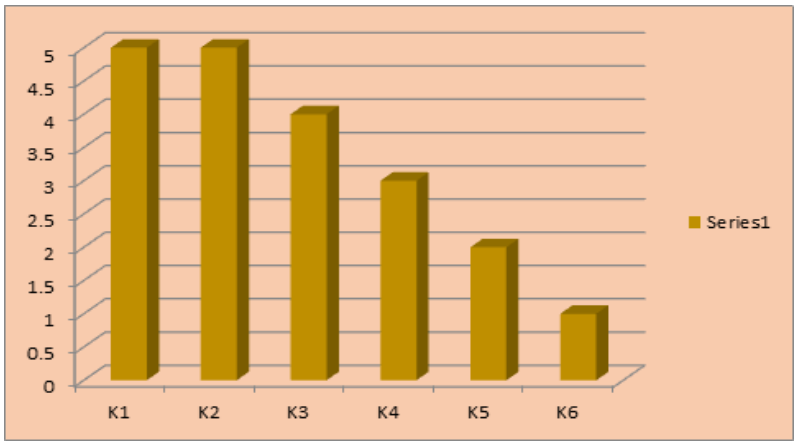
- Sharma, A.G. (1986). *Environmental Education.* Metropolitan Book Co. Pvt. Ltd.
- Singh, Man Mohan., &Rao. (1980). *Measures of Environmental Awareness.*

WEB RESOURCES

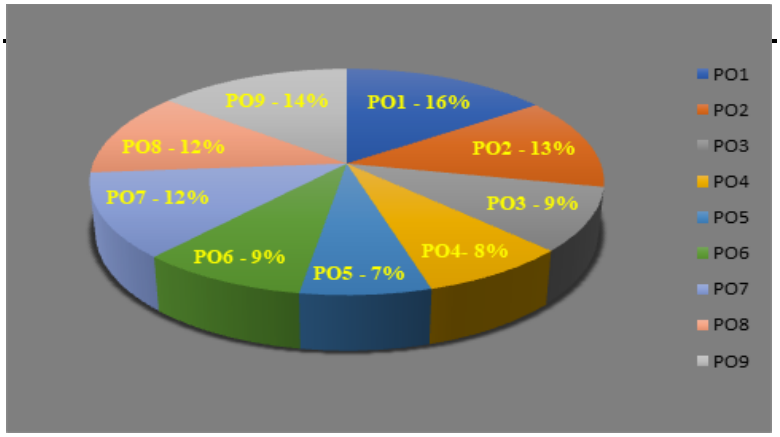
- https://byjus.com/chemistry/natural-resources-pdf/http://www.aagasc.edu.in/Unit%203%20EVS.pdf
- https://www.ugc.ac.in/oldpdf/modelcurriculum/Chapter2.pdf
- https://ncert.nic.in/textbook/pdf/lebo114.pdf

- https://kkhsou.ac.in/eslm/E-SLM-for-Learner/6th%20Sem/Bachelor%20Degree/Education/Education%20Major/Education%20E.M%20M-2%20B-1/5-17.pdf
- https://nios.ac.in/media/documents/SecSocSciCour/English/Lesson-26.pdf
- https://www.ugc.ac.in/oldpdf/modelcurriculum/Chapter5.pdf
- https://ncert.nic.in/textbook/pdf/hesc118.pdf
- https://nidm.gov.in/pdf/pubs/forest%20fire.pdf
- https://ncert.nic.in/textbook/pdf/hess402.pdf
- https://niti.gov.in/planningcommission.gov.in/docs/aboutus/committee/strgrp11/str11_EF.pdf
- https://wedocs.unep.org/bitstream/handle/20.500.11822/20599/UNEP_Training_Manual_Int_Env_Law.pdf?sequence=1
- http://awsassets.wwfindia.org/downloads/c2_chapter_1_10.pdf
- https://egyankosh.ac.in/bitstream/123456789/42059/1/Unit-3.pdf
- http://dsert.kar.nic.in/circulars/position/EVS-positionPaper.pdf
- https://www.unescap.org/sites/default/files/CH15.PDF
- https://jalshakti-ddws.gov.in/sites/default/files/swajal_nirmal_bharat_enewsletter_0.pdf
- https://swachhbharatmission.gov.in/sbmcms/writereaddata/images/pdf/Guidelines/Complete-set-guidelines.pdf

CO – K GRAPH



CO – PO GRAPH



B.ED.
BEC6 - PEACE AND VALUE EDUCATION
SECOND YEAR / SEMESTER IV

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES : **5 Credits**

At the end of the course, the prospective teachers will be able to:

- acquire knowledge about nature, concept, aims and objectives of peace education.
- examine global issues and peace movements for promoting peace in the world.
- recognize the meaning of value education and its status in the curriculum.
- comprehend peace and value conflict and the ways to resolve it.
- understand values and approaches to strengthen value education.

COURSE OUTCOME DESCRIPTIONS

At the end of the course, the prospective teachers will be able to:

Knowledge level: K1 – (Remember), K2 – (Understanding), K3 – (Apply), K4 – (Analyze), K5 – (Evaluate), K6 – (Create).

Course	Learning objectives	Knowledge level
CO1	**PEACE EDUCATION** Introduction – Meaning of Peace – Meaning of Peace Education – Definition of Peace Education – Nature of Peace Education – Aims and Objectives of Peace Education – Status of Peace Education in Curriculum. **Define** Peace Education. **Utilize** the Aims and Objectives of Peace Education. **Summarize** the Status of Peace Education in Curriculum. **PO1,PO7**	**K1,K2,K3**
CO2	**GLOBAL ISSUES AND PEACE MOVEMENTS** Introduction – Human Rights – Preservation of Ecology – Population Control – Economic Explorations – Economic Deprivation – Equitable Economic: World Order – Non-Aligned Movement – Campaign for Nuclear Disarmament – Role of World Organizations in Promoting Peace. **List** the Human Rights Global Level. **Explain** the Impact of Population Control for Promoting Peace**. Identify** the Role of World Organizations in Promoting Peace. **PO1,PO2,PO7**	**K1,K2, K3**
CO3	**VALUE EDUCATION** Introduction – Meaning of Values – Definitions of Values – Nature and Concept of Values – Classification of Values – Aims and Objectives of	**K1, K2, K3, K4, K5**

	Value Education – Status of Value Education in the Curriculum – Need for Value Education in 21st Century **Tell** the Definition and Nature of Values. **Outline** the Classification of Values. **Make use of** Aims and Objectives of Value Education. **Categorize** the Status of Value Education in the Curriculum. **Perceive** the Need for Value Education in 21st Century. **PO1,PO7,PO6,PO9**	
CO4	**PEACE AND VALUE CONFLICT** Bases of Conflict – Positive and Negative aspects of Conflict – Types of Conflict - Resolution of Peace Conflict – Resolution of Value Conflict – Reducing Conflicts among Students – Attitude towards Life and Relationship between Value and Life – Role of Peace Education in Resolving Conflicts – Value conflicts and Terrorism. **Find** the Bases of Conflict. **Relate** the Positive and Negative aspects of Conflict. **Identify** the Methods to Reduce the Conflicts among the Students. **Infer** the Relationship between Value and Life. **Predict** the Reasons for Value Conflicts and Terrorism. **PO1,PO6,PO7,PO8**	**K1, K2, K3 K4,K6**
CO5	**FOSTERING VALUES AND APPROACHES** Introduction – Role of Parents – Teacher – Society – Peers – Religion – Government – Mass Media – Voluntary organization – Approaches: Value Inculcation – Value Analysis and Value Clarification – Relationship of Value Education with other Teaching Subjects. **List** the ways to Foster Values. **Classify** the Advantages of Voluntary Organization in Promoting Values. **Prioritize** the Value Education in Teaching Subjects. **PO1,PO2,PO3,PO7**	**K1, K2,K5**

CO-K

Total k level: K1 –5, K2 – 5, K3 – 4, K4 – 2, K5 – 2, K6 – 1.

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	2	2	1

CO – PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1	3						3		
CO2	3	2					3		
CO3	1	3				2	3		1
CO4	1					3	3	2	
CO5	3	2	2				3		
TOTAL	**11**	**7**	**2**			5	15	2	**1**

Strongly Correlated – 10, Moderately Correlated – 5, Weakly Correlated – 2

COURSE OUTLINE

UNIT – I: PEACE EDUCATION (11 Hours)

Introduction – Meaning of Peace – Meaning of Peace Education – Definition of Peace Education – Nature of Peace Education – Aims and Objectives of Peace Education – Status of Peace Education in Curriculum.

Activity: Discuss theStatus of Peace Education in Curriculum.

UNIT – II: GLOBAL ISSUES AND PEACE MOVEMENTS (12 Hours)

Introduction – Human Rights – Preservation of Ecology – Population Control – Economic Explorations – Economic Deprivation – Equitable Economic: World Order – Non-Aligned Movement –Campaign for Nuclear Disarmament – Role of World Organizations in Promoting Peace.

Activity: Enact a Role Play to Promote Peace.

UNIT – III: VALUE EDUCATION (12 Hours)

Introduction – Meaning of Values – Definitions of Values – Nature and Concept of Values – Classification of Values – Aims and Objectives of Value Education – Status of Value Education in the Curriculum – Need for Value Education in 21st Century.

Activity: Compare and Contrast the Value System in India and Abroad.

UNIT – IV: PEACE AND VALUE CONFLICT (13 Hours)

Bases of Conflict – Positive and Negative aspects of Conflict – Types of Conflict - Resolution of Peace Conflict – Resolution of Value Conflict – Reducing Conflicts among Students – Attitude towards Life and Relationship between Value and Life – Role of Peace Education in Resolving Conflicts – Value conflicts and Terrorism.

Activity: Write up on 'Resolution of Value Conflict'.

UNIT – V: FOSTERING VALUES AND APPROACHES (12 Hours)

Introduction – Role of Parents – Teacher – Society – Peers – Religion – Government – Mass Media – Voluntary organization – Approaches: Value Inculcation – Value Analysis and Value Clarification – Relationship of Value Education with other Teaching Subjects.

Activity: Summit a Flip Book of Peace Promoters in various Countries.

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- Babu Muthuja., & Dhanraj Joshi.(2007). *Value Education in Global Perspective*. Lotus Press.
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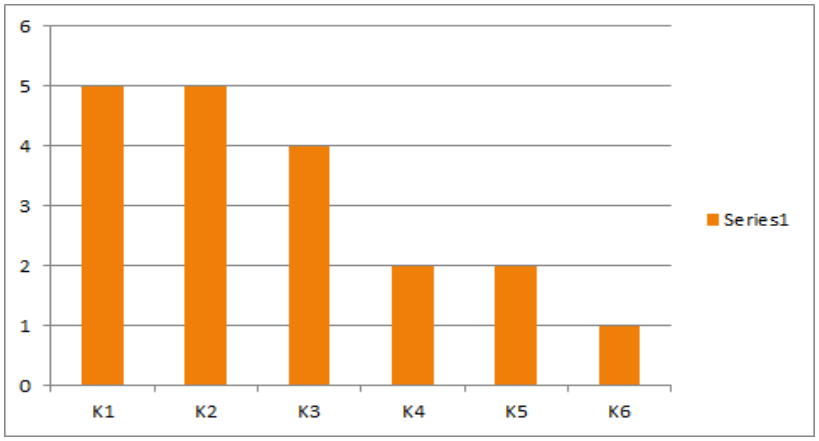
- Venkatesh, N.(2007). *Value Education*. APH Publishing Corporation.
- Yogesh Kumar Singh,.& Ruchika Nath.(2005). *Value Education*. APH Publishing Corporation.

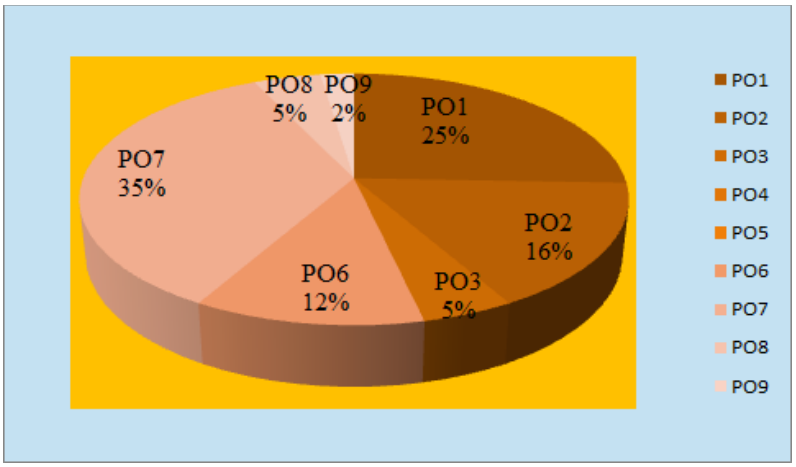
WEB RESOURCES

- http://www.tnteu.ac.in/pdf/value.pdf
- https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/PEACE%20EDUCATION.pdf
- https://www.arvindguptatoys.com/arvindgupta/ncert-peace-edu.pdf
- https://www.egyankosh.ac.in/handle/123456789/33876
- https://portal.abuad.edu.ng/lecturer/documents/1510560528Peace_Education_on_Nixty.pdf
- https://inee.org/system/files/resources/UNICEF_Peace_Education_1999_en_0.pdf
- http://ijrar.com/upload_issue/ijrar_issue_1555.pdf

CO-K GRAPH



CO-PO GRAPH



BTA4 தமிழ் கற்பித்தல்
பி.எட்.-அரைமம் - நான்கு

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

கற்றல் நோக்கங்கள்: **5 Credits**

மாணவஆசிரியர் அரைமத்தின் இறுதியில் அறிந்துகொள்ள இயல்வன,

- தற்காலமாற்றங்களுக்குஏற்றவாறுமொழியின் பல்வேறுசெயல்பாடுகள் பற்றிஅறிதல்.
- மொழிபெயர்ப்புத் திறன்களைபெறுதல்
- உரைநடையாசிரியர்களின் மொழிநடைக் கூறுகளைஅறிதல்
- முத்தமிழின் தோற்றம் மற்றும் வளர்ச்சிபற்றிஅறிதல்
- நன்னூல் கூறும் கல்வியியல் கருத்துக்களைஅறிதல்
- இலக்கியங்கள் காட்டும்விழுமங்களைஅறிதல்

COURSE OUTCOMES DESCRIPTIONS:

மாணவஆசிரியர்கள்-பயிற்றுநர் அரைமத்தின் இறுதியில் அறிந்துகொள்ள இயல்வன,
Knowledge level: K1- (Remember), K2 - (Understand), K3 - (Apply), K4- (Analyze), K5 – (Evaluate), K6 – (Create)

Course	Learning outcomes	Knowledge Level
CO1	**செந்தமிழ் சொற்பிறப்பியல்,மொழிப்பெயர்ப்பு** அறிவியல் மற்றும் தொழில் நுட்பக் கலைச் சொற்களைப் பற்றி**அறிதல் புரிதல் பயன்படுத்துதல் மற்றும் உருவாக்கல்** கலைச்சொற்களைஉருவாக்கும் பொழுதுமனதிற்குள் செய்திகள் பற்றி**அறிதல் புரிதல் பயன்படுத்துதல் மற்றும் உருவாக்கல்** மொழிபெயர்ப்பில் சிக்கல்கள் பற்றிபுரிந்துகொள்ளமொழிபெயர்ப்பின் வகைகளை**அறிதல் புரிதல் மற்றும் பயன்படுத்துதல்** தாய்மொழியில் மொழிபெயர்ப்புபற்றி**அறிதல் புரிதல் பயன்படுத்துதல் மற்றும் உருவாக்கல்**தமிழ் ஆட்சிமொழிகுறித்த**அறிதல் புரிதல் மற்றும் பயன்படுத்துதல்** **செய்முறைவேலைகள்:**தொழில் நுட்பக் கலைச்சொற்களுக்குசொல் அகராதிதயாரித்தல். PO1,PO2,PO4,PO5, PO7,PO8,PO9	**K1,K2,K3, K6**
CO2	**உரையாசிரியர்கள்** உரையாசிரியர்களின் மொழிநடைமற்றும் உரைநடைபடைப்புகள் பற்றி**அறிதல் புரிதல் பயன்படுத்துதல் மற்றும் ஒப்பிட்டாய்தல்** **செய்முறைவேலைகள்:** சிலேடைபாடல் விளக்க ஏடு தயாரித்தல். PO4, PO5,PO8	**K1,K2,K3, K4**
CO3	**முத்தமிழின் தோற்றமும் வளர்ச்சியும்** இயல் தமிழ் இலக்கியங்களின் தோற்றம் வளர்ச்சிகுறித்து**அறிதல் புரிதல் பயன்படுத்துதல் மற்றும் திறனாய்தல்** இசைத்தமிழ் கூறுகள் குறித்து பற்றி**அறிதல் புரிதல் மற்றும் பயன்படுத்துதல்** இசைவடிவங்கள் பற்றிய**அறிதல் புரிதல் மற்றும் பயன்படுத்துதல்** நாடகத்தமிழ் தோற்றம் பற்றி**அறிதல்**	**K1,K2,K3, K5**

	புரிதல் மற்றும் பயன்படுத்துதல் **செயல்முறைவேலைகள்:**செய்யுளைநாடகமாக்கிமாணவர் களுக்குக் கற்பிப்புத PO5, PO7, PO8,PO9	
CO4	**நன்னூலும் கல்வியியலும்** நன்னூல் குறிப்பிடும் பத்துவகைஅழகுகளஇ பத்துவகைகுற்றங்கள் முப்பத்திரண்டுஉத்திகள்இ எழுவகைமதம்இ கற்போர் செய்யவேண்டியவைஇ நல்லாசிரியர் இலக்கணம்இ ஆசிரியராகாதவர் இலக்கணம்இ நல்மாணாக்கர்,மாணாக்கர் ஆகாதவர் இலக்கணம்இ ஆசிரியர்,மாணவர் உறவுநிலைஆகியனபற்றி**அறிதல் புரிதல் பயன்படுத்துதல் மற்றும் ஆய்வுசெய்தல்** **செய்முறைவேலைகள்:**நன்னூல் வழி ஆசிரியர் மாணவர் பண்புகளைப் பட்டியலிடல். PO1,PO2,PO5,PO6,PO7,PO8,PO9	**K1,K2,K4**
CO5	**இலக்கியங்கள் காட்டும் விழுமியங்கள்** சங்க இலக்கியங்கள் முதல் பக்தி இலக்கியங்கள் வரைவிழும் பதிவுகள் பற்றி**அறிதல் புரிதல் பயன்படுத்துதல் மற்றும் திறனாய்தல்** தேசியகல்விகொள்கைகுறிப்பிடும் விழுமங்கள் பற்றி**அறிதல் புரிதல் மற்றும் வகைப்படுத்தல்** தமிழ் பாடநூல் வாயிலாகவிழுமங்களைகற்பிக்கும் முறைகள் பற்றி**அறிதல் புரிதல்** மற்றும் **பயன்படுத்துதல்** **செய்முறைவேலைகள்:** இலக்கியவிழுமங்களைத் தொகுத்தல் PO4,PO5,PO6, PO7,PO8,PO9	**K1,K2,K3, K4,K5,**

CO-K LEVELS

Total K levels: K1-5, K2-5, K3-4, K4-3, K5-2, K6-1

UNIT	K1	K2	K3	K4	K5	K6
TOTAL	5	5	4	3	2	1

CO-PO

3- Strongly Correlated, 2- Moderately Correlated, 1-Weakly Correlated

CO/PO/PSO	PSO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1	3	2		3	3		2	3	3
CO2	2				3			1	
CO3					3		2	3	3
CO4	3	1			3	2	3	3	2
CO5				2	3	3	3	3	3
TOTAL	**8**	**3**	**0**	**5**	**15**	**5**	**10**	**13**	**11**

Strongly Correlated - 18 Moderately Correlated - 7 Weakly Correlated – 2

COURSE OUTLINE

அலகு 1: செந்தமிழ் சொற்பிறப்பியல்,மொழிப்பெயர்ப்பு **(12 Hours)**

அறிவியல் மற்றும் தொழில்நுட்பக் கலைச்சொற்களைஉருவாக்குதல் - கலைச் சொற்களைஉருவாக்கும்பொழுதுமனதில் கொள்ளத்தக்கசெய்திகள் - மொழிபெயர்ப்பில் எழும் சிக்கல்கள் - மொழிபெயர்ப்பின் வகைகள் - பிறமொழியினின்றுதாய்மொழியில் மொழிபெயர்ப்பு – தமிழ் ஆட்சிமொழி

செய்முறைவேலைகள்:தொழில் நுட்பக் கலைச்சொற்களுக்குசொல் அகராதிதயாரித்தல்.

அலகு 2: உரையாசிரியர்கள் **(12 Hours)**

தொல்காப்பியம்,சிலப்பதிகாரம்,பத்துப்பாட்டு,எட்டுத்தொகை,திருக்குறள் போன்ற நூல்களின் உரையாசிரியர்களின் மொழிநடைக் கூரறுகள் - 19, 20 – நூற்றாண்டின் உரையாசிரியர்களின் உரைநடைப் படைப்புகள்

செய்முறைவேலைகள்: சிலேடைபாடல் விளக்க ஏடு தயாரித்தல்

அலகு 3: முத்தமிழின் தோற்றமும் வளர்ச்சியும் **(12 Hours)**

இயல் தமிழ்: இலக்கியத்தின் தோற்றமும் வளர்ச்சியும் - தொல்காப்பியம் குறிப்பிடும் இலக்கிய வகைகள்.

இசைத் தமிழ்:தொல்காப்பியத்தில் காணப்படும் இசைத் தமிழ்க் கூறுகள் - சிலப்பதிகாரத்தில் இசைவடிவங்கள் - நாட்டுப்புறப் பாடல்களில் இசை

நாடகத் தமிழ்:நாடகம் தோற்றம் வளர்ச்சியும் - நாடகவகைப்பாடு – நாடகஉத்திகள்

செயல்முறைவேலைகள்:செய்யுளைநாடகமாக்கிமாணவர்களுக்குக் கற்பிப்பது.

அலகு 4: நன்னூலும் கல்வியியலும் **(11 Hours)**

நன்னூல் - பத்துவகைஅழகுகள் - பத்துவகைகுற்றங்கள் - முப்பத்திரண்டுஉத்திகள் - எழுவகைமதம் - கற்போர் செய்யவேண்டியவை – நல்லாசிரியர் இலக்கணம் - ஆசிரியராகாதவர் இலக்கணம் - நல்மாணாக்கர்,மாணாக்கர் ஆகாதவர் இலக்கணம் - ஆசிரியர்,மாணவர் உறவுநிலை

செய்முறைவேலைகள்:நன்னூல் வழி ஆசிரியர் மாணவர் பண்புகளைப் பட்டியலிடல்.

அலகு 5: இலக்கியங்கள் காட்டும் விழுமியங்கள் **(13 Hours)**

சங்க இலக்கியங்கள் முதல் பக்தி இலக்கியங்கள் வரைவிழுமபதிவு – சமுதாயநலம் (ஒழுக்கநெறி,சமூகமேன்மை, இறையாண்மை) தேசியகல்விக் கொள்கையில் விழுமங்கள் - தமிழ்பாட நூல் வாயிலாகவிழுமங்களைக் கற்பிக்கும் முறைகள்

செய்முறைவேலைகள்: இலக்கியவிழுமங்களைத் தொகுத்தல்

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பாடநூல்கள்

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வலைத்தளவளங்கள்

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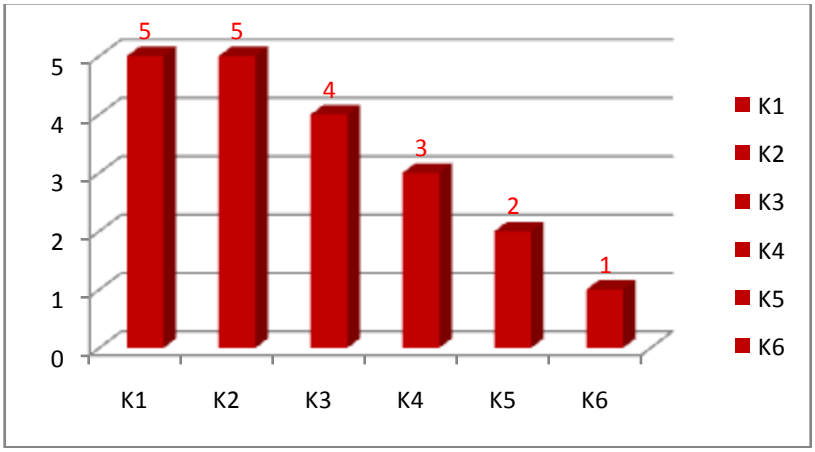
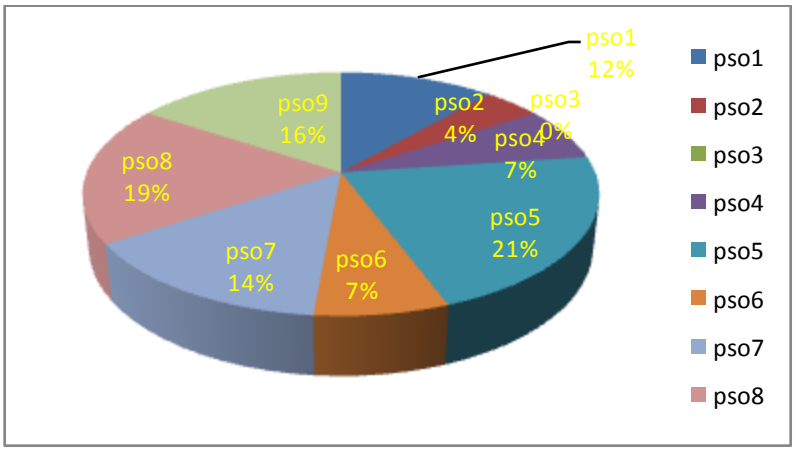
CO – K GRAPH



CO – PO GRAPH



B.Ed.
BEN4 - PEDAGOGY OF ENGLISH - 4
SECOND YEAR / SEMESTER IV

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teachers will be able to;

- acquire a working knowledge of the grammatical system in English and techniques of teaching grammar.
- outline the contents of high school and higher secondary classes English text book and develop the qualities of a good English teacher.
- develop study skills and reference skills.
- get familiarized with different types of composition.
- evaluate the importance and apply the strategies of teaching literature.

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to :

Knowledge Level: K1(Remember), K2 (Understand), K3(Apply), K4 (Analyse), K5 (Evaluate),

K6 (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**ADVANCED GRAMMAR AND TEACHING OF GRAMMAR** Feature of English syntax - The Noun Phrase – MHQ (Modifier, Headword, Qualifier) - The Verb Phrase – Tense Forms – Auxiliary Verbs – Modals - Adjectival Phrase - Adverbial Phrase- Preposition Phrase The Sentence – Types of Sentences – Subordinate and Co-ordinate Clauses -Analysis and Classification of Grammatical Errors. **Recognize** the Feature of English syntax. **Analyse** Noun Phrase and classifies its components – MHQ (Modifier, Headword, Qualifier). **Examine** the structure of Verb Phrases. **Illustrate** the order of adjectives in Adjectival Phrase. **Illustrate** Adverbial Modifiers. **Give examples** for different types of Sentences and rules of conversion from one type to another. **Analyse** the sentences into Subordinate and Co-ordinate Clauses. **Identify and Classify** Grammatical Errors. **Activity:**Analyze the grammatical errors committed by students **PO1, PO2, PO5, PO8**	**K1 , K2 , K3 , K4**

CO2	**THE ENGLISH TEXT BOOK AND THE ENGLISH TEACHER** Understanding the relationship between curriculum, syllabus, and textbook - The components of an English Textbook –Prose, Poetry, Non- Detail, and Grammar - The criteria for the selection of a good text book - Critical Analysis of the text book prescribed for Secondary and Higher Secondary classes - Competencies of an English Teacher – Teaching skills, Technological Skills and Affective Skills - Professional growth and Development of Teacher – Seminars, Workshops, Conferences, Visit to Resource centers and Libraries, Online courses/MOOC, Human Resource networks, Teaching Community, Projects, - Role of NCERT, DSERT, RIE, IEFLU, British Council Library, American Council, Central Institute of Indian Languages to enhance the professional development of English teachers. **Explain** the relationship between curriculum, syllabus, and textbook. **Examine** the components of an English Textbook –Prose, Poetry, Non- Detail, and Grammar **Perceive** the criteria for the selection of a good text book **Critically Analyse** the text book prescribed for Secondary and Higher Secondary classes. **Assess** the Competencies of an English Teacher –Teaching skills, Technological Skills and Affective Skills Understandthe need for professional growth and Development of teachers. **Identify** the agencies and ways for professional growth. **Examine** the role of NCERT, DSERT, RIE, IEFLU, British Council Library, American Council, Central Institute of Indian Languages in the enhancement the professional development of English teachers. **Activity:** Complete 1 or 2 week MOOC course that will improve your ELT competence. **PO1, PO2, PO3, PO4, PO5, PO8**	**K1, K2, K3, K5**
CO3	**REFERENCE AND STUDY SKILLS** SQR3 Method of Reading - Study Skills – Note – Taking, Note – Making, Summarizing and Paraphrasing - Reference Skills – Library – Dictionaries – Thesaurus – Encyclopedia – Bibliography - Annotated Bibliography - Internet searching skills. **A**pply the SQR3 Method of Reading. **Learn** the different types of Study Skills **Explore** the importance of Reference Skills and identifies the reference materials for improving linguistics skills.	**K1, K2, K3, K5**

	Illustrate the uses Dictionaries, Thesaurus, Encyclopaedia, etc in the teaching learning process. **Differentiate** Bibliography from Annotated Bibliography. **Develop** Internet searching skills. **Activity:** Take 3 editorial pieces on the same topic from different newspaper. Have a discussion on their language and presentation. **PO1, PO2, PO3, PO4. PO6, PO8**	
CO4	**COMPOSITION** Letters – Formal, Informal, Semi-Formal - Reports – Instructions – Descriptions - Situational Composition - Precise Writing – Comprehension – Translation - Free Composition, Paragraph Writing, Essay Writing - Poetry Writing - Short Story Writing - Developing News Paper Headlines - Book Reviews - Maintaining Portfolio **Recall** the format of different types of Letters. **Outline** the components of writing Reports. **Explain** the procedure of Précis Writing. **Choose** appropriate passages for Comprehension at different levels. **Practice** Translation. **Write** topics for Free Composition, Paragraph Writing, Essay Writing. **Activity:** Prepare a student teacher's portfolio on the activities carried out by you for developing your professional skills. **PO1, PO3, PO4, PO5, PO8**	**K1, K2, K6**
CO5	**TEACHING LITERATURE** Different forms of literature- Prose, Poetry and Drama - Literary Terms – Allusion, Allegory, colloquialisms, hexameter, hyperbole, oxymoron, euphemism, sarcasm, irony, etc. - Figures of Speech – simile, metaphor, personification, imagery, alliteration, irony, onomatopoeia, satire, etc. - Poetic Elements – Rhythm, Rhyme, Meter and Sound - Poetic Forms - The lyric and the Ode, The Sonnet and the Elegy, The Epic and Epigrams, The Ballad, Dramatic Poems, Limericks and Haiku - Evaluation and Critical reading of literary texts - Method of teaching literature. **Compare the** different forms of literature- Prose, Poetry and Drama **Identify** the Literary devices in poems. **Perceive** the Figures of Speech – simile, metaphor, personification, imagery, alliteration, irony, onomatopoeia, satire, etc. **Recall** the Poetic Elements – Rhythm, Rhyme, Meter and Sound. **Explain** the Poetic Forms - The lyric and the Ode,	**K1, K2, K4**

	The Sonnet and the Elegy, The Epic and Epigrams, The Ballad, Dramatic Poems, Limericks and Haiku. **Critically analyse** the literary texts. **Practice** different the method of teaching literature. **Activity:** select any creative writing (poem or a story) and develop teaching strategies to teach the same for middle school students. **Activity:** Write a poem/story. **PO1, PO2, PO3, PO4, PO5,PO8, PO9**	

CO –K LEVELS

Total K Level: K1-5, K2- 5, K3-3, K4- 2 , K5-2, K6- 1

Knowledge Level	K1	K2	K3	K4	K5	K6
	5	5	3	2	2	1

CO-PO

3- Strongly Correlated, 2- Moderately Correlated, 1 – Weakly Correlated

CO/PO	PO								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	1					2	
CO2	3	2	1	1	1			3	
CO3	3	1	1	1		2		1	
CO4	3	2		2	1			2	
CO5	3	1	1	2	1			2	2
	15	7	4	6	3	2		10	2

COURSE OUTLINE

UNIT I – ADVANCED GRAMMAR AND TEACHING OF GRAMMAR (12Hours)
Feature of English syntax - The Noun Phrase – MHQ (Modifier, Headword, Qualifier) - The Verb Phrase – Tense Forms – Auxiliary Verbs – Modals - Adjectival Phrase - Adverb Phrase – Prepositional Phrase - Modifiers - The Sentence – Types of Sentences – Subordinate and Co-ordinate Clauses -Analysis and Classification of Grammatical Errors.
Activity: Analyze the grammatical errors committed by students

UNIT II - THE ENGLISH TEXT BOOK AND THE ENGLISH TEACHER (13Hours)
Understanding the relationship between curriculum, syllabus, and textbook - The components of an English Textbook –Prose, Poetry, Non- Detail, and Grammar - The criteria for the selection of a good text book - Critical Analysis of the text book prescribed for Secondary and Higher Secondary classes - Competencies of an English Teacher –Teaching skills,

Technological Skills and Affective Skills - Professional growth and Development of Teacher – Seminars, Workshops, Conferences, Visit to Resource centers and Libraries, Online courses/MOOC, Human Resource networks, Teaching Community, Projects, - Role of NCERT, DSERT, RIE, IEFLU, British Council Library, American Council, Central Institute of Indian Languages to enhance the professional development of English teachers.
Activity: Complete 1 or 2 week MOOC course that will improve your ELT competence.

UNIT III - REFERENCE AND STUDY SKILLS (11 Hours)
SQR3 Method of Reading - Study Skills – Note – Taking, Note – Making, Summarizing and Paraphrasing - Reference Skills – Library – Dictionaries – Thesaurus – Encyclopedia – Bibliography - Annotated Bibliography - Internet searching skills.
Activity: Take 3 editorial pieces on the same topic from different newspaper. Have a discussion on their language and presentation.

UNIT IV – COMPOSITION (12Hours)
Letters – Formal, Informal, Semi-Formal - Reports – Instructions – Descriptions - Situational Composition - Precise Writing – Comprehension – Translation - Free Composition, Paragraph Writing, Essay Writing - Poetry Writing - Short Story Writing - Developing News Paper Headlines - Book Reviews - Maintaining Portfolio
Activity: Prepare a student teacher's portfolio on the activities carried out by you for developing your professional skills.

UNIT V – TEACHING LITERATURE (12Hours)
Different forms of literature- Prose, Poetry and Drama - Literary Terms – Allusion, Allegory, colloquialisms, hexameter, hyperbole, oxymoron, euphemism, sarcasm, irony, etc. - Figures of Speech – simile, metaphor, personification, imagery, alliteration, irony, onomatopoeia, satire, etc. - Poetic Elements – Rhythm, Rhyme, Meter and Sound - Poetic Forms - The lyric and the Ode, The Sonnet and the Elegy, The Epic and Epigrams, The Ballad, Dramatic Poems, Limericks and Haiku - Evaluation and Critical reading of literary texts - Method of teaching literature.
Activity: Write a poem/story.

NOTE:
Students of Optional "English" are to be familiarized with the Latest – Tamil Nadu Curriculum for "English for Communication" Prescribed for Higher Secondary Classes.

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- Kohli, A. L. (2006). *Techniques of teaching English*. Dhanpat Rai Publishing company.
- Krishnaswamy, N. (1995). *Teaching English grammar*. T.R. Publication.
- Mangal, S. K. & Mangal, S. (2005). *Essentials of educational technology and management*. Loyal Book Depot.
- Sachdeva, M. S.(2003). *A new approach to teaching of English in India*. Tandon Publications.

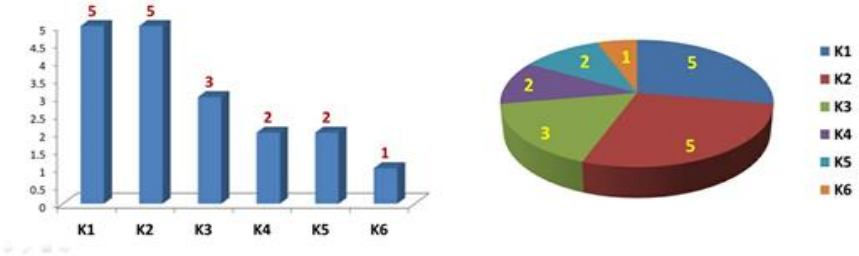
- Vallabi, J. E. (2012). *Teaching of English – II (Special English)*. Neelkamal Publications.

WEB RESOURCES

- https://www.britannica.com/science/linguistics/Modifications-in-Chomskys-grammar
- https://elearning.cpp.edu/learning-objects/syntactic-tree-structures/assets/psr-instructions/
- https://notesread.com/8-important-qualities-of-a-good-textbook/
- https://cudoo.com/blog/10-characteristics-that-make-the-perfect-language-teacher/
- https://lessonsforenglish.com/writing/types-of-composition-writing-and-examples/
- https://egyankosh.ac.in/bitstream/123456789/14295/1/Unit-17.pdf
- https://www.onestopenglish.com/methodology-tips-for-teachers/teaching-materials-using-literature-in-the-efl/-esol-classroom/146508.article
- https://www.chaparralpoets.org/devices.pdf
- https://bookriot.com/different-types-of-poems/
- https://www.academypublication.com/issues/past/tpls/vol01/02/10.pdf

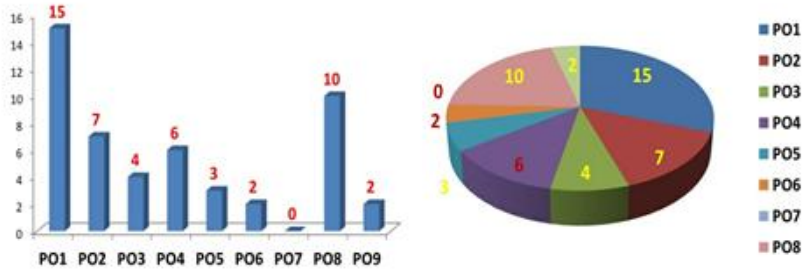
CO-K Graph

K1	K2	K3	K4	K5	K6
5	5	3	2	2	1



CO-PSO Graph

PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
15	7	4	6	3	2	0	10	2



B.Ed.
BHI 4 - PEDAGOGY OF HISTORY -4
SECOND YEAR / SEMESTER – IV

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teachers will be able to;

- identify the theories influencing selection of history materials.
- elucidate the fundamental elements of models.
- outline the challenges in teaching and learning history.
- gain knowledge of professional growth and classroom management.
- recognize the need for research in history education.

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to:

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**THEORIES INFLUENCING SELECTION OF HISTORY MATERIALS AND CURRICULUM IN HISTORY** Doctrine of Natural Tastes and Interest - Culture Epoch Theory - Proceeding from Near to the Remote - Reconciliation of the Psychological Development of the Child with Demands of the Subject and Time Allotted - Current Trends in Curriculum Changes in History - Critical Analysis of Content Course of History Standard XI & XII. **Explain** Doctrine of Natural Tastes and Interest. **Define** Culture Epoch Theory. **Illustrate** Proceeding from Near to the Remote. **Assess** Reconciliation of the Psychological Development of the Child with Demands of the Subject and Time Allotted. **Apply** Current Trends in Curriculum Changes in History. **Analyze**Content Course of History Standard XI & XII. **Activity:** Critically analyse the course content of History subject of XI and XII std Text book. **PO1, PO2, PO4, PO5, PO6, PO7, PO8, PO9**	**K1, K2, K3, K4, K5**
CO2	**MODELS OF TEACHING AND ITS APPLICATIONS IN TEACHING OF HISTORY** Models of Teaching – Meaning - Concepts - Principles - Objectives - Fundamental Elements and	**K1, K2**

	Types of Models: **Information Processing Models:** Jerome S Bruner's Concept Attainment Model - Hilda Taba's Inductive Thinking Model - J. Richard Suchman's Inquiry Training Model - David Ausubel's Advance Organizer Model - Jerry Lucas's Memory Model - Joseph Schwab's Biological Science Inquiry Model - Jean Piaget & Edmund Sullivan's Cognitive Growth Model. **Social Interaction Models:** Herbert Thelen's Group Investigation Model - Fannie Shaftel&GerorgeShaftel's Role Playing Model - Donald Oliver's Jurisprudential Inquiry Model - Saren Boocock's Social Simulation Model - Benjamin Cox &ByrenMassialas's Social Inquiry Model. **Personal Development Models:** Carl Rogers's Non-Directive Teaching Model - William J. J. Gordon's Synetics Model - David Hunt's Conceptual System Model – William Schutz & George Brown's Awareness Training Model - William Glasser's ClassRoom Teaching Model. **Behavioral Modification Models:** B. F. Skinner's Contingency Management Model - B. F. Skinner's Managing Behaviour Model - Joseph Wolpe's Stress Reduction Model - Rimm& Master's Desensitisation Model - Wolpe& Lazarus's Assertive Training Model. **What**are Models of Teaching? **Explain** Principles, Objectives and Fundamental Elements of Models. **Illustrate** Information Processing Models, Social Interaction Models, Personal Development Models and Behavioral Modification Models. **Activity:** Select any historical topic and narrate how to apply models of teaching in teaching that topic. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9**	
CO3	**ISSUES IN TEACHING AND LEARNING HISTORY** Need and Significance of Teaching History - Challenges in Teaching History - History Teacher in Urban and Rural Area - Cultural Diversity - Linguistic Differences - Medium of Instruction - Making the Teaching of History Interesting. Gender Issues – Individual Differences, Language Problem in Learning – Nature of Subjects, Examination and Grading System – Teaching and Learning Styles – Classroom Behaviour of Teacher and Learner - Qualities of History Teacher - Approaches and Strategies of Teaching History: Need for Learner	**K1, K2, K3, K4, K5**

	Centred Approach- Historical Perspective- Attributes of Learner Centred Classroom- Application of Learner Centred Approach- Integration of Learner Centred Approach with the MainStream Education System. **Outline** Need and Significance of Teaching History. **Identify** the Challenges in Teaching History. **How to Make** the Teaching of History Interesting? **Illustrate** the issues in Teaching and Learning of History. **Perceive** Teaching and Learning Styles. **Find** the Classroom Behaviour of Teacher and Learner. **Develop** Qualities of History Teacher to solve teaching and learning issues. **Examine** the Approaches and Strategies of Teaching History. **Activity:** A creative write up on own to make teaching of history interesting. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8**	
CO4	**PROFESSIONAL GROWTH AND CLASSROOM MANAGEMENT** Need and Importance of Professional Growth - Programmes for Professional Growth - Professional Ethics - Classroom Management: Meaning - Concept - Significance of ClassRoom Management ClassRoom Organisation – Components of Classroom Management – Techniques of Classroom Management - Classroom Management Types: Autocratic - Democratic - Laissez/Faire - ClassRoom Climate – Classroom Learning Atmosphere – Positive Classroom Climate – Factors Supporting an Effective Learning Atmosphere – Advantages of Positive Learning Climate – Creative Ideal Classroom Atmospheres – Technical Teaching Skills – Classroom Activities – Classroom Records and Rules - Classroom Interaction Analysis - Modification of Teacher Behaviour with Special Reference to History Teacher. **Define** the concept of Professional Growth. **Explain** the Need and Importance of Professional Growth. **Analyze**the Programmes for Professional Growth, Professional Ethics. **Outline** Classroom Management. **Classify** the Classroom Management Types. **Summarize** ClassRoom Climate. **Apply** Classroom Interaction Analysis. **Illustrate** the Modification of Teacher Behaviour with Special Reference to History Teacher. **Activity:** Collect information regarding the programme for professional growth of a history teacher. **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	**K1, K2, K3, K4**

CO5	**RESEARCH IN HISTORY** Research in History Education: Need and Importance - Qualities of a Good Researcher - Identifying Problems in Teaching of History - Techniques of Conducting and Evaluating Research in History Education - Action Research - Problems Faced by Historical Researchers - Historical Journalism – Archives - Archeological Survey of India - Archeological Survey of Tamilnadu - Objectives and Achievements. **Outline** Need and Importance of Research in History Education. **List** the Qualities of a Good Researcher. **Identify**the Problems in Teaching History. **Explain** the Techniques of Conducting and Evaluating Research in History Education. **What is** Action Research? **Discuss** the Problems Faced by Historical Researchers. **Illustrate**Historical Journalism. **Make use of** Archives for Research in History Education. **Find** the Archeological Survey of India. **Summarize** the Archeological Survey of Tamilnadu. **Activity:** Prepare an album showing certain historical articles from magazines. **PO2, PO6, PO7, PO8, PO9**	**K1, K2, K3, K6**

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO/PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1	3	2	-	2	2	3	2	3	3
CO2	3	3	2	2	3	2	3	3	1
CO3	3	2	2	2	2	3	2	3	-
CO4	3	2	1	2	3	3	-	3	-
CO5	-	3	-	-	-	2	3	3	3
TOTAL	12	12	5	8	10	13	10	15	7

Strongly Correlated - 20, Moderately Correlated - 15, Weakly Correlated - 2

COURSE OUTLINE

UNIT I - THEORIES INFLUENCING SELECTION OF HISTORYMATERIALS AND CURRICULUM IN HISTORY (11Hours)

Doctrine of Natural Tastes and Interest - Culture Epoch Theory - Proceeding from Near to the Remote - Reconciliation of the Psychological Development of the Child with Demands of the Subject and Time Allotted - Current Trends in Curriculum Changes in History - Critical Analysis of Content Course of History Standard XI & XII.

Activity: Critically analyse the course content of History subject of XI and XII std Text book.

UNIT II - MODELS OF TEACHING AND ITS APPLICATIONS IN TEACHING OF HISTORY (13Hours)

Models of Teaching – Meaning - Concepts - Principles - Objectives - Fundamental Elements and Types of Models:

Information Processing Models: Jerome S Bruner's Concept Attainment Model - Hilda Taba's Inductive Thinking Model - J. Richard Suchman's Inquiry Training Model - David Ausubel's Advance Organizer Model - Jerry Lucas's Memory Model - Joseph Schwab's Biological Science Inquiry Model - Jean Piaget & Edmund Sullivan's Cognitive Growth Model.

Social Interaction Models: Herbert Thelen's Group Investigation Model - Fannie Shaftel&GerorgeShaftel's Role Playing Model - Donald Oliver's Jurisprudential Inquiry Model - Saren Boocock's Social Simulation Model - Benjamin Cox &ByrenMassialas's Social Inquiry Model.

Personal Development Models: Carl Rogers's Non-Directive Teaching Model - William J. J. Gordon's Synetics Model - David Hunt's Conceptual System Model – William Schutz & George Brown's Awareness Training Model - William Glasser's ClassRoom Teaching Model.

Behavioral Modification Models: B. F. Skinner's Contingency Management Model - B. F. Skinner's Managing Behaviour Model - Joseph Wolpe's Stress Reduction Model - Rimm& Master's Desensitisation Model - Wolpe& Lazarus's Assertive Training Model.

Activity: Select any historical topic and narrate how to apply models of teaching in teaching that topic.

UNIT III - ISSUES IN TEACHING AND LEARNING HISTORY (12Hours)

Need and Significance of Teaching History - Challenges in Teaching History - History Teacher in Urban and Rural Area, Cultural Diversity, Linguistic Differences, Medium of Instruction - Making the Teaching of History Interesting.

Gender Issues – Individual Differences, Language Problem in Learning – Nature of Subjects, Examination and Grading System – Teaching and Learning Styles – Classroom Behaviour of Teacher and Learner - Qualities of History Teacher - Approaches and Strategies of Teaching History: Need for Learner Centred Approach - Historical Perspective - Attributes of Learner Centred Classroom - Application of Learner Centred Approach - Integration of Learner Centred Approach with the MainStream Education System.

Activity: A creative write up on own to make teaching of history interesting.

UNIT IV - PROFESSIONAL GROWTH AND CLASSROOM MANAGEMENT

(12Hours)

Need and Importance of Professional Growth, Programmes for Professional Growth, Professional Ethics - Classroom Management: Meaning, Concept, Significance of ClassRoom Management ClassRoom Organisation – Components of Classroom Management – Techniques of Classroom Management - Classroom Management Types: Autocratic - Democratic - Laissez/Faire - ClassRoom Climate – Classroom Learning Atmosphere – Positive Classroom Climate – Factors Supporting an Effective Learning Atmosphere – Advantages of Positive Learning Climate – Creative Ideal Classroom Atmospheres – Technical Teaching Skills – Classroom Activities – Classroom Records and Rules - Classroom Interaction Analysis - Modification of Teacher Behaviour with Special Reference to History Teacher.

Activity: Collect information regarding the programme for professional growth of a history teacher.

UNIT V - RESEARCH IN HISTORY **(12Hours)**

Research in History Education: Need and Importance - Qualities of a Good Researcher - Identifying Problems in Teaching of History - Techniques of Conducting and Evaluating Research in History Education - Action Research - Problems Faced by Historical Researchers - Historical Journalism – Archives - Archeological Survey of India - Archeological Survey of Tamilnadu - Objectives and Achievements.

Activity: Prepare an album showing certain historical articles from magazines.

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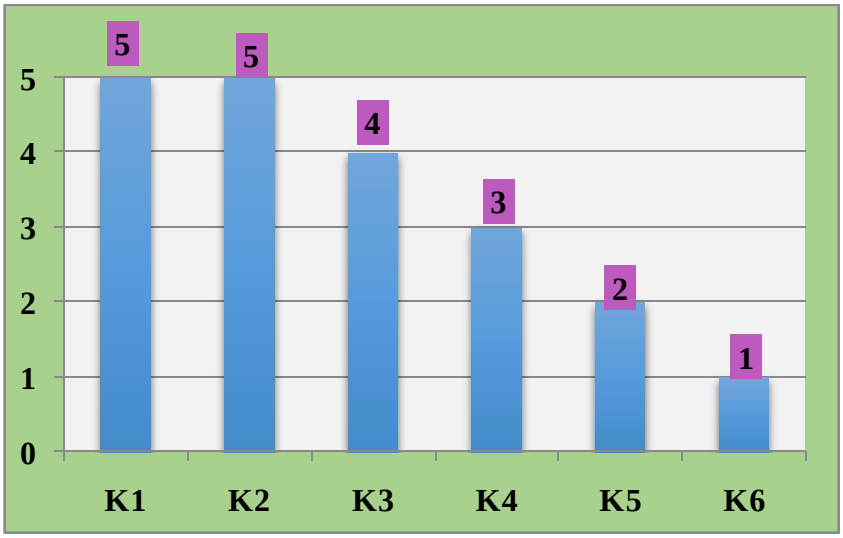
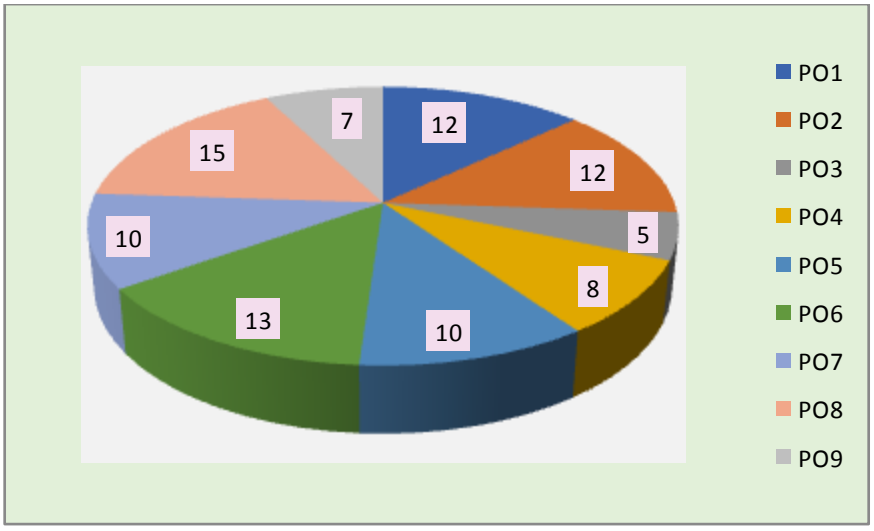
WEB RESOURCES

- http://faculty.collin.edu/mbailey/culture_epoch_theory.htm
- https://tophat.com/marketplace/social-science/education/course-notes/oer-models-of-teaching-dr-rafeedalie/1194/34347/
- https://www.slideshare.net/AileenAsim/models-of-teaching-11201700
- https://niepid.nic.in/MODELS%20OF%20TEACHING.pdf
- https://www.historydiscussion.net/teaching/6-problems-faced-by-history-teacher-in-teaching-history/495
- https://files.eric.ed.gov/fulltext/ED543769.pdf
- https://www.edglossary.org/classroom-management/
- https://www2.palomar.edu/pages/tjohnston2/what-is-classroom-management/

CO-K GRAPH



CO-PO GRAPH



B.Ed.
BGE 4 - PEDAGOGY OF GEOGRAPHY - 4
SECOND YEAR / SEMESTER IV

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teacherswill be able to;

- realize the importance of local geography.
- elucidate the fundamental elements of models.
- outline the challenges in teaching and learning geography.
- gain knowledge of professional growth and classroom management.
- recognize the need for research in geography education.

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to;

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyse), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**LOCAL GEOGRAPHY** Local Geography: Concept and Importance in the Teaching of Geography - Aims and Objectives of Local Geography - Importance of Excursions in the Study of Local Geography and uses of Local Geography - Identification of Local Geographical related Problem - Solidarity of Geography Teachers in Solving Local Problems. **Recall** Local Geography with its Importance.**Outline**Aims and Objectives of Local Geography.**Find**Importance of Excursions in the Study of Local Geography.**Identify** Local Geographical relatedProblems.**Perceive**Solidarity of Geography Teachers in Solving Local Problems. **Activity:** A write up on the various activities used by geography teachers to solve local problems. **PO1, PO2, PO4, PO5, PO6, PO7, PO8, PO9**	**K1, K2, K3, K5**
CO2	**MODELS OF TEACHING AND ITS APPLICATIONS IN TEACHING OF GEOGRAPHY** Models of Teaching – Meaning, Concepts, Principles, Objectives, Fundamental Elements and Types of Models: **Information Processing Models:** Jerome S Bruner's Concept Attainment Model - Hilda Taba's Inductive Thinking Model - J. Richard Suchman's Inquiry	**K1, K2**

	Training Model - David Ausubel's Advance Organizer Model - Jerry Lucas's Memory Model - Joseph Schwab's Biological Science Inquiry Model - Jean Piaget & Edmund Sullivan's Cognitive Growth Model. **Social Interaction Models:** Herbert Thelen's Group Investigation Model - Fannie Shaftel&GerorgeShaftel's Role Playing Model - Donald Oliver's Jurisprudential Inquiry Model - Saren Boocock's Social Simulation Model - Benjamin Cox &ByrenMassialas's Social Inquiry Model. **Personal Development Models:** Carl Rogers's Non-Directive Teaching model - William J. J. Gordon's Synetics Model - David Hunt's Conceptual System Model – William Schutz & George Brown's Awareness Training Model - William Glasser's ClassRoom Teaching Model. **Behavioral Modification Models:** B. F. Skinner's Contingency Management Model - B. F. Skinner's Managing Behaviour Model - Joseph Wolpe's Stress Reduction Model - Rimm& Master's Desensitisation Model - Wolpe& Lazarus's Assertive Training Model. **What** are Models of Teaching? **Explain** Principles, Objectives, and Fundamental Elements.**Illustrate**Information Processing Models, Social Interaction Models, Personal Development Models and Behavioral Modification Models. **Activity:** Select any geographical topic and narrate how to apply models of teaching in teaching that topic. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9**	
CO3	**ISSUES IN TEACHING AND LEARNING GEOGRAPHY** Need and Significance of Teaching Geography - Challenges in Teaching Geography - Geography Teacher in Urban and Rural Area - Cultural Diversity - Linguistic Differences -- Medium of Instruction - Making the Teaching of Geography Interesting. Gender Issues – Individual differences - Language Problem in Learning – Nature of Subjects - Examination and Grading System – Teaching and Learning Styles – Classroom Behaviour of Teacher and Learner - Qualities of Geography Teacher - Approaches and strategies of Teaching Geography: Need for Learner Centred Approach; Historical Perspective- Attributes of Learner Centred	**K1, K2, K3, K4, K6**

	Classroom- Application of Learner Centred Approach- Integration of Learner Centred Approach with the MainStream Education System. **Outline** the Need and Significance of Teaching Geography.**Discuss**Challenges in Teaching Geography. **How to Make** the Teaching of Geography Interesting?**Illustrate**the issues in Teaching and Learning of Geography.**Identify**Teaching and Learning Styles. **Find** Classroom Behaviour of Teacher and Learner.**Develop**the Qualities of Geography Teacher to solve teaching and learning issues.**Examine**Approaches and strategies of Teaching Geography. **Activity:** A creative write up on own to make teaching of Geography interesting. **PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8**	
CO4	**PROFESSIONAL GROWTH AND CLASSROOM MANAGEMENT** Need and Importance of Professional Growth, Programmes for Professional Growth, Professional Ethics - Classroom Management: Meaning, Concept, Significance of ClassRoom Management ClassRoom Organisation – Components of Classroom Management – Techniques of Classroom Management - Classroom Management Types: Autocratic- Democratic- Laissez/Faire - ClassRoom Climate – Classroom Learning Atmosphere – Positive Classroom Climate – Factors Supporting an Effective Learning Atmosphere – Advantages of Positive Learning Climate – Creative Ideal Classroom Atmospheres – Technical Teaching Skills – Classroom Activities – Classroom Records and Rules - Classroom Interaction Analysis - Modification of Teacher Behaviour with Special Reference to Geography Teacher. **Define** the concept of Professional Growth. **Explain** the need and importance of Professional Growth.**Analyze**the Programmes for Professional Growth. Professional Ethics.**Outline**Classroom Management.**Classify**the types of Classroom Management.**Summarize**ClassRoomClimate.**Apply** Classroom Interaction Analysis.**Assess**the Modification of Teacher Behaviour with Special Reference to Geography Teacher. **Activity:** Collect information regarding the programme for professional growth of a Geography teacher. **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	**K1, K2, K3, K4, K5**

CO5	**RESEARCH IN GEOGRAPHY EDUCATION** Research in Geography Education: Need and Importance - Qualities of a Good Researcher - Identifying Problems in Teaching of Geography - Techniques of Conducting and Evaluating Research in Geography - Education Problems faced in Research on Geography Education - Action Research – Important Geographical Research and Survey in India - Objectives and Achievements. **Outline** the Need and Importance of Research in Geography Education.**List**the Qualities of a Good Researcher.**Identify** the Problems in Teaching of Geography. **Explain**the Techniques of Conducting and Evaluating Research in Geography.**Analyze**theEducation Problems faced in Research on Geography Education.**Compose**Action Research.**Find**the Important Geographical Research and Survey in India. **Activity:** Action Research - Report on any problem related to geography education. **PO2, PO6, PO7, PO8, PO9**	**K1, K2, K3, K4**

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO/PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1	3	2	-	2	2	3	2	3	3
CO2	3	3	2	2	3	2	3	3	1
CO3	3	2	2	2	2	3	2	3	-
CO4	3	2	1	2	3	3	-	3	-
CO5	-	3	-	-	-	2	3	3	3
TOTAL	12	12	5	8	10	13	10	15	7

Strongly Correlated - 20, Moderately Correlated - 15, Weakly Correlated - 2

COURSE OUTLINE

UNIT – I: LOCAL GEOGRAPHY (11Hours)

Local Geography: Concept and Importance in the Teaching of Geography - Aims and Objectives of Local Geography - Importance of Excursions in the Study of Local Geography and uses of Local Geography - Identification of Local Geographical related Problem - Solidarity of Geography Teachers in Solving Local Problems.

Activity: A write up on the various activities used by geography teachers to solve local problems.

UNIT – II: MODELS OF TEACHING AND ITS APPLICATIONS IN TEACHING OF GEOGRAPHY (13Hours)

Models of Teaching – Meaning - Concepts - Principles - Objectives - Fundamental Elements and Types of Models:

Information Processing Models: Jerome S Bruner's Concept Attainment Model - Hilda Taba's Inductive Thinking Model - J. Richard Suchman's Inquiry Training Model - David Ausubel's Advance Organizer Model - Jerry Lucas's Memory Model - Joseph Schwab's Biological Science Inquiry Model - Jean Piaget & Edmund Sullivan's Cognitive Growth Model.

Social Interaction Models: Herbert Thelen's Group Investigation Model - Fannie Shaftel&GerorgeShaftel's Role Playing Model - Donald Oliver's Jurisprudential Inquiry Model - Saren Boocock's Social Simulation Model - Benjamin Cox &ByrenMassialas's Social Inquiry Model.

Personal Development Models: Carl Rogers's Non-Directive Teaching model - William J. J. Gordon's Synetics Model - David Hunt's Conceptual System Model – William Schutz & George Brown's Awareness Training Model - William Glasser's ClassRoom Teaching Model.

Behavioral Modification Models: B. F. Skinner's Contingency Management Model - B. F. Skinner's Managing Behaviour Model - Joseph Wolpe's Stress Reduction Model - Rimm& Master's Desensitisation Model - Wolpe& Lazarus's Assertive Training Model.

Activity: Select any geographical topic and narrate how to apply models of teaching in teaching that topic.

UNIT – III: ISSUES IN TEACHING AND LEARNING GEOGRAPHY (12Hours)

Need and Significance of Teaching Geography - Challenges in Teaching Geography - Geography Teacher in Urban and Rural Area - Cultural Diversity - Linguistic Differences - Medium of Instruction - Making the Teaching of Geography Interesting.

Gender Issues – Individual differences - Language Problem in Learning – Nature of Subjects, Examination and Grading System – Teaching and Learning Styles – Classroom Behaviour of Teacher and Learner - Qualities of Geography Teacher - Approaches and strategies of Teaching Geography: Need for Learner Centred Approach - Historical Perspective - Attributes of Learner Centred Classroom - Application of Learner Centred Approach - Integration of Learner Centred Approach with the MainStream Education System.

Activity: A creative write up on own to make teaching of Geography interesting.

UNIT – IV: PROFESSIONAL GROWTH AND CLASSROOM MANAGEMENT

(12Hours)

Need and Importance of Professional Growth - Programmes for Professional Growth - Professional Ethics - Classroom Management: Meaning - Concept - Significance of ClassRoom Management ClassRoom Organisation – Components of Classroom Management – Techniques of Classroom Management - Classroom Management Types: Autocratic - Democratic - Laissez/Faire - ClassRoom Climate – Classroom Learning Atmosphere – Positive Classroom Climate – Factors Supporting an Effective Learning Atmosphere – Advantages of Positive Learning Climate – Creative Ideal Classroom Atmospheres – Technical Teaching Skills – Classroom Activities – Classroom Records and Rules - Classroom Interaction Analysis - Modification of Teacher Behaviour with Special Reference to Geography Teacher.

Activity: Collect information regarding the programme for professional growth of a Geography teacher.

UNIT – V: RESEARCH IN GEOGRAPHY EDUCATION (12Hours)

Research in Geography Education: Need and Importance - Qualities of a Good Researcher - Identifying Problems in Teaching of Geography - Techniques of Conducting and Evaluating Research in Geography - Education Problems faced in Research on Geography Education - Action Research – Important Geographical Research and Survey in India - Objectives and Achievements.

Activity: Action Research - Report on any problem related to geography education.

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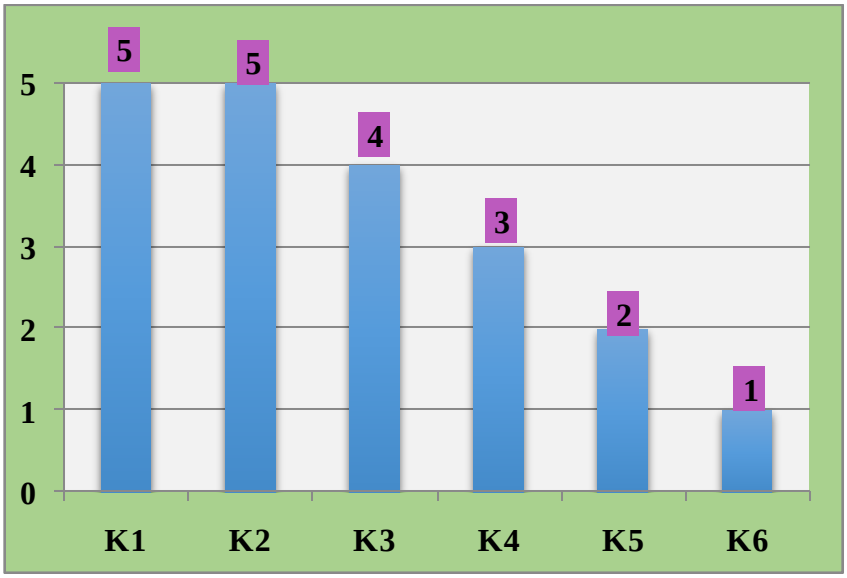
WEB RESOURCES

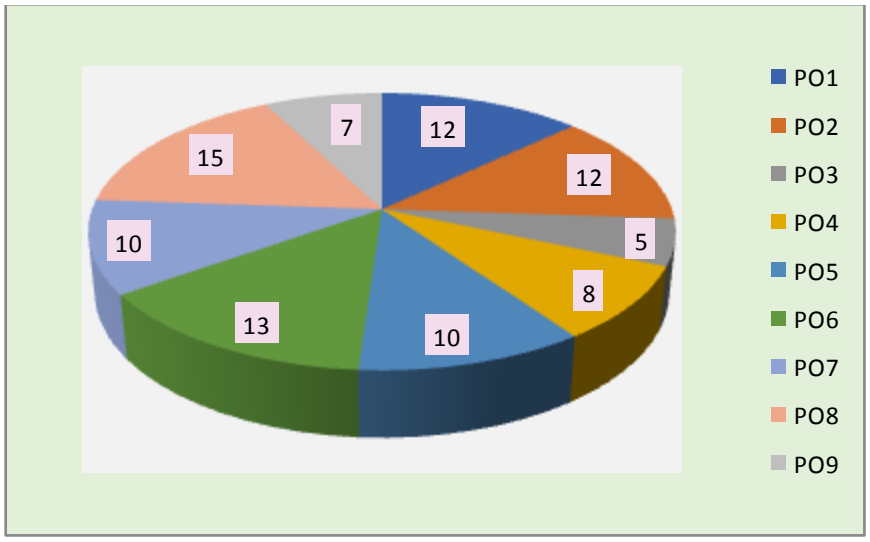
- https://www.jstor.org/stable/40563349
- https://www.tandfonline.com/doi/abs/10.1080/0022134110898566 0?journalCode=rjog20
- https://tophat.com/marketplace/social-science/education/course-notes/oer-models-of-teaching-dr-rafeedalie/1194/34347/

- https://www.slideshare.net/AileenAsim/models-of-teaching-11201700
- https://niepid.nic.in/MODELS%20OF%20TEACHING.pdf
- http://www.iosrjournals.org/iosr-jhss/papers/Vol.%2022%20Issue9/Version-7/I2209076470.pdf
- https://files.eric.ed.gov/fulltext/ED543769.pdf
- https://www.edglossary.org/classroom-management/
- https://www2.palomar.edu/pages/tjohnston2/what-is-classroom-management/
- https://www.geography.org.uk/Support-Guidance/Geography-education-research

CO-K GRAPH



CO-PO GRAPH



B.Ed.
BMA4 - PEDAGOGY OF MATHEMATICS - 4
SECOND YEAR / SEMESTERIV

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teacher will be able to;

- apply drill and practice
- discuss about digital skills
- evaluate Professional growth of Mathematics teacher,
- module preparation for e-content
- develop Soft Skills for teachers

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to;

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyse), K5 - (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**TECHINQUES AND APPROACHES OF TEACHING MATHEMATICS** Concept of Teaching Techniques – Categorization of Teaching Techniques – Teacher Dominant techniques: Telling – Indoctrination - Guidance and Counselling - Drill and Demonstration – Student Dominant techniques: Debate - Creative Writing - Library Work - Project Work - Field Trip - Problem Solving Technique - Brain Storming – Colloquium - Self-Learning - Meaningful Learning - Group activities involving Team Work: Group Interactive sessions - Co-operative Learning - Constructivist Learning - Group Investigation and Group Project - Oral work - written work - drill work - home work – assignment – review - supervised study - Approaches of teaching Mathematics: cooperative learning - contextual learning - mastery learning – constructivism - self-access learning. **Enumerate** the techniques. **Illustrate** guidance. **Apply** drill and practice**. Analyze** problem solving skill.**Activity:** Describe about the various techniques of teaching mathematics. **PO1, PO2, PO5, PO6, PO7, PO8, PO9**	**K1, K2, K3, K4**

CO2	**SKILLS TO LEARN ONLINE** Speed reading -Block chain - Data Visualization and Digital Design Skills - Productivity -Search engine optimization (SEO) - Search Engine Marketing -Digital marketing - Social Media Marketing - Content Management related to Digital Skills - Strategy and Planning related to Digital Skills - Data Science and Data Analytics - Pay per Click - Mobile Management - Video Creation and Marketing -Affiliate marketing -Email marketing - Programming -Copywriting -Public speaking - Graphic design -Grant writing -Photography - Adobe photo shop -Video editing -Accounting - Investing. **Narrate** Search Engine Marketing. **Describe**Productivity. **Apply**Digital marketing. **Evaluatin**g Strategy and Planning related to Digital Skill. **Activity:** Discuss about various online learning skills. **PO1, PO2, PO3, PO4, PO5, PO7, PO8**	**K1, K2, K3, K5**
CO3	**MATHEMATICS TEACHER** Professionalizing Mathematics Teacher: Teaching as a profession - professional ethics in teaching - Traits of professionalism - Qualities of a Mathematics teacher - General qualities - specific qualities - Personal qualities - Competencies listed by NCTE - Soft Skills for teachers - Professional growth of Mathematics teacher – Teaching, Research and Extension - Role of SCERT and NCERT in the professional growth of a teacher - Professional organizations of teachers - Research journals in mathematics and mathematics Education - Internet resources and websites for professional growth of a mathematics teacher. **Recognize** General qualities. **Identify** the Competencies listed by NCTE. **Apply** Soft Skills for teachers. **Analyzing** specific qualities. **Activity:** collect at least 10 mathematics research journals details. **PO1, PO2, PO3, PO4, PO5, PO6, PO9**	**K1, K2, K3, K4**

CO4	**MATHEMATICS TEACHER** Professionalizing Mathematics Teacher: Teaching as a profession, professional ethics in teaching - Traits of professionalism - Qualities of a Mathematics teacher - General qualities -specific qualities - Personal qualities - Competencies listed by NCTE - Soft Skills for teachers - Professional growth of Mathematics teacher – Teaching, Research and Extension - Role of SCERT and NCERT in the professional growth of a teacher - Professional organizations of teachers - Research journals in mathematics and mathematics Education - Internet resources and websites for professional growth of a mathematics teacher. **Define** e-learning. **Discuss** about youtube resources. **Apply** mobile learning. **Evaluate** web pages. **Activity:** collect at least 10 mathematics research journals details. **PO1, PO2, PO4, PO5, PO6, PO8, PO9**	**K1, K2, K3, K5**
CO5	**LEARNING RESOURCES** Text book: need and significance of text book - characteristics of a good text book - organization of contents in text book - logical arguments and teaching methods described in content - usage of terms - nationalized text books -Teacher hand book - Importance of teacher hand book - format of teaching unit: introduction - S.I.O – content - teaching hints – activities – evaluation - reference books - Work book: need of work book - difference between work book and text book - Mathematics library - Modern mathematics books - text books - general books - background books - reference books - inspirational books - practical books - popular mathematics books - mathematical magazines and journals. **List** the qualities of a text book. **Explain** the characteristics of a reference book. **Apply** teacher handbook. **Analyze** inspirational books and **Create** work book. **Activity:** Prepare a work book from any one of the unit in school mathematics. **PO1, PO2, PO3, PO5, PO6, PO7, PO9**	**K1, K2, K3, K4, K6**

CO-K LEVELS

Total K Level: K1 – 5, K2 – 5, K3 – 4, K4 – 3, K5 – 2, K6 – 1

Knowledge Level	K1	K2	K3	K4	K5	K6
Total	5	5	4	3	2	1

CO-PO

3-Strongly Correlated, 2- Moderately Correlated, 1- Weakly Correlated

CO/PO/PSO	PSO								
	1	2	3	4	5	6	7	8	9
CO1	3	3	-	1	3	2	3	2	3
CO2	3	3	3	3	2	-	3	3	-
CO3	3	3	3	3	3	3	1	-	2
CO4	3	3	-	3	2	2	1	3	3
CO5	3	3	3	-	3	2	3	1	3
TOTAL	15	15	9	10	13	9	11	9	11

Strongly Correlated - 27, Moderately Correlated - 7, Weakly Correlated - 4

COURSE OUTLINE

UNIT – I: TECHINQUES AND APPROACHES OF TEACHING MATHEMATICS (13 Hours)

Concept of Teaching Techniques – Categorization of Teaching Techniques – Teacher Dominant techniques: Telling – Indoctrination - Guidance and Counselling - Drill and Demonstration – Student Dominant techniques: Debate - Creative Writing - Library Work - Project Work - Field Trip - Problem Solving Technique - Brain Storming – Colloquium - Self-Learning - Meaningful Learning - Group activities involving Team Work: Group Interactive sessions - Co-operative Learning - Constructivist Learning - Group Investigation and Group Project - Oral work - written work - drill work - home work – assignment – review - supervised study - Approaches of teaching Mathematics: cooperative learning - contextual learning - mastery learning –constructivism - self-access learning.

Activity: Describe about the various techniques of teaching mathematics.

UNIT – II: SKILLS TO LEARN ONLINE (12 Hours)

Speed reading -Block chain - Data Visualization and Digital Design Skills - Productivity - Search engine optimization (SEO) - Search Engine Marketing -Digital marketing - Social Media Marketing - Content Management related to Digital Skills - Strategy and Planning

related to Digital Skills - Data Science and Data Analytics - Pay per Click - Mobile Management - Video Creation and Marketing -Affiliate marketing -Email marketing - Programming -Copywriting -Public speaking -Graphic design -Grant writing -Photography - Adobe photo shop -Video editing -Accounting -Investing.
Activity: Discuss about various online learning skills.

UNIT – III: MATHEMATICS TEACHER (12 Hours)

Professionalizing Mathematics Teacher: Teaching as a profession - professional ethics in teaching - Traits of professionalism - Qualities of a Mathematics teacher - General qualities - specific qualities - Personal qualities - Competencies listed by NCTE - Soft Skills for teachers - Professional growth of Mathematics teacher – Teaching, Research and Extension - Role of SCERT and NCERT in the professional growth of a teacher - Professional organizations of teachers - Research journals in mathematics and mathematics Education - Internet resources and websites for professional growth of a mathematics teacher.
Activity: collect at least 10 mathematics research journals details.

UNIT – IV: MATHEMATICS TEACHER (12 Hours)

Professionalizing Mathematics Teacher: Teaching as a profession, professional ethics in teaching - Traits of professionalism - Qualities of a Mathematics teacher - General qualities - specific qualities - Personal qualities - Competencies listed by NCTE - Soft Skills for teachers - Professional growth of Mathematics teacher – Teaching, Research and Extension - Role of SCERT and NCERT in the professional growth of a teacher - Professional organizations of teachers - Research journals in mathematics and mathematics Education - Internet resources and websites for professional growth of a mathematics teacher.
Activity: collect at least 10 mathematics research journals details.

UNIT – V: LEARNING RESOURCES (11 Hours)

Text book: need and significance of text book - characteristics of a good text book - organization of contents in text book - logical arguments and teaching methods described in content - usage of terms - nationalized text books -Teacher hand book - Importance of teacher hand book - format of teaching unit: introduction - S.I.O – content - teaching hints – activities – evaluation - reference books - Work book: need of work book - difference between work book and text book - Mathematics library - Modern mathematics books - text books - general books - background books - reference books - inspirational books - practical books - popular mathematics books - mathematical magazines and journals.
Activity: Prepare a work book from any one of the unit in school mathematics.

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WEB RESOURCES

- https://www.generationready.com/white-papers/what-is-effective-teaching-of-mathematics
- https://scert-up.in › training-module › mod-9
- https://ncert.nic.in › desm › pdf › Pedagogy_of_...
- http://teachersofindia.org/en/article/pedagogy-mathematics
- https://www.hindawi.com/
- https://en.wikipedia.org › wiki › Critical_mathematics_...
- Using Technology in Elementary Mathematics Teacher Education
- https://www.hindawi.com/

Effective pedagogy in mathematics

- http://www.ibe.unesco.org › EdPractices_19

Content& Pedagogical Instruction | Math Solutions

- https://mathsolutions.com › our-solutions › content-and...

Educational practices - effective pedagogy in mathematics

- https://www.stem.org.uk resources e library resource

Principles of effective pedagogy of mathematics - ResearchGate

- https://www.researchgate.net › figure › Principles-of-effec...

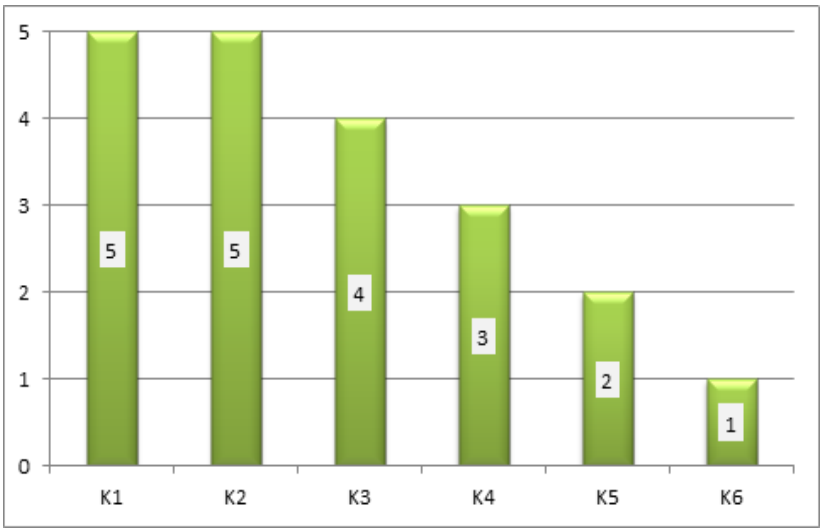
Mathematics Pedagogy and Content in a Blended Teacher ...

- https://files.eric.ed.gov › fulltext

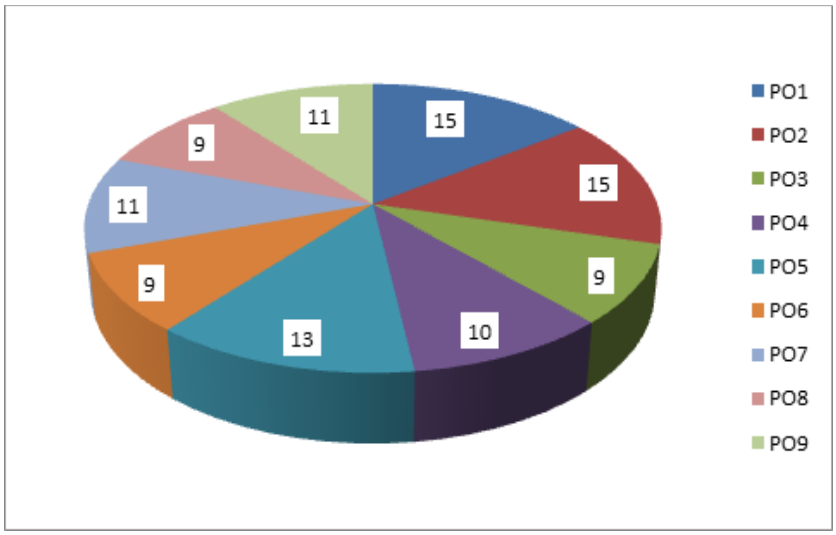
Pedagogy-II: Teaching of Mathematics ... - IGNTU Amarkantak

- http://www.igntu.ac.in › eContent › BEd-02Sem-...

CO-K GRAPH



CO-PO GRAPH



B.Ed.
BPS4 - PEDAGOGY OF PHYSICAL SCIENCE - 4
SECOND YEAR / SEMESTER IV

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teachers will be able to

- examine the challenges of Science teaching in India.
- aware of various co-curricular activities and Scientific temper in strengthening science teaching.
- comprehend the importance of research in Science Education in India.
- categorize the strategies to explore the learner in learning Physical Science.
- encourage the lifelong learning and Professional development.

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze), K5 - (Evaluate), K6 - (Create)

CO1	**CHALLENGES OF SCIENCE TEACHING** Challenges of Science Teaching in India: Urban and Rural areas: Infrastructure Facilities - Technology Support - Instructional Methods - Transport - Absenteeism - Financial Constraint - Laboratory - Global Issues: Pollution - Diseases - Global Warming - Overpopulation - Malnutrition - Superstitious Beliefs - Science Education for Students with Special Education needs and Remedial Programs: Slow learners - Fast learners - Scientifically Gifted - Creative learners. **Relate** the challenges of science teaching in India with Global issues and **analyze**them.**Classify**the factors of challenges and **Prioritize**them.**Identify** the types of learners on their educational needs. **Activity:** Prepare flipbook by using Science Journals and Magazines. **PO1, PO3, PO4, PO8, PO9**	**K1, K2, K3, K4**
CO2	**STRENGTHENING SCIENCE EDUCATION** Co-curricular Activities: Meaning - Importance - Guideline – Criteria for Selection of Co- curricular Activities – Organization and Activities undertaken by Science Clubs – Science Exhibitions and Fairs: Objectives - Steps - Organization - Evaluation - Field Trips and Excursions: Need and Importance - Developing Scientific Temper. **Choose** appropriate Co-curricular activities for Science education.**Explain**the purpose of field trips and	**K1, K2, K3, K4, K5**

	excursions.**Organize** and **Examine** various co-curricular activities. **Activity:** Organize any one Science Club activity and report it. **PO1, PO2, PO3, PO5, PO6, PO7, PO9**	
CO3	**RESEARCH IN SCIENCE EDUCATION** Research in Science Education: Meaning - Status of Research in Science Education in India – Educational Research: Definition - Types – Action research: Meaning - Importance - Steps – Areas of Action Research - Difference between Fundamental and Applied research – Development of Scientific Research attitude. **Find** the status of research in science education in India.**Differentiate** fundamental and action research.**Make use of** different types of educational research. **Determine** the areas of action research and **Create**the action plan. **Activity:** Create plan to conduct Seminar on "Research in Science Education in India" **PO1 , PO3 , PO5 , PO6 , PO9**.	**K1, K2, K3, K5, K6**
CO4	**EXPLORING LEARNERS IN PHYSICAL SCIENCE** Exploring Learners: Concept - Meaning - Characteristics - Challenges – Strategies for Exploring Learners: Applying Previous Knowledge in the Classroom - Involving Learners in Teaching Learning Process - Moving Beyond Text Book - Asking Questions - Collect Materials from Community Resources – Enrichment activities for Exploring Learners: Debating - Brainstorming - Organizing Quiz Club - Learning logs. **Choose** exploring learners. **Organise** and **Apply**the strategies for exploring learners. **Categorise** the enrichment activities. **Activity:** Make a Scrapbook on exploring learners skills using various community resources. **PO1 , PO2, PO3, PO6, PO9**	**K1, K3, K4**
CO5	**PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER** Professional Development: Meaning - Importance - Enrichment Programmes: Orientation - Pre-service - In-service - Self- evaluation of Physical Science Teachers – Role of Reflective Practices in Professional Development – Lifelong Learning for Professional Development: Meaning - Significance - Developing Attributes towards Lifelong Learning - Teacher as Lifelong Learner. **List and Explain** the professional development	**K1, K2, K5**

	programs.**Evaluate**the reflective practices and concept of lifelong learning. **Activity:** Create Poster for a debate session on 'Teacher as Lifelong learner'. **PO1, PO3, PO5, PO7, PO8, PO9**	

CO - K LEVELS

Total K levels: K1 - 5, K2 –4, K3 –4, K4 – 3, K5 – 3, K6 -1

Knowledge Level	K1	K2	K3	K4	K5	K6
	5	4	4	3	3	1

CO- PSO

3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO/PSO	PSO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1	3		3	2				2	3
CO2	3	3	3		3	2	2		3
CO3	3		2		3	2			2
CO4	3	2	3			2			2
CO5	3		3		3		1	2	3
TOTAL	15	5	14	2	9	6	3	4	13

Strongly Correlated - 16, Moderately Correlated - 11, Weakly Correlated – 1

COURSE OUTLINE

UNIT - I: CHALLENGES OF SCIENCE TEACHING (12Hours)

Challenges of Science Teaching in India: Urban and Rural areas: Infrastructure Facilities - Technology Support - Instructional Methods - Transport - Absenteeism - Financial Constraint - Laboratory - Global Issues: Pollution - Diseases - Global Warming -Overpopulation- Malnutrition - Superstitious Beliefs - Science Education for Students with Special Education needs and Remedial Programs: Slow learners - Fast learners - Scientifically Gifted - Creative learners.

Activity: Prepare a flipbook by using Science Journals and Magazines.

UNIT II - STRENGTHENING SCIENCE EDUCATION (13Hours)

Co-curricular Activities: Meaning - Importance - Guideline – Criteria for Selection of Co-curricular Activities – Organization and Activities undertaken by Science Clubs – Science

Exhibitions and Fairs: Objectives - Steps - Organization - Evaluation - Field Trips and Excursions: Need and Importance - Developing Scientific Temper.
Activity: Organize any one Science Club activity and reportit.

UNIT – III: RESEARCH IN SCIENCE EDUCATION (11Hours)
Research in Science Education: Meaning - Status of Research in Science Education in India – Educational Research: Definition - Importance - Types – Difference between Fundamental and Applied research – Development of Scientific Research attitude.
Activity: Create plan to conduct Seminar on "Research in Science Education in India"

UNIT - IV: EXPLORING LEARNERS IN PHYSICAL SCIENCE (12Hours)
Exploring Learners: Concept - Meaning - Characteristics - Challenges – Strategies for Exploring Learners: Applying Previous Knowledge in the Classroom - Involving Learners in Teaching Learning Process - Moving Beyond Text Book - Asking Questions - Collect Materials from Community Resources – Enrichment activities for Exploring Learners: Debating - Brainstorming - Organizing Quiz Club - Learning logs.
Activity: Make a Scrapbook on exploring learners skills using various community resources.

UNIT –V: PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER (12Hours)
Professional Development: Meaning - Importance - Enrichment Programmes: Orientation - Pre-service - In-service - Self- evaluation of Physical Science Teachers – Role of Reflective Practices in Professional Development – Lifelong Learning for Professional Development: Meaning - Significance - Developing Attributes towards Lifelong Learning - Teacher as Lifelong Learner.
Activity: Create Poster for a debate session on 'Teacher as Lifelong learner'.

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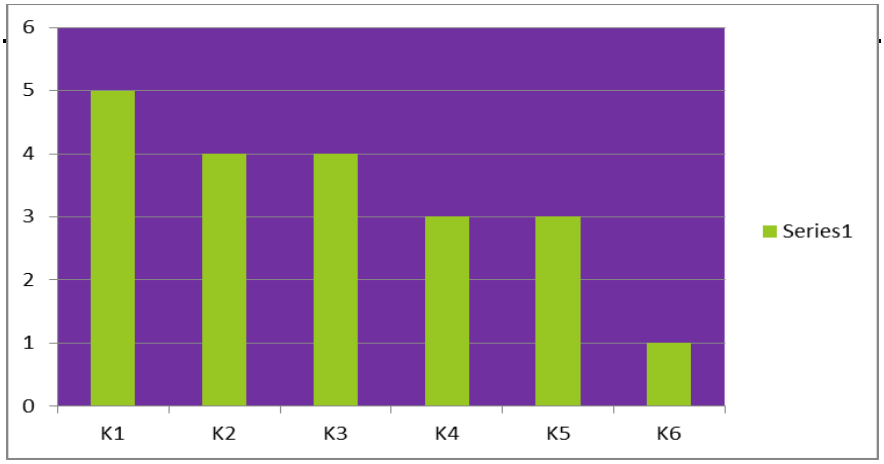
- http://shodhganga.inflibnet.ac.in/bitstream/10603/112513/7/07_chapter%202.

- https://classroom.synonym.com/enrichment-activities-gifted-talented-students-6384864.html.
- https://www.slideshare.net/PLDhar/scientific-temper
- https://www.vpmthane.org/Scientific%20Temper%20and%20Spirit%20of%20Inquiry%202014.pdf
- https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf
- https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf
- https://www.slideshare.net/shamilashaji93/co-curricular-activities-in-science-learning
- https://testbook.com/objective-questions/mcq-on-co-curricular-activities-in-science-teaching--5eea6a0839140f30f369d818
- http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/Educational%20Research.pdf
- https://www.slideshare.net/meenuch/educational-research-51970058

CO-K GRAPH



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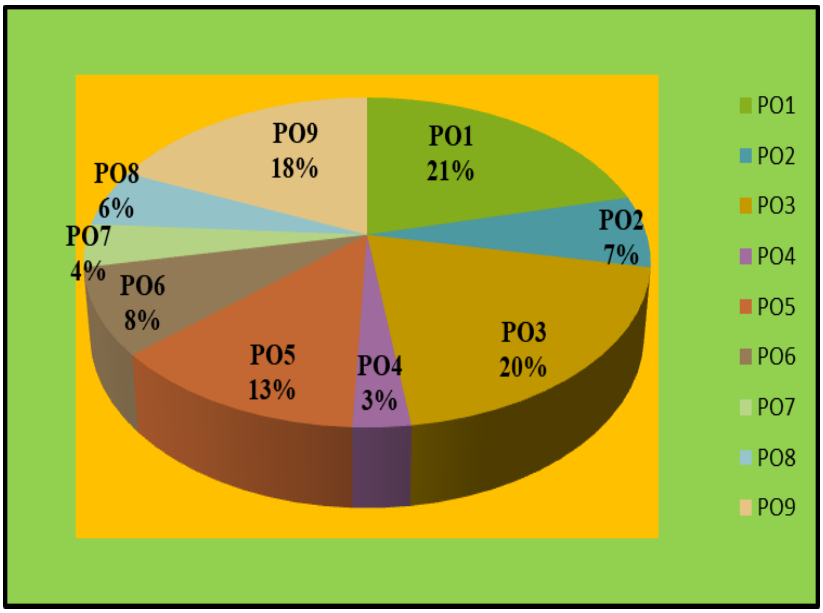

B.Ed.
BBS4- PEDAGOGY OF BIOLOGICAL SCIENCE -4
SECOND YEAR / SEMESTER IV

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course, the prospective teachers will be able to;

- identity gifted and backward studentsand various enrichment programme.
- choose and use appropriate teaching aids for a particular class.
- encourage the students to Utilize the community resources
- identify various professional development program available
- Use different technologies in extension education

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to:
Knowledge level:K1- (Remember), K2-(Understand), K3-(Apply), K4-(Analyse), K5-(Evaluate, K6- (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**ENRICHMENT AND REMEDIAL SCIENCE PROGRAMMES** Gifted Children – Meaning – Definition - Identification – Educating the Gifted – Enrichment Programme – Acceleration – Grouping – Ability Grouping –Special Grouping; Types of Enrichment Programme – Lateral –Intensive Programme – Science Talent Search Programme; Slow Learners-. Identification of students learning with different pace and styles and students with special educational needs- Role of Teachers in Educating the Slow Learners –Special Curriculum – Special Teaching Methods - Remedial Programme for Slow Learners. **Define** Gifted Children – **Identify** gifted children– **Educate** the Gifted – **Analyse** Enrichment Programme –**Describe** the Types of Enrichment Programme – **Who** are Slow Learners-.**Explain** Identification of students with special educational needs- **Identify** Role of Teachers in Educating the Slow Learners –**Select** Special Curriculum and Special Teaching Methods for Slow Learners. **Activity** : Prepare an album showing various methods of teaching creative children.	**K1, K2, K3, K4**

CO2	**INSTRUCTIONAL RESOURCE CENTRE** Planning of Class Room Accessories – Preparation of Teaching Aids – Programmed instructional frames-Permanent slides-Working models-Instructional Cards-Wall hangings-Handouts-Cartons-Live Corners- Laboratory manuals – Pupils note books – science kits – – Herbarium-Shell collection-Feather collection-Preparation of Improvised Apparatus - Significance – Characteristics – Values – Advantages. **Make use of** Planning of Class Room Accessories – **How to** Prepare Teaching Aids – **Explain** Preparation of Improvised Apparatus – **Asses** Significance – **Outline** the Characteristics – **Summarise** the Values and Advantages. **Activity** :Prepare any two teaching aid working model.	**K1,K2, K3, K5,**
CO3	**STRENGTHENING SCIENCE EDUCATION** Community Resources – Objectives – Importance – Advantages –Principles and Functions of community resources – Excursions – Science Clubs – Science Fair - Field Trips – Exhibitions -Science Centers – Museums-Sea shores-Science libraries. **Recall** Community Resources **– List** out the Objectives – **Illustrate** the Importance – **Assess** the Advantages –**Explain** the Principles and Functions of Community resources. **Activity** : Prepare a chart showing the various activities to organizes science expo. Field visits (Botanical and Zoological Gardens, Science Centers, Science Museums, Sea shores, etc.)	**K1, K2, K3, K5**
CO4	**PROFESSIONAL DEVELOPMENT** Professional Development of Biology Teachers – Need and Importance-Various professional developmental programmes for teachers such as in-service teachers training, seminars and conferences, membership of professional organizations etc. Field visits of teachers to National level institutes and laboratories in the area of biological sciences. Reflective practices and its role in professional development of teachers-Teacher as a researcher: learning to understand how children learn science. Publishing articles in Biology Education journals.	**K1, K2,K3,K4,K6,**

	Build Professional Development of Biology Teachers – **Analyse** the Need and Importance- **Explain** the Various professional developmental programmes for teachers **Organise** Field visits of teachers to National level institutes and laboratories in the area of biological sciences .**Apply** Reflective practices and its role in professional development of teachers- **Create** Teacher as a researcher, **Develop** Publishing articles in Biology Education Journals. **Activity:** writing articles for science journals.	
CO5	**EXTENSION EDUCATION** Extension Education – Definition – objectives – Need – Significance – Planning and Organizing of Extension programme - Principles of Extension education- – Types of Extension Education Programme — Role of Technology in Extension Education-Organizing awareness programme-campaigns-Preparing posters- Implications. **Recall** and **Define** Extension Education –**List** the objectives – **Analyse** the Need and Significance – **Explain** Planning and Organizing of Extension programme – **Outline** the Principles of Extension education- –**Summarise** the Types of Extension Education Programme — **Analyse** the Role of Technology in Extension Education-**How** to Organize awareness programme- campaigns-Preparing posters. **Activity** : Collect information regarding the roll of technology in advancing science education.	**K1, K2, K4**

CO –K LEVELS

K1-5 , K2-5, K3-4, K4-3, K5-2, K6-1

Knowledge Level	K1	K2	K3	K4	K5	K6
	5	5	4	3	2	1

CO-PO

3- Strongly Correlated, 2- Moderately Correlated, 1-Weakly Correlated

CO/PO/ PSO	PSO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1	3	2	1	3	2	2			
CO2	3	3	2	3	2	3			2
CO3	2	2		3		2			2
CO4	2		3	3	3	2			
CO5	2		3	3		2			
TOTAL	**12**	**7**	**9**	**15**	**7**	**11**	**0**	**0**	**4**

COURSE OUTLINE

UNIT I - ENRICHMENT AND REMEDIAL SCIENCE PROGRAMMES (12 hours)

Gifted Children – Meaning – Definition - Identification – Educating the Gifted – Enrichment Programme – Acceleration – Grouping – Ability Grouping –Special Grouping; Types of Enrichment Programme – Lateral –Intensive Programme – Science Talent Search Programme; Slow Learners-. Identification of students learning with different pace and styles and students with special educational needs- Role of Teachers in Educating the Slow Learners –Special Curriculum – Special Teaching Methods - Remedial Programme for Slow Learners.

Activity : Prepare an album showing various methods of teaching creative children.

UNIT II - INSTRUCTIONAL RESOURCE CENTRE (12 Hours)

Planning of Class Room Accessories – Preparation of Teaching Aids – Programmed instructional frames-Permanent slides-Working models- Instructional Cards-Wall hangings-Handouts-Cartons-Live Corners- Laboratory manuals – Pupils note books – science kits – – Herbarium-Shell collection-Feather collection-Preparation of Improvised Apparatus - Significance – Characteristics – Values – Advantages.

Activity :Prepare any two teaching aids working model.

UNIT III - STRENGTHENING SCIENCE EDUCATION (11 Hours)

Community Resources – Objectives – Importance – Advantages –Principles and Functions of community resources – Excursions – Science Clubs – Science Fair - Field Trips – Exhibitions -Science Centers – Museums-Sea shores-Science libraries.

Activity :

- Prepare a chart showing the various activities to organizes science expo.
- Field visits to Botanical and Zoological Gardens, Science Centers, Science Museums, Sea shores, etc.

UNIT IV – PROFESSIONAL DEVELOPMENT (13 Hours)

Professional Development of Biology Teachers –Need and Importance-Various professional developmental programmes for teachers such as in-service teachers training, seminars and conferences, membership of professional organizations etc. Field visits of teachers to National level institutes and laboratories in the area of biological sciences. Reflective practices and its role in professional development of teachers-Teacher as a researcher:

learning to understand how children learn science. Publishing articles in Biology Education journals.

Activity: writing articles for science journals.

UNIT V - EXTENSION EDUCATION (12 Hours)

Extension Education – Definition – objectives – Need – Significance – Planning and Organizing of Extension programme - Principles of Extension education- – Types of Extension Education Programme — Role of Technology in Extension Education-Organizing awareness programme- campaigns-Preparing posters- Implications

Activity: Collect information regarding the roll of technology in advancing science education.

SUGGESTED PRACTICAL WORK

- Power Point Presentation.
- Web-Site Comparison.
- Field Trip
- Photo Album, Nature Album.
- Preparation of Herbarium.
- Collection of Feathers, Shells etc.

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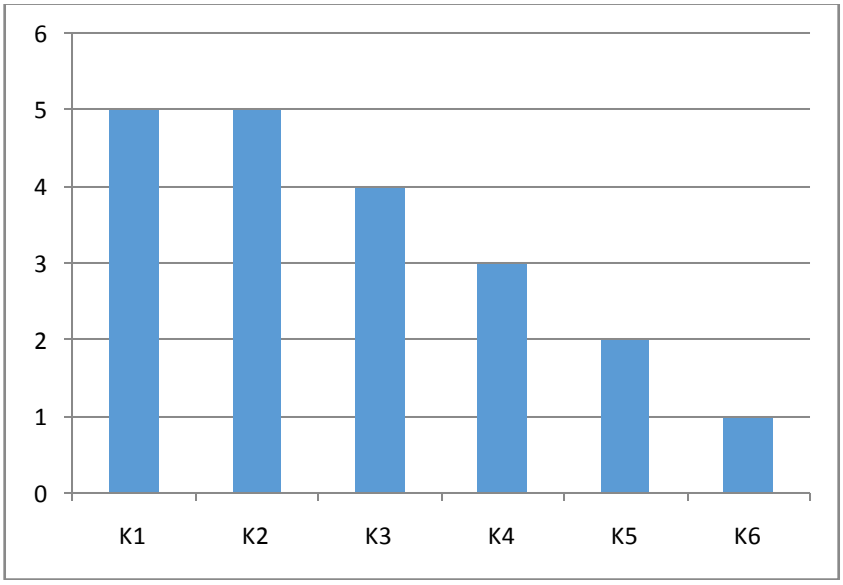
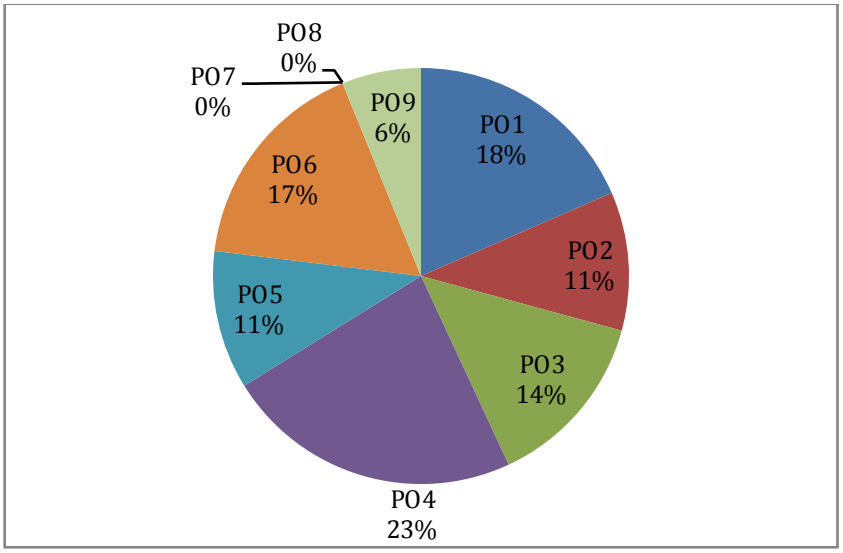
CO-K – GRAPH



CO -PO GRAPH



B.Ed.
BHS4 – PEDAGOGY OF HOME SCIENCE - 4
SECOND YEAR – SEMESTER IV

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES: **5 Credits**

At the end of the course the prospective teachers will be able to

- discuss the criteria of a good text book
- analyze the role of international organizations on food safety.
- realize the expected values and resources of family.
- acquire knowledge of various agencies involved in extension activities.
- recognize on the issues of social problems in India.

COURSE OUTCOMES DESCRIPTIONS:

At the end of the course, the prospective teachers will be able to;

Knowledge level: K1 – (Remember), K2 – (Understand), K3 – (Apply), K4 – (Analyze), K5 – Evaluate, K6 – (Create).

Course	Learning Outcomes	Knowledge Level
CO1	**TEXT BOOK OF HOME SCIENCE** Text Books : Meaning - Definition - Characteristics - Need and Significance of Text Books – Criteria of good Text Books – Critically Review of Home Science Text Books used in Higher Secondary Schools – Home Science Library: Meaning - Definition - Nature - scope and Various Resources of Library. **Find** the meaning of Text Book and Home Science Library.**Classify** the characteristics of Text Book.**Choose** the criteria of Good Text Book.**Analyse**the Home Science Higher Secondary Text Book.**Prioritize** the essential Resources of Home Science Library. **Activity:** Review and Report Higher Secondary Text Book. **PO1,PO2,PO3,PO4,PO5,PO6,PO8,PO9.**	**K1, K2, K3, K4, K5.**
CO2	**FOOD SAFETY AND SECURITY** Introduction to Food Safety and Issues in India: Adulteration – Food Hazards – Need, Importance and Factors affecting Food Safety in Household and Industry – National Food Legislation: FSSAI - Essentials Commodities Act - ISI - BIS - AGMARK – International Organizations for Food Safety: FAO - WHO - APEDA and WTO – Artificial Intelligence and	**K1,K2,K3, K4,K5,K6**

	Robotics in Food Safety. **Label** the Food safety issues in India.**Illustrate** Food Adulteration.**Plan**the factors affecting Food Safety in Household and Industry.**Analyse** various National Food Legislation. **Explain** the international organizations of Food Safety.**Discuss** the Artificial Intelligence and Robotics in Food Safety. **Activity:**Prepare an album on Adulteration and Food Hazards. **PO1,PO2,PO3,PO4,PO5,PO7,PO8,PO9.**	
CO3	**FAMILY RESOURCES, VALUES AND CRISIS** Resources: Meaning - Classification - Characteristics - Types - Factors Contributing towards Value Change – Crisis: Types of Stress - Violence - Separation - Divorce - Problems of single Parent Families and Impacts of Crisis on Family Management. **Choose** the resources utilized for Family Management. **Summarize** the factors influencing towards Value Change. **Identify** the Crisis related to Family Management. **Activity:** Report any five Case Histories related to Family Crisis. **PO2,PO3, PO5,PO6,PO9.**	**K1,K2,K3**
CO4	**EXTENSION ACTIVITIES** International Agencies: WHO - FAO - UNICEF – National Agencies – ICDS - Nutritious Noon Meal Scheme - Adult Education Program - World food Day - AIDS Education **List** the role of WHO.**Relate** the functions of FAO and UNICEF.**Survey**the benefits of Nutritious Noon Meal Scheme.**Discuss** the Awareness Programmes related to AIDS Education. **Activity:** Critically analyse various functions of International Agencies. **PO2,PO3,PO7,PO8,PO9.**	**K1,K2, K4,K6**
CO5	**SOCIAL PROBLEMS FACED BY INDIA** Critical Problems of India – Malnutrition: Meaning and Definition – Effects of Malnutrition on the vulnerable sectors – Impact of Malnutrition on National Development – problems due to Malnutrition – Over Population: Causes and Consequences of Over Population – Measures to Control the OverPopulation – Communicable Diseases: Meaning - Definition - Types - Causes - Symptoms and Prevention. **Define**Malnutrition.**Interpret** the impact of Malnutrition on National Development.**Identify** the problems due to Malnutrition.**Inspect** the Causes and Consequences of OverPopulation.**Explain** the types, causes, symptoms and prevention of Communicable	**K1,K2,K3, K4,K5.**

	Diseases. **Activity:** Prepare Chart on Preparation for various Social Issues. **PO2,PO3,PO5,PO6,PO7,PO8,PO9.**	

CO –K LEVELS

Total K Level: K1-5, K2- 5, K4-4, K3-4, K5-3, K6- 2

Knowledge Level	K1	K2	K3	K4	K5	K6
	5	5	4	4	3	2

CO-PO

3- Strongly Correlated, 2- Moderately Correlated, 1 – Weakly Correlated

CO/PO	PO								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
CO1	1	3	3	3	1	1		2	2
CO2		2	2		3	3			3
CO3	3	2	2	1	1		3	2	3
CO4		2	3				3	2	3
CO5	2	2	1			3	3	2	3
TOTAL	**6**	**11**	**11**	**4**	**5**	**7**	**9**	**8**	**14**

Strongly Correlated – 15, Moderately Correlated – 12, Weakly Correlated - 6

COURSE OUTLINE

UNIT – I: TEXT BOOK OF HOME SCIENCE (11 Hours)

Text Books : Meaning - Definition - Characteristics - Need and Significance of Text Books – Criteria of good Text Books – Critically Review of Home Science Text Books used in Higher Secondary Schools – Home Science Library: Meaning - Definition - Nature - scope and Various Resources of Library.

Activity: Review and Report Higher Secondary Text Book.

UNIT – II: FOOD SAFETY AND SECURITY (13 Hours)

Introduction to Food Safety and Issues in India: Adulteration – Food Hazards – Need, Importance and Factors affecting Food Safety in Household and Industry – National Food Legislation: FSSAI - Essentials Commodities Act - ISI - BIS - AGMARK – International Organizations for Food Safety: FAO - WHO - APEDA and WTO – Artificial Intelligence and Robotics in Food Safety.

Activity: Prepare an album on Adulteration and Food Hazards.

UNIT – III: FAMILY RESOURCES, VALUES AND CRISIS (12 Hours)

Resources: Meaning - Classification - Characteristics - Types - Factors Contributing towards Value Change – Crisis: Types of Stress - Violence - Separation - Divorce - Problems of single Parent Families and Impacts of Crisis on Family Management.

Activity: Report any five Case Histories related to Family Crisis.

UNIT –IV: EXTENSION ACTIVITIES (12 Hours)

International Agencies: WHO - FAO - UNICEF – National Agencies – ICDS - Nutritious Noon Meal Scheme - Adult Education Program - World food Day - AIDS Education

Activity: Critically analyse various functions of International Agencies.

UNIT – V: SOCIAL PROBLEMS FACED BY INDIA (12 Hours)

Critical Problems of India – Malnutrition: Meaning and Definition – Effects of Malnutrition on the vulnerable sectors – Impact of Malnutrition on National Development – problems due to Malnutrition – Over Population: Causes and Consequences of Over Population – Measures to Control the Over Population – Communicable Diseases: Meaning - Definition -Types - Causes - Symptoms and Prevention.

Activity: Prepar**e** Chart on Preparation for various Social Issues.

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WEB RESOURCES

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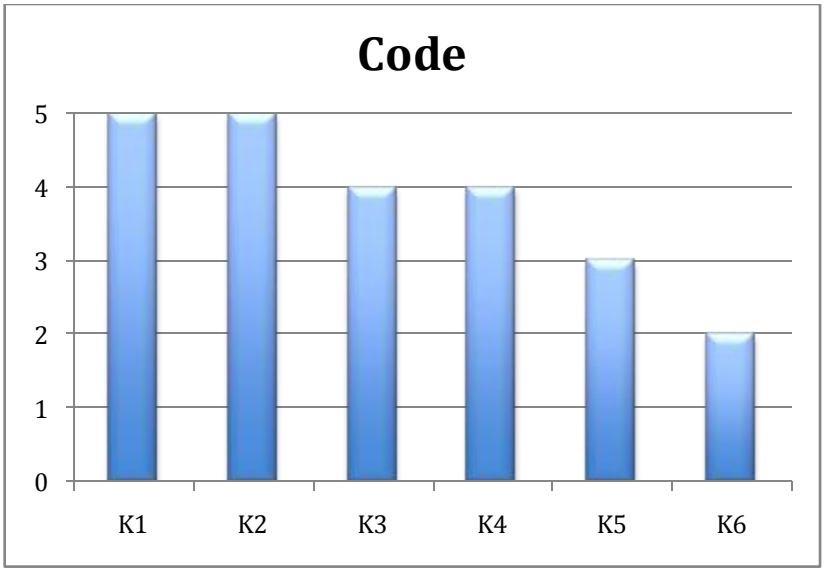
- https://wikieducator.org/Computer_Assisted_Instruction_(CAI)#:~:text=Computer%2Dassisted%20instruction%20(CAI)%20is%20an%20interactive%20instructional%20technique,in%20enhancing%20the%20learning%20process.
- https://www.sociologygroup.com/social-issues-in-india/
- https://www.sociologygroup.com/social-issues-in-india/
- https://www.mapsofindia.com/my-india/india/overpopulation-in-india-causes-effects-and-how-to-control-it#:~:text=The%20two%20main%20common%20causes,higher%20than%20the%20death%20rate.&text=The%20fertility%20rate%20due%20to,higher%20compared%20to%20other%20countries.
- https://www.insurancedekho.com/health-insurance/articles/top-communicable-diseases-in-india-1180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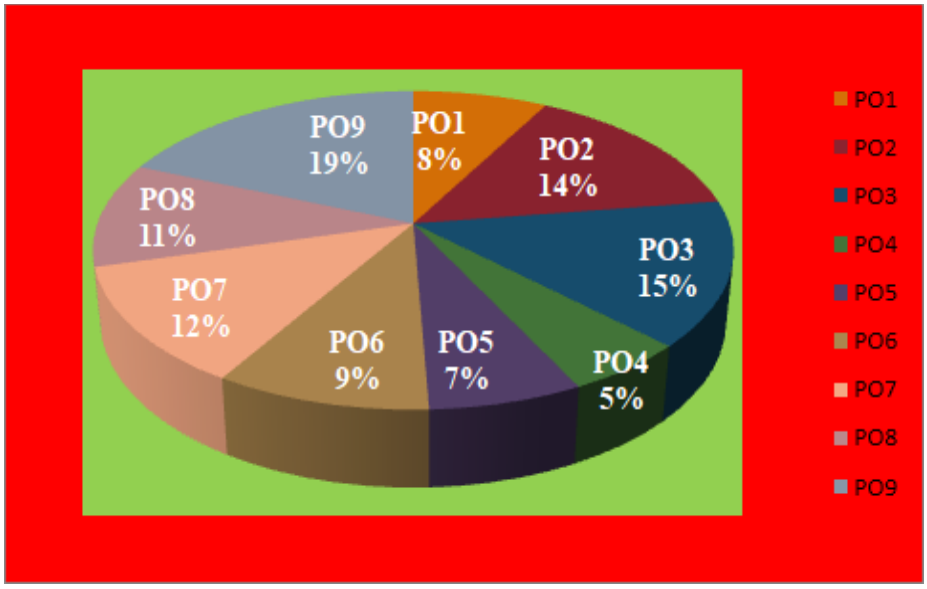
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PO8
PO9

B.Ed.

BCS 4 -PEDAGOGY OF COMPUTER EDUCATION -4
SECOND YEAR / SEMESTER IV

	L	T	P	Total
Credits	**4**	**1**	**0**	**5**
Hours	**60**	**30**	**0**	**90**

LEARNING OBJECTIVES **5 Credits**

After completing the course, the prospective teachers will be able to

- develop the skills of maintain the computer science laboratory.
- identify the various types of resources for teaching Computer science.
- interpret the cyber security and threads.
- create the documents using PageMaker.
- draw the document using CorelDRAW 2018.

COURSE OUTCOMES DESCRIPTIONS:

After completing the course, the prospective teachers will be able to:

Knowledge level: K1 - (Remember), K2 - (Understand), K3 - (Apply), K4 - (Analyze)K5 (Evaluate), K6 - (Create)

Course	Learning Outcomes	Knowledge Level
CO1	**PLANNING AND MAINTENANCE OF A COMPUTER LABORATORY** Need for Planning a Computer Laboratory - Planning and Maintenance of a Computer Laboratory - Essential Infrastructure - Laboratory Management - Organization of Practical for Pupils - Maintenance of Records - Discipline in the Laboratory Rules for the Teacher and Laboratory Staff - Rules for the Students in the Laboratory. **Explain** the Planning and Maintenance of a Computer Laboratory, **Identify** the Essential Infrastructure, **Examine** the Laboratory Management, **Plan** for the Organization of Practical for Pupils, **Summarize** the maintenance of Records, **Categorize** the discipline in the Laboratory Rules for the Teacher and Laboratory Staff , **List** the rules for the Students in the Laboratory. **Activity:** Prepare a model stock register and other records to be maintained in a computer science laboratory. **PO1, PO2, PO3, PO4,PO5, PO6,PO8**	**K1, K2,K3,K4**

CO2	**RESOURCE FOR TEACHING COMPUTER SCIENCE** Introduction – Print resources: News Paper, Journal, Encyclopedia – Audio-Visual Resources: Audio Resources: Radio Talk, Audio tapes, DVD and CD's – Visual Resources: Pictures, Charts, Poster, Photographs, Flash Card – ICT Resources: TV, Internet, Multimedia, Interactive White Board – Community Resources: Field Trip, Computer Science Exhibition, Computer science Lab, Computer science Resource Centre and Computer science Club. **Identify** and **Explain** thevarious types of resources, **Classify**theaudio resources: Radio Talk, Audio tapes, DVD and CD's , **List** the visual resources: Pictures, Charts, Poster, Photographs, Flash Card, **Evaluation** the ICT Resources: TV, Internet, Multimedia, Interactive White Board, **Analysis** the community resources: Field Trip, Computer Science Exhibition, Computer science Lab, Computer science Resource Centre and Computer science Club. **Activity:** Discuss the effect of ICT resources for teaching Computer science. **PO1, PO2, PO3, PO4,PO5, PO6,PO8**	**K1, K2, K3, K4, K5**
CO3	**COMPUTER ETHICS AND CYBER SECURITY** Introduction – Ethics – Computer Ethics – Guidelines of Ethics – Ethical issues – Cyber Security and threats - Types of Cyber Attacks – Prevention.-Introduction to Information act. **Identify** the Computer Ethics ,**Outline** the guidelines of Ethics , **What** are the ethical issues , **Examine** the Cyber Security and threats , **Explain** thetypes of Cyber Attacks, **List** the prevention of Cyber Attacks, **Importance** of the Information act **Activity:** Discuss the various crimes happen in computer and smart mobile phone. **PO1, PO2, PO3, PO4, PO5,PO6, PO8**	**K1, K2, K5**
CO4	**ADOBE PAGEMAKER** Desktop Publishing – Introduction to Adobe Pagemaker – Opening Pagemaker – Creating a New Document – Entering Text in the Document – Editing Text in the Document – Text Block – Understanding Story – Threading Text Blocks – Placing Text in a Frame – Saving, Closing and Opening Documents – Moving around the	**K1, K2, K3**

	Document – Scrolling the Document – Magnifying the Reducing the Zoom Tool – Formatting the Document –Drawing-Working with Pages - Master Pages- Print a Document. **Recall** the desktop publishing and Opening New Document, **Utilize** the editing text in the Document, **Organize** the Text Block and threading Text Blocks , **Apply** the placing Text in a Frame, **Develop** the Saving, Closing and Opening Documents, **Find** the moving around the Document, **How** to Scrolling the Document, **Apply** the magnifying the Reducing the Zoom Tool, **Make** use of formatting the Document and drawing, **Develop** the Working with Pages and Master Pages, **Select** the print a Document. **Activity:** Create a simple business card/ Create a newsletter that includes articles and pictures on each pages. **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	
CO5	**UNIT V – CORELDRAW** Introducation – Starting CoralDRAW 2018 – CoralDRAW 2018 Document Window – Property Bar – Exploring the ToolBox – Exploring the Flyouts – Drawing Shapes- Using the Color Palette – Resizing Shapes of Objects – Rotating Objects – Undoing and Redoing – Saving a Drawing – Closing Document Files – Exiting CoralDRAW – Working with Objects – Working with Text – Page Setup. **Recall** the starting CoralDRAW 2018, **Find** the CoralDRAW 2018 Document Window and Property Bar, **Show** the Exploring the ToolBox and Exploring the Flyouts, **How** drawing shapes, Color Palette and Resizing Shapes of Objects , **Select** the rotating Objects, Undoing and Redoing, **Recall** the saving a drawing and closing document files, **How** to exiting CoralDRAW and Working with Objects. **Activity:** Create a logo with letters /Magazine Design / News Paper Design/ Books Design/ Illustration Make. **PO1, PO2, PO3, PO4, PO5, PO6, PO8**	**K1**

CO - K LEVELS

Total K - Levels

K1	K2	K3	K4	K5	K6
5	4	4	3	2	1

CO-PO

3 – Strongly Correlated, 2 – Moderately Correlated, 1 – Weakly Correlated

CO/PO/PS	PSO								
	PO1	PO2	PO3	PO	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1		1		1	
CO2	3	2	2	1				1	
CO3	3	2	2	2	2	1		1	
CO4	3	3	2	2	2	1		1	
CO5	2	3	3	1	2	2		1	
TOTAL	**14**	**12**	**10**	**7**	**6**	**6**		**5**	

Strongly Correlated- 7, Moderately Correlated-20, Weakly Correlated-12

COURSE OUTCOME

UNIT I- PLANNING AND MAINTENANCE OF A COMPUTER LABORATORY (12 Hours)

Need for Planning a Computer Laboratory - Planning and Maintenance of a Computer Laboratory - Essential Infrastructure - Laboratory Management - Organization of Practical for Pupils - Maintenance of Records - Discipline in the Laboratory Rules for the Teacher and Laboratory Staff - Rules for the Students in the Laboratory.

Activity: Prepare a model stock register and other records to be maintained in a computer science laboratory.

UNIT II –RESOURCE FOR TEACHING COMPUTER SCIENCE (11 Hours)

Introduction – Print resources: News Paper, Journal, Encyclopedia – Audio-Visual Resources: Audio Resources: Radio Talk, Audio tapes, DVD and CD's – Visual Resources: Pictures, Charts, Poster, Photographs, Flash Card – ICT Resources: TV, Internet, Multimedia, Interactive White Board – Community Resources: Field Trip, Computer Science Exhibition, Computer science Lab, Computer science Resource Centre and Computer science Club.

Activity: Discuss the effect of ICT resources for teaching Computer science.

UNIT III - COMPUTER ETHICS AND CYBER SECURITY (12 Hours)

Introduction – Ethics – Computer Ethics – Guidelines of Ethics – Ethical issues – Cyber Security and threats - Types of Cyber Attacks – Prevention.-Introduction to Information act.

Activity: Discuss the various crimes happen in computer and smart mobile phone.

UNIT IV – ADOBE PAGEMAKER **(12 Hours)**

Desktop Publishing – Introduction to Adobe Pagemaker – Opening Pagemaker – Creating a New Document – Entering Text in the Document – Editing Text in the Document – Text Block – Understanding Story – Threading Text Blocks – Placing Text in a Frame – Saving, Closing and Opening Documents – Moving around the Document – Scrolling the Document – Magnifying the Reducing the Zoom Tool – Formatting the Document –Drawing-Working with Pages - Master Pages- Print a Document.

Activity: Create a simple business card/ Create a newsletter that includes articles and pictures on each pages.

UNIT V – CORELDRAW **(13Hours)**

Introduction – Starting CoralDRAW 2018 – CoralDRAW 2018 Document Window – Property Bar – Exploring the ToolBox –Exploring the Flyouts – Drawing Shapes- Using the Color Palette – Resizing Shapes of Objects – Rotating Objects – Undoing and Redoing – Saving a Drawing – Closing Document Files – Exiting CoralDRAW – Working with Objects – Working with Text – Page Setup.

Activity: Create a logo with letters /Magazine Design / News Paper Design/ Books Design/Illustration Make.

REFERENCES

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- Babu Muthuja., Usharani, R.,.&HarhMarwah. (2011).*Teaching of Computer Science I and II*. Centrum Press.
- *Computer Science Text Book, Higher Secondary Ist Year,* Tamilnadu Textbook Corporation.
- *Computer Technology Text Book, Higher Secondary IInd Year* Tamilnadu Textbook Corporation.
- நடராஜன்.வி,(2013),*கணிப்பொறிஅறிவியல் பாடப்பொருளும் கற்பிக்கும் முறைகளும்*,சாந்தாபப்ளி'ர்ஸ்,சென்னை.
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- HemalathaKalaimathi, D., & Asir Julius. (2015), *Teaching of Biological Science*. Neelkamal Publications PVT Ltd.
- Jennifer Robins. (2013). *Learning Web Design*. O'Reily Books.
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- மீனாட்சிசுந்தராம் அ (2012),*கணிப்பொறிஅறிவியல்*,காவ்யமாலாபப்ளி'ர்ஸ்,திண்டுக்கல்.
- Natarajan, V.(2010).*Effective Teaching of Computer Science*. Shantha Publishers.
- Panner Selvam, S.K. (2013).*Computer Education*. A.P.H. Publishing Corporation.
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- *Pedagogy of Physical Science Textbook for B.Ed. Part I*. National Council of Education Research and Training, New Delhi: Publication Division, NCERT.
- Radhamohan. (2000*). Innovative Science Teaching for Physical Science Teacher*. Prentice Hall of India.
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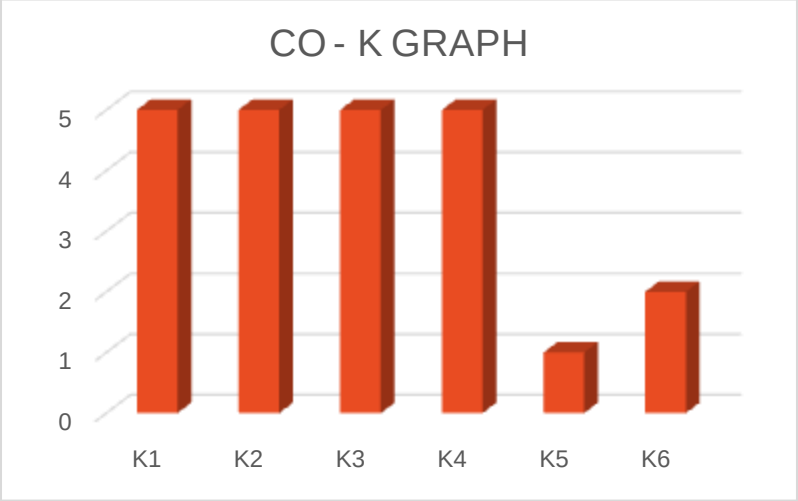
- சாந்தகுமாரி,(2013),*கணினிக் கல்வி*,சாரதாபதிப்பகம்,சென்னை
- Singh,Y.K. (2005).*Teaching of computer science*. A.P.H. Publishing.
- Srinivasan, T.M. (2002).*Use of Computers and multimedia in education*. Aavisakar Publication.

- ராஜசேகர் சு மற்றும் சீனிவாசன், (2015) கணினிஅறிவியல் கற்பிக்கும் முறைகள்,நீல்கமல் பப்ளி‘ர்ஸ்,நியூடெல்லி.

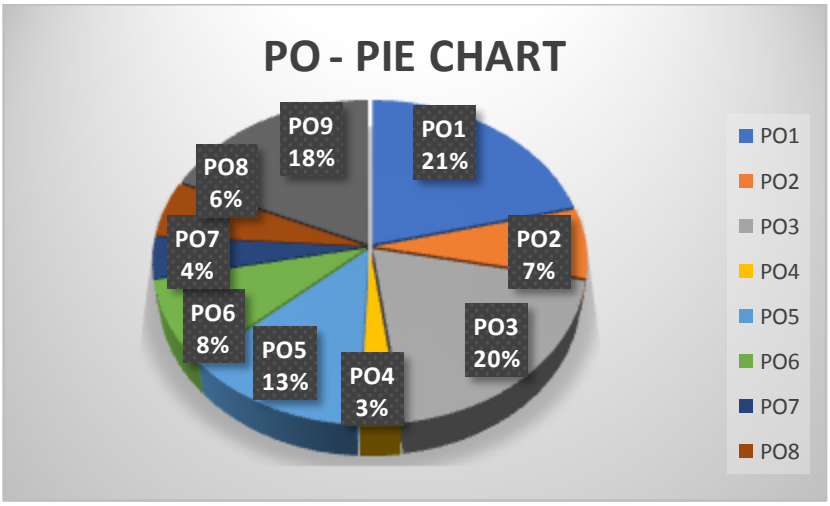
WEB RESOURCES

- http://www.computer science.com
- http://www.nieonline.com/sentinel/downloads/teacherguides/mathinthenews.pdf
- http://mathedu.hbcse.tifr.res.in/computer science-laboratory.

CO – K GRAPH



CO - PO – GRAPH



ALLOTMENT OF TUTORIAL CREDIT (32 HOURS)

FOR EACH CORE AND ELECTIVE PAPERS

PER SEMESTER.

(1 Credit X 2 Hours X 16 Weeks = 32 Hours)

S. No	Description of the work	Hours Allotted
1	Assignment	2
2	5 Practicum Activities	10
3	Seminar	6
4	Group Discussion	3
5	Symposium	3
6	Self-Learning – Library	3
7	Expert Talk / Webinar	5
	Total	32 Hours

VALUE ADDED COURSE
SEMESTER II
LIFE COPING SKILLS

Objectives:-

To enrich the lives of young adults.

- By understanding the meaning of life and its challenges.
- By providing skills and knowledge needed to cope with life's problems and challenges.
- By developing a positive attitude towards themselves in this process.
- By assisting in being successful and useful citizens.

Unit I : Life Skills

Definition – Importance – Acquisition of Life skills – Strategies to develop skills – Tips for successful life - WHO's Classification of life skills.

Unit II : Problem Solving and Decision making

Definition – Meaning – Sources of problems – Principles of managing problems – Meaning of Decision making – Decision making process.

Unit III : Stress Management and Coping Stress

Meaning – Types of Stress – Strategies to solve stress – Coping Skills – mechanisms of Coping skill – Kinds of Coping – Coping process – Coping, Positive and Negative Emotions.

Unit IV : Developing Personal Skills

Self esteem – Self concept – positive thinking – Goal setting – Success; Meaning, Obstacles, Qualities – Conflict resolution –Anger management - tips for anger control – Time Management – Money management.

Unit V : Interpersonal Relationships & Leisure skills

Meaning – Definition – Active listening - Assertiveness – Leisure skills – Healthy life style skills – Interpersonal skills – Understanding relationships – Making friends

Reference Books:

- Carole Bodger, "Smart Guide to relieving Stress,," 1999.
- Chandru Gidwani, "Ten Secrets to a balanced successful and Happy Life," 2001.
- Channing L. Bete Co., "What you should know about Self Esteem," 1994.
- John D. Bransford Barry S. Stein, "The Ideal Problem Solver," Second Edition, 1984.
- Ray Josephs, "How to gain an Extra Hour Everyday," 1994
- Shiv Khera, "Living with Honour," 2003.
- Shiv Khera, "You can Win," 1998.

VALUE ADDED COURSE
SEMESTER IV
WOMEN AND WELLNESS

OBJECTIVES:

At the end of the course,student-teacher will be able to:

- Define and understanding the concept of health and wellness.
- Understanding the importance of food and nutrition
- Understanding of women common health issues and life style disorders.
- To know about the women empowerment &the progress of women entrepreneur
- Understanding the social &legal aspect of rights and safety laws.

Unit: I Introduction to Women's Health & Fitness

Meaning and Definition of Health and Wellness, Female Anatomy and Physiology System of the Body, Effects of Exercise on various system of human body

Unit: I I Food and Nutrition, life style disorders

Concepts,meaning-Balanced Diet, Energy balance and weight control for women, Importance of mother food,Nutrition Guidelines – Children, athletes, Pregnancy, lactation and seniors&Guidelines for food selection.

Unit: III Common Health Issues,Injury Prevention and Management

Women common health issues:Menstrual Problems, Pregnancy,Menopause,Family planning, Breast feeding, sexually transmitted infections, Domestic abuse, Arthritis, Diabetes, Osteoporosis

Unit: IV Women Empowerment through Financial Inclusion

Feature & Techniques of women empowerment programme Women empowerment through financial freedom, microfinance:Self Help Group, Women empowerment through participation in political &decision-making process, social – economic change.

Unit:V Economic, Social& Legal Aspects

Women Entrepreneurs in India, Role of Social Institutions in Women empowerment, Social Issues Related to Practice of Inequality,Women and Legal Rights.

Activities:

Women Achievers in India

Submit Project/Assignment on any one of the Women Achievers:Indian women by Profession-Political, Science & Technology, Teachers, Medical, sports persons, business, writers and in various fields.

Submit Project-Successful stories of women achievers biography.