B.Ed
Bachelor of Education

Curriculum and Syllabus

Effective from the Academic year
2016 - 2017

Department of Education
School of Education
PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO1: Graduates will pursue higher studies in related fields of teaching and research in their core areas.

PEO2: Graduates will perform as employers in private/government institutions rising to top positions and start their own school and coaching centre.

PEO3: Graduates will be able to plan, coordinate, communicate, organize, make decision and lead a team to solve problems and develop application using their experience.

PEO4: Graduates will become Professional, ethical, responsible and will contribute to society through active participation.

PEO5: Graduates will Publish research findings and innovations in educational symposiums, project presentations, and publication of research articles in peer reviewed and indexed conferences and journals

PROGRAM OUTCOMES (POs)

PO1: Effective Communication: Communicate effectively on complex teaching activities with the teaching community and with the society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

PO2: Design/development of solutions: Design solutions for inclusive education and design system components or processes that meet the specified needs with appropriate consideration for public health and safety, and the cultural, societal, and environmental considerations.

PO3: Modern tool usage: Create, select and apply appropriate techniques, resources, and modern instructional materials and IT tools, including working and non-working model to complex teaching activities, with an understanding of the limitations.

PO4: The Teacher and Society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional teaching practice.

PO5: Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the teaching practice.

PO6: Environment and Sustainability: Understand the impact of the professional teaching and learning solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.

PO7: Self-directed and Life-long learning: Recognize the need for citizenship training and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.
PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: Acquire a comprehensive knowledge about the basic concepts of various pedagogical skills and taxonomy and methodology.

PSO2: Apply the knowledge of psychological and sociological principles in teaching methods.

PSO3: Analyse the student, teacher relationship and develop rapport between them in knowledge exchange process.

PSO4: Develop practical, recent technological and communication skills.

PSO5: Understand the behaviour of adolescent students and perform well in teaching practice period, analysis the co-operative school climates.
## BOARD OF STUDIES

<table>
<thead>
<tr>
<th>S. No</th>
<th>NAME</th>
<th>AFFILIATION</th>
<th>ROLE</th>
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<tr>
<td>1.</td>
<td>Dr. D. Kumaran</td>
<td>Dean, School of Education, VISTAS, Chennai</td>
<td>Chairman</td>
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<td>Dr. G. Viswanathappa</td>
<td>Professor and Head, DEE, RIE, Mysore</td>
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<td>Dr. N. Kalai Arasi</td>
<td>Associate Professor, NKT National College of Education, Chennai</td>
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<td>Dr. K. Vengatesan</td>
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## B.Ed. Course Structure - Theory (Code, Credits and Marks)

<table>
<thead>
<tr>
<th>S. No</th>
<th>Code</th>
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<th>Mark</th>
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<td></td>
<td><strong>SEMESTER – I</strong></td>
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<td>Perspectives in Education Studies (PES)</td>
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<td>Developmental stages of Learner</td>
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<td>Human Rights and Duties Education</td>
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**SUMMARY OF CREDITS, HOURS OF TRANSACTION AND DISTRIBUTION OF MARKS FOR FOUR SEMESTERS**

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<th>Hrs. of Transaction</th>
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<th>Marks for Tasks, Assignments &amp; Activities</th>
<th>Marks for Practicum</th>
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<td>22.5</td>
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<td>624</td>
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SEMESTER – I

16GCED11: EDUCATION IN CONTEMPORARY INDIA

Credits: 5 (4L: 1T: 0P)
Hours: 6/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the concepts of education and its objectives.
2. recognize major constitutional provisions for education.
3. acquire knowledge of universalisation of elementary education, RMSA.
4. understand the meaning and different types of Non-formal Education programmes in India.
5. understand the importance of values and Classify the hierarchy of values.
6. understand the need for value oriented education at all levels.

UNIT-I: Education Problems in Contemporary Indian Society

Unit-II: Indian Constitutional Provisions and Education Commissions

Unit-III: Educational Programmes of Quality Improvement for Education

UNIT- IV: Non Formal Education
UNIT-V: Value Education
Value: Meaning, Definition and Classification of Values, Importance of values, Hierarchy of Values. Role of Values in shaping the individual’s personality. Value Education: Meaning, Objectives and Need of Value Education-Value Education in Schools, Methods of Teaching Values.

<table>
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<th>CO. No</th>
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<tr>
<td>CO1</td>
<td>Examine the educational problems in contemporary Indian society</td>
</tr>
<tr>
<td>CO2</td>
<td>Differentiate education in pre and post independent India</td>
</tr>
<tr>
<td>CO3</td>
<td>Appraise various Indian Constitutional provisions and education commission</td>
</tr>
<tr>
<td>CO4</td>
<td>Formulate the objectives and need of value education</td>
</tr>
<tr>
<td>CO5</td>
<td>Conduct value based activities in schools and colleges.</td>
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References:


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SEMESTER – I

16GCED12: DEVELOPMENTAL STAGES OF LEARNER

Credits: 2.5 (2L: 0.5T: 0P)

Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. describe the principles of growth and development
2. explain the characteristics of prenatal development
3. understand the physical, mental, emotional, social and moral development of infancy and babyhood
4. understand the physical, mental, emotional, social and moral development of Early and late childhood
5. analyse the characteristics of adolescents and their problems.

UNIT-I: Growth and Development

UNIT-II: Role of Heredity and Environment

UNIT-III: Developmental Stages
### B.Ed. Syllabus

<table>
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<th>CO. No</th>
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<td>CO1</td>
<td>Identify the characteristics of pre-natal development</td>
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<tr>
<td>CO2</td>
<td>Understand physical, mental, emotional, social and moral development of Infancy and babyhood</td>
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<tr>
<td>CO3</td>
<td>Analyze the interests of adolescence</td>
</tr>
<tr>
<td>CO4</td>
<td>Demonstrate the development tasks of the adolescence</td>
</tr>
<tr>
<td>CO5</td>
<td>Plan and execute guidance programmes for early and late childhood</td>
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</tbody>
</table>

**References:**


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Objectives: On completion of the course, the student-teachers will be able to

1. understand the importance of concept of learning and teaching;
2. acquire knowledge about principles and maxims of teaching;
3. acquire knowledge about the task of teaching;
4. understand the skills required for teaching
5. accept and understand the importance of modification in teachers’ behaviour;
6. interpret and manage the learning and teaching process effectively;

UNIT-I: Understanding and Management of Teaching and Learning

Teaching: Concept, Meaning and definitions; Nature and characteristics of teaching; the relation of teaching with other similar concepts; Analytical concept of teaching.


UNIT-II: Teaching and Skills Associated with Teaching

Teaching: Concept, Meaning and definition - teaching as task of specialized professionals- General principles of teaching; psychological principles of teaching and maxims of teaching; variables involved with teaching task - Phases and Operations of teaching task- The pre-active phase, interactive phase and post-active phase. Levels of teaching task- Memory level of teaching, understanding level and reflective level of teaching and skills associated involved in the three phases of teaching.

UNIT-III: Modification in Teacher Behaviour

Introduction: Modification of teacher behaviour, simulation teaching, t-group training, Interaction Analysis, Action Research, Micro teaching with special reference to components of various teaching skills.

<table>
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<th>Course outcomes</th>
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<td>CO1</td>
<td>Execute the skills required for teaching</td>
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<td>CO2</td>
<td>Examine the knowledge about the principles of teaching</td>
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<tr>
<td>CO3</td>
<td>Organizing the learning and teaching process effectively</td>
</tr>
<tr>
<td>CO4</td>
<td>Appraise the importance of modification in teachers behavior</td>
</tr>
<tr>
<td>CO5</td>
<td>Implement the strategies of teaching methods in classroom</td>
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References:

B.Ed. Syllabus


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SEMESTER- I
16CBED11: PEDAGOGY OF TAMIL

Credits: 5 (3L: 1T: 1P)
Hours: 7/Week

1. Conduct sessions on various aspects of Tamil education, focusing on student engagement and assessment.
2. Discuss the evolution of Tamil education in the context of modern educational trends.
3. Integrate Tamil pedagogy with current educational theories and practices.
4. Provide hands-on experience through practical teaching scenarios.
5. Encourage reflective practice and continuous professional development.
6. Foster a collaborative learning environment among educators and students.

Annex 1: Pedagogical Framework

1. Design lesson plans that cater to diverse student needs.
2. Implement innovative teaching methods to enhance learning outcomes.
3. Evaluate student progress through formative and summative assessments.
4. Collaborate with colleagues to enhance teaching methodologies.

Annex 2: Pedagogical Practices

1. Employ a student-centered approach to facilitate active learning.
2. Incorporate technology in teaching to enhance engagement and accessibility.
3. Foster critical thinking and problem-solving skills in students.
4. Encourage peer learning and group work to enhance collaborative skills.

Annex 3: Pedagogical Research

1. Conduct research on the impact of technology on student learning.
2. Analyze the effectiveness of different teaching strategies in various educational settings.
3. Evaluate the role of pedagogical theories in shaping educational practices.
4. Explore the integration of cultural and linguistic diversity in the classroom.

Annex 4: Pedagogical Reflection

1. Reflect on personal teaching practices and their impact on student learning.
2. Discuss the influence of cultural and social contexts on pedagogical approaches.
3. Identify areas for improvement in pedagogical strategies and practices.
4. Collaborate with peers to address challenges and share successful strategies.

VISTAS - SEDU B.Ed. Syllabus Page 13
B.Ed. Syllabus

5: manipal University:

At the end of this course the students will be able to,

<table>
<thead>
<tr>
<th>CO No</th>
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<tbody>
<tr>
<td>CO1</td>
<td>Apply the Bloom taxonomy of educational objectives in preparing lesson plans.</td>
</tr>
<tr>
<td>CO2</td>
<td>Use different teaching aids to suit the needs of learners</td>
</tr>
<tr>
<td>CO3</td>
<td>Distinguish the methods of teaching</td>
</tr>
<tr>
<td>CO4</td>
<td>Select the individualized instruction</td>
</tr>
<tr>
<td>CO5</td>
<td>Develop their teaching skills with micro teaching skills.</td>
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</table>

SEMESTER – I

16CBED19: PEDAGOGY OF ECONOMICS

Credits: 5 (3L: 1T: 1P)
Hours: 7/Week

Objectives: On completion of the course the student teachers will be able to

1. gain insight into the meaning and nature and scope of Economics;
2. determining aims and objectives of teaching-learning Economics;
3. reflect upon different requirements of learners;
4. explore various strategies and methods in teaching –learning economics;
5. effectively utilize the different teaching aids in teaching Economics;
6. familiarize the principles of learnercontrolled Instruction, Collaborative and Cooperative Learning for effective transaction.

UNIT - I: Nature and Scope of Teaching Economics
Meaning, definitions, scope and nature of Economics – Importance of Economics education - The nature of subject materials and learning experiences included in the study of Economics. Need for Economics in the School curriculum. Economics as Queen of Arts- Is Economics arts or Science – Indian Economy and Current Scenario

UNIT-II: Teaching Skills and Organization of Practice

UNIT-III: Methods, Approaches and Strategies of Teaching Economics
Special features and characteristics of strategies - types of strategies: narration strategy-illustration strategy- questioning- answering strategy- assignment strategy- tutorial strategy - exposition strategy- independent strategy- brain storming strategy. Learner centered methods: Socialized recitation method: discussion, panel discussion, and symposium. Team teaching:

UNIT-IV: Teaching Aids

UNIT-V: Learner Controlled Instruction (LCI), Collaborative Learning and Co-operative Learning:
Learner Controlled Instruction -Need and Origin- meaning, nature and definition- Procedure or steps in LCI- advantages-Limitations. Collaborative learning in Economics - meaning – small group approach – buzz group technique- brain storming method- Reciprocal teaching - Co-operative learning definition –basic assumptions and features- obstacles in introducing co-operative learning: obstacle from teachers, students and parents view -merits and demerits.

<table>
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<tr>
<th>CO. No</th>
<th>Course outcomes</th>
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<tbody>
<tr>
<td>CO1</td>
<td>Apply the Bloom taxonomy of educational objectives in preparing lesson plans.</td>
</tr>
<tr>
<td>CO2</td>
<td>Use different teaching aids to suit the needs of learners</td>
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<td>Distinguish the methods of teaching</td>
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<td>CO4</td>
<td>Select the individualized instruction</td>
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<td>CO5</td>
<td>Develop their teaching skills with micro teaching skills.</td>
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References:

B.Ed. Syllabus


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B.Ed. Syllabus

SEMESTER – I

16CBED12: PEDAGOGY OF ENGLISH

Credits: 5 (3L: 1T: 1P)

Hours: 7/Week

Objectives: On completion of the course, the student-teachers will be able to

1. explain the role of English in the right perspective and rationale for learning English as a second language;
2. state the various aims and objectives involved in teaching and learning of the language;
3. adhere the methods and the current trends in the teaching of English;
4. use different teaching aids suiting to the needs of the learners;
5. use audio-tutorial system, language laboratory and teleconferencing in teaching the language;
6. explain the need for individualization of instruction to aid individual differences among the learners.

UNIT-I: Nature and position of English language in India

UNIT-II: Teaching Skills.
Bloom’s Taxonomy of Educational objectives – Cognitive – Affective – Psychomotor domains. Meaning of instructional objectives- Relationship of teaching – learning objectives with general aims and objectives of teaching English

UNIT-III: Methods, Approaches and Techniques of teaching English

UNIT-IV: Teaching Learning Materials in English
Meaning of the term Instructional Material or Teaching Aids- Use and Importance of Instructional Material or Teaching Aids in English- Guiding Principles for the effective use of Audio-Visual aids- The First Approach, The Second Modified Approach, the Technological Approach and Edgar Dale’s classification- Instructional Material or Teaching Aids employed in teaching of English: Black Board or Chalk Board, Bulletin Board, Flannel
Board, Real Objects and Real Life Situations (Realia), Models, Dioramas, Pictures, Graphs, Charts, Diagrams, Cartoons, Posters, Flash Cards, Slides, Film Strips, Transparencies, Scrap books, Picture cards, Picture sets, Phonic cards, Letter cards, Maps, Match-stick figures, Reading cards, Writing strips, Movable strips, Cards for Error Correction, Epidiascopes, Projectors, Radio, Tape recorder, Television, Video tape/Video Cassette Recorder (VCR), DVD, MP3, VCD, Motion pictures/Movies, Computers, etc. Language lab, Programmed Learning material, and Teleconferencing.

**UNIT-V: Phonetics of Teaching English**

The speech organs and their role - The individual sounds - vowels and consonants, their place and manner of articulation and cardinal vowel diagram-classification of consonants concepts of the phoneme and allophone. - The phonemic systems of Tamil and English compared and contrasted. - Morpheme and grapheme. - The nature of stress, word stress and sentence stress weak forms, rhythm, English as stress-timed language. - Stress and meaning. Intonation: Four basic patterns of intonation in English and their use.

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<tr>
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**References:**


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16CBED13: PEDAGOGY OF MATHEMATICS

Credits: 5 (3L: 1T: 1P)
Hours: 7/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the nature and scope of Mathematics.
2. comprehend the aims and objectives of teaching Mathematics;
3. explore different methods of teaching and learning in Mathematics;
4. recognise different approaches and strategies in teaching and learning of mathematical concepts;
5. organise various learning resources;
6. integrate the knowledge of Instruction (Teacher Controlled, Learner Controlled and Group Controlled) effectively for better curriculum transaction.

UNIT-I: Nature and Scope of Mathematics
Meaning, Definition and Scope of Mathematics - Importance of learning Mathematics - Structure, Abstractness, Symbolism, Precision - Mathematics as a science of measurement and quantification - Aesthetic sense in Mathematics - Mathematics and its relationship with other disciplines.

UNIT-II: Objectives of Teaching Mathematics and Teaching skills

UNIT-III: Methods of Teaching in Mathematics
Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving and laboratory methods of teaching mathematics- Activity Based Learning (ABL)- Simplified Active Learning Methods (SALM)- Applications of ABL and SALM- Format of a typical lesson plan based on SALM- Introduction; Evocation, Recall, Survey- Understanding; Concept, Teacher and Individual solving Problem- Group Work, Presentation-Evaluation: Reinforcement, Homework, Remedial measures.

UNIT-IV: Teaching Aids in Mathematics
Edgar dale’s cone of experience - Instructional material or teaching aids employed in Mathematics teaching : Blackboard of Chalk Board, Bulletin Board, Flannel Board, pictures, Graphs, Charts, Diagrams, Photographs, Cartoons, Posters, Flask cards, Newspapers, Models, Dioramas, Slides, Filmstrips, Transparencies, Scrap Book, Epidiascope, Projectors Radio, Tape Recorder, Television, Closed Circuit Television (CCTV), Video Tape or Cassette Recorder (VCR), DVD, MP-3VCD, Motion Pictures and Computers. Importance of TLMs in classroom transaction - No cost and low cost materials- Contextual and local-specific TLMs - Collection, preparation, storing and use of TLMs.
UNIT-V: Teacher Controlled Instruction, Learner Controlled Instruction, Group Controlled Instruction

Teacher Controlled Instruction (TCI): Meaning and nature, various methods (lecture, team-teaching, demonstration, teacher based activities), strengths and weaknesses of each method, process / procedure for organizing effective lecture and demonstration, assessment of lecture and demonstration, role of teacher’s in TCI. Learner Controlled Instruction (LCI): Meaning and nature, self-learning, methods of self-learning (self-instructional print material, Keller’s Plan, Programmed Instruction and Computer Assisted Instruction), organization and assessment of LCI, teacher’s role in LCI. Group Controlled Instruction (GCI): Meaning and nature, various methods (small group interaction, co-operative learning approach, role play, field trips, tutorial, project work), organization of GCI, problems in organizing GCI.

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<td>CO5</td>
<td>Develop their teaching skills with micro teaching skills.</td>
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References:


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B.Ed. Syllabus

SEMESTER – I
16CBED15: PEDAGOGY OF PHYSICAL SCIENCE

Credits: 5 (3L: 1T: 1P)
Hours: 7/Week

Objectives: On completion of the course, the student-teachers will be able to

1. know the nature and scope of Physical Science;
2. understand the aims and objectives of teaching Physical Science;
3. list and classify the diversified needs of students;
4. explain the methods of teaching Physical Science;
5. understand and identify various teaching aids;
6. implement the knowledge of Learner Controlled Instruction, Co-operative and Collaborative Learning effectively for better curriculum transaction.

UNIT-I: Nature and Scope of Physical Science
Science as a product and a process: a body of knowledge, a way of investigation, a way of thinking – Characteristics of a person with scientific attitude – Interdisciplinary Approach- Implications of the nature of Science for a Science teacher.

UNIT-II: Objectives of Teaching Physical Science and Teaching skills

UNIT-III: Methods of Teaching Physical Science

UNIT-IV: Teaching Aids

UNIT-V: Learner Controlled Instruction, Collaborative and Co-Operative Learning
Learner Controlled Instruction: Introduction, need and origin, meaning, nature and definition, steps involved, advantages and limitations. Collaborative Learning: Introduction, meaning and definition, procedure involved, computer supported collaborative learning, team based learning, group problem solving, advantages and limitations. Co-operative Learning: Introduction, definition, basic assumptions and features, procedure involved, Academic benefits, Psychological benefits, Social benefits, obstacles involved in co-operative learning.
CO. No | Course outcomes
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CO1 | Apply the Bloom taxonomy of educational objectives in preparing lesson plans.
CO2 | Use different teaching aids to suit the needs of learners
CO3 | Distinguish the methods of teaching
CO4 | Select the individualized instruction
CO5 | Develop their teaching skills with micro teaching skills.

References:

- Siddiqui & Siddiqui. (1985).*Teaching of Science Today and Tomorrow*. New Delhi:
Doals House.


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**SEMESTER – I**

**16CBED14: PEDAGOGY OF BIOLOGICAL SCIENCE**

**Credits:** 5 (3L: 1T: 1P)

**Hours:** 7/Week

**Objectives:** On completion of the course, the student-teachers will be able to

1. explain the nature and scope of biological science;
2. acquire knowledge about aims and objectives of teaching of biological science;
3. explore the need of the learners;
4. recognize the new trends in curriculum transaction;
5. organize the teaching aids to support learning;
6. integrate the Learner Controlled Instruction: - Co-operative and Collaborative Learning effectively for better curriculum transaction.

**UNIT-I: Nature, Scope and Place of Biological Science**


**UNIT-II: Objectives of Teaching Biological Science and Teaching skills**


**UNIT-III: Methods of Teaching Biological Science**


**UNIT-IV: Instructional Aids**

Introduction: Meaning, importance & Advantages of using Instructional Aids – Edgar Dale’s Cone of Learning Experience – Principles of selection and uses of Teaching Aids - Projective and Non Projective aids – current trends in educational technology – Different types of
Boards, Charts, models, Objects, Specimens, slides, transparencies, films, filmstrips, motion pictures, documentaries, graphs, LCD projectors, Computer Aided Instructions, Animations, Power Point Presentations, interactive board, interactive video, Smart Board, internet usage, smart classroom.

**Museum:** The place and importance of school and public museums – Preparation of museum materials – dry and wet mounts, injected specimens

**UNIT-V: Learner Controlled Instruction, Collaborative Learning and Cooperative Learning**

Introduction-LCI - Origin and need, Definition, Steps involved, Advantages and Limitations; collaborative learning: definition, need, procedure merits and limitations, team based learning, group problem solving, problem based solving cooperative learning: introduction, definition, steps in cooperative learning, obstacles in introducing cooperative learning, resistance from students, teachers, authoritarians’ and parents.

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SEMESTER – I

16CBED18: PEDAGOGY OF COMPUTER SCIENCE

Credits: 5 (3L: 1T: 1P)
Hours: 7/Week

Objectives: On completion of the course, the student-teachers will be able to

1. gain in sight on historical evolution of computer and its hardware, software components;
2. determine aims and objectives of teaching computer science in secondary schools;
3. plan learning activities according to those objectives;
4. explore the varied potential of learners and plan for teaching;
5. acquaint with the various methods, approaches and strategies of teaching computer science;
6. utilize the various learning resources effectively in the teaching of computer science;
7. apply knowledge of Learner Controlled Instruction- Co-operative and Collaborative Learning effectively for better curriculum transaction.

UNIT-I: Historical Perspectives

UNIT-II: Objectives of Teaching computer Science and Teaching skills

UNIT-III: Methods and Strategies of Teaching Computer Science

UNIT-IV: Teaching Aids
Concept of Teaching Aids- Importance of using aids in the teaching of Computer Science- Edgar Dale’s Cone of Experience- Principles for selection of Teaching Aids- Classification of Teaching Aids- Audio, Visual, Audio-Visual Aids and ICT based aids- – Criteria for selection of appropriate teaching aids.
UNIT-V: Teacher Controlled Instruction, Learner Controlled Instruction, Group Controlled Instruction

Teacher Controlled Instruction (TCI): Meaning and nature, various methods (lecture, team-teaching, demonstration, teacher based activities), strengths and weaknesses of each method, process / procedure for organizing effective lecture and demonstration, assessment of lecture and demonstration, role of teacher’s in TCI. Learner Controlled Instruction (LCI): Meaning and nature, self-learning, methods of self-learning (self-instructional print material, Keller’s Plan, Programmed Instruction and Computer Assisted Instruction), organization and assessment of LCI, teacher’s role in LCI. Group Controlled Instruction (GCI): Meaning and nature, various methods (small group interaction, co-operative learning approach, role play, field trips, tutorial, project work), organization of GCI, problems in organizing GCI.

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### Objectives:
On completion of the course student teachers will be able to

1. acquire knowledge of the nature and development of history.
2. understand the features and dimensions of history.
3. understand the need and significance of Teaching History at different level.
4. formulate general instructional objectives, specific learning outcomes and prepare lesson plans in History.
5. define and understand the concept, nature and scope of micro-teaching as training design for developing teaching skills.
6. plan and teach a lesson on integration of teaching skills under simulated conditions.
7. transfer the skill acquired in Micro simulated setting to actual classroom.
8. understanding reflective practice and its uses.
9. acquire knowledge about instructional Techniques for individual instruction.
10. understand the individual differences in learning history.
11. understand the need for enrichment and remedial programme for gifted and slow learners in history.

### UNIT-I: Meaning, Aims, Objectives and Values of Teaching History
Defining History – its meaning and scope – Characteristics and nature of History – the modern concept of History, General Aims, objectives and values of teaching history - The Different Conceptions of History-Biographical – Evolutionary - History of History – Record of the past – Is History Arts or Science?

### UNIT-II: Need and Significance of Teaching History
Need and significance of Teaching History at Primary, Secondary, Higher Secondary and College Levels - Problems faced by the History Teachers in Urban and Rural areas - Making the teaching of History interesting and means of developing thinking at higher levels.

### UNIT-III: Instructional Objectives of Teaching History
Objectives – Definition, Need for stating objectives – Differences between Aims and Objectives - General instructional Objectives (GIOs) and Specific Outcomes of Learning (SOLs) - Anderson’s revised Taxonomy: Values of Teaching History: Social, Economic, Cultural, Moral, Philosophical, Political, Intellectual and Vocational - Bloom’s Taxonomy of Objectives – Cognitive, Affective and Psychomotor domains – stating GIOs and SOLs for teaching History relating to cognitive, Affective and Psychomotor Domains.

### UNIT-IV: Teaching Skills and Organization of Practice-Teaching Programme
Micro Teaching: Meaning, Concept, Definition, Principles and Phases of Microteaching - Developing the Skills: Introducing a Lesson, Explaining, Probing Questioning, Stimulus Variation, Reinforcement, Achieving Closure, Use of Teaching Aids, and Blackboard Usage - Link lesson: Definition, Need for Link Lesson in Micro Teaching Programme. Macro Teaching: Year Plan, Unit plan, and Daily Plan, Need and Importance of Lesson Plan, Objective based teaching, Steps of a lesson plan - Organization of Practice – Teaching Programme for B.Ed., Student-teachers - Role of the Supervisors; Role of the Principal
Mentor Teachers, Head Masters and the Academic Staff in the Conduct of Practice -Teaching Programme – Assessment of Teaching Competency; General Teaching Competence Scale, Self-Appraisal Scale, Guidelines for Peer Observation and Framework of Evaluation.

UNIT-V: Methods and Approaches of Teaching History

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B.Ed. Syllabus

SEMESTER - I
PEDAGOGY OF GEOGRAPHY

Credits: 5 (3L: 1T: 1P)
Hours: 7/Week

Objectives: On completion of the course student teachers will be able to

1. develop positive attitude towards nation and other countries
2. formulate the aims and objectives of teaching Geography at different levels.
3. develop different skills of teaching.
4. develop the skills of writing lesson plans and present it effectively.
5. list the techniques to measure reflection.
6. familiarize and apply various method of teaching in Classroom.
7. identify the individual differences and offer suitable education programme.
8. prepare blue print and questions for achievement test.

UNIT-I: Geography-Introduction, Aims and Objectives of Teaching Geography
Geography – its definition, different branches - Physical basis and Mathematical Geography at school level - Geography - A tool to develop national integration and international understanding – Techniques of promoting National Integration and International understanding - NCF 2005 (National Curriculum Frame Work) and Geography teaching - Scope of Geography - Impact of Geography – Importance of Geography and its place in curriculum, general aims of teaching geography, aims and objectives of teaching geography.

UNIT-II: Teaching of Geography in Schools
Goals and objectives of teaching Geography - Blooms Taxonomy of objectives (Revised) with special reference to Geography - Aims of teaching Geography at the Primary, Secondary and Higher Secondary Stage - The content of school Geography (VI to X std) - The correlation of the subject matter with other school subjects.

UNIT-III: Micro Teaching and Blooms Taxonomy

UNIT-IV: Planning for Effective Instruction
The science of geography- Historical overview- The great geographers-Serendipity the significant discoveries and inventions- Geography and its various branches. Environment problems such as green house effect. Acid rain, Global warning and ozone layer depletion - Lesson Plan: Meaning, scope, objective and need - Macro teaching –lesson plan, Unit plan, Year plan- Herbartian steps- Format of a typical lesson plan – General Instructional Objectives and Specific Instructional Objectives- Teaching aids, Motivation presentation, Application, Recapitulation and Home Assignment. Doctrine of Natural Tastes and Interests -
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 - Chronological and Periodic Plan - Concentric and spiral plan - Regressive plan - The Unit Plan and Topical Plan.

UNIT-V: Methods and Approaches of Geography Teaching

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References:
Objectives: On completion of the course the student teachers will be able to

- understand the need and nature of teaching Commerce and Accountancy;
- familiarize with the aims, objectives, goals and values of teaching Commerce;
- explore the individual differences existing among the learners for effective teaching of commerce and accountancy;
- familiarize with the new methods of teaching Commerce and Accountancy;
- understand the instructional materials employed in teaching of Commerce and Accountancy;
- understand and apply knowledge of Learner Controlled Instruction- Co operative and Collaborative Learning effectively for better curriculum transaction.

UNIT-I: Nature and Scope of Commerce and Accountancy

UNIT-II: Teaching Skills and Organization of Practice

UNIT-III: Methods, Approaches and Strategies of Teaching Commerce and Accountancy
learning, Flipped classroom, Digital education, Mobile learning. Developing interest and attitudes towards Commerce.

UNIT-IV: Teaching Aids

UNIT-V: Learner Controlled Instruction LCI, Collaborative learning and co-operative learning:

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B.Ed. Syllabus


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SEMESTER – I

16GCED14: PLANNING FOR ASSESSMENT AND EVALUATION

Credits: 5 (4L: 1T: 0P)

Hours: 6/Week

Objectives: On completion of the course, the student-teachers will be able to

1. define the concepts related to educational measurement, assessment and evaluation.
2. explain and use the different types evaluation.
3. use taxonomy of Educational Objectives and develop skills of writing instructional objectives.
4. explain and use different types of tests to assess learning.
5. construct blue print and develop skills of planning and administering class room tests.

UNIT-I: Measurement and Evaluation

UNIT-II: Types of Evaluation

UNIT-III: Recent Reforms in Examination Practices

UNIT-IV: Educational and Psychological Tests

UNIT V - Planning for Constructing Achievement Tests
CO. No | Course outcomes
---|---
CO1 | Use different types of test to assess learning
CO2 | Appraise the concept related to educational measurement
CO3 | Use different types of evaluation
CO4 | Construct blueprint and administering classroom test
CO5 | Differentiate the various types of Evaluation.

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SEMESTER-I
16GCED15: EDUCATIONAL MANAGEMENT

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to
1. acquire knowledge of the terms used in educational management
2. understand the principles of management
3. apply the principles of educational management in school practices
4. develop skills in employing and developing new educational management
5. develop interest in the educational management techniques, and
6. develop desirable and positive attitude towards educational innovations and management.

UNIT-I: Management and Areas of Educational Management

Unit – II: Areas of Educational Management
Administration and Management of Education - Maintenance (or Status quo) and Developmental (or Creative) Management - Scope, Human, Material, Time – Basic concepts of Management at different levels (Primary and Secondary): Institutional Management, Financial Management, Instructional management, Personnel Management, Material Management, and Management of Examination.

UNIT-II: Educational Planning and Organization
(a) Planning - Six elements - Objectives, Policies, Procedures, Programmes, Budgets and Strategies – Educational planning – Long term and Short term Perspectives - Institutional planning – Academic: curricular and co-curricular activities – Time table – assignment of work to teachers. (b) Organization – Principles or criteria – Organisational structures – Administrative structures at Central and State levels.

UNIT-IV: Management of Resources

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<td>CO1</td>
<td>Implement the principles of management</td>
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<td>CO2</td>
<td>Organize the principles of educational management in school practices</td>
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<tr>
<td>CO3</td>
<td>Develop skills in employing and developing new educational management</td>
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<td>CO4</td>
<td>Appraise positive attitude towards educational innovations</td>
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<td>CO5</td>
<td>Build the qualities of classroom management skills.</td>
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</table>
References:

- New York: Richard D. Irwin Inc. Publication.
- Vikas Publishing House Pvt. Ltd.

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OBJECTIVES: On completion of the course, the student-teachers will be able to

1. understand the importance of protecting the environment.
2. develop the knowledge of various awareness programmes on protecting the environment.
3. identify the ways to utilize conventional energy sources.
4. describe the future of Solar Energy.
5. explain the role of an individual in conservation of natural resources.
6. suggest ways to increase the ground water level in and around college campus.
7. conduct awareness programmes on different types of pollution.
8. report on action-taken to protect college campus from Land Pollution.
9. discuss the adverse effects of Global Warming.
10. explain the ways to avoid nuclear accidents.

UNIT-I: Introduction to Environmental Education and Natural Resources

UNIT-II: Role of an individual in Conservation of Natural Resources and Environmental Pollution
Environmental Pollution: Definition – Causes - Effects and control measures of air pollution – Water Pollution – Soil Pollution – Noise Pollution - Nuclear Hazards – Role of an individual in prevention of Pollution.

UNIT-III: Environmental Issues and Role of Education

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<td>CO1</td>
<td>Explain the role of individual in conservation of natural resources</td>
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<tr>
<td>CO2</td>
<td>Organize awareness program on different types of pollution</td>
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<td>CO3</td>
<td>Appraise the ways to avoid nuclear accidents</td>
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<tr>
<td>CO4</td>
<td>Value the knowledge of protecting the environment</td>
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<tr>
<td>CO5</td>
<td>plan the ways to avoid nuclear accidents.</td>
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References


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OBJECTIVES: On completion of the course, the student-teachers will be able to

1. recognise higher mental process of concept formation, thinking, reasoning, problem solving and creativity.
2. familiarise with the theories and assessment of personality.
3. differentiate Mental health and Hygiene.
4. develop stress reduction strategies.
5. identify the role of teacher in guidance and counselling

UNIT-I: Intelligence and Creativity
Intelligence: definition and nature - Theories: monarchic, multi factor, two factor, group factor theory, Guilfords structure of intellect, multiple intelligence (Gardner) - Intelligence tests – their uses and abuses - Creativity and intelligence – identification and promotion of creativity – concept of Emotional intelligence and meta cognition.

UNIT-II: Personality

UNIT-III: Mental Health and Hygiene

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<td>CO1</td>
<td>Examine the development of mental abilities</td>
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<td>CO2</td>
<td>Differentiate mental health and hygiene</td>
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<td>CO3</td>
<td>Appraise stress reduction strategies</td>
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<tr>
<td>CO4</td>
<td>Formulate the role of teacher in guidance and counseling</td>
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<td>CO5</td>
<td>Identify the role of teacher in guidance and counselling</td>
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B.Ed. Syllabus


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16GCED22: TEACHING AND LEARNING – PART II

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the basic concepts of Educational Psychology.
2. explain the role of heredity and environment in the development of an individual.
3. recognize the importance of motivation and its role in learning.
4. describe the nature and types of learning.
5. identify the types of learning disabilities

UNIT-I: Basics of Educational Psychology
Definition, meaning, nature and scope of Educational Psychology - The focal areas of Educational Psychology: The learner, learning experience, learning process, learning situation and teacher – Methods of educational psychology: Concept of method and approaches-Methods of collecting scientific data: Interviews - Questionnaire- Case studies- Observation- participative and non-participative- Clinical method- Introspection- its merits and demerits. Approaches: Cross sectional design- Longitudinal design- Sequential design- its merits and demerits- Significance of Knowledge about Educational Psychology for teachers.

UNIT-II: Theoretical Perspectives of development

UNIT-III: Motivation and Learning

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<tr>
<th>CO. No</th>
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<tr>
<td>CO1</td>
<td>Value the focal areas of educational psychology</td>
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<td>CO2</td>
<td>Analyze the different perspectives of development and growth.</td>
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<td>CO3</td>
<td>Appraise the theories of development.</td>
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<td>CO4</td>
<td>Distinguish the types of motivation and learning theories.</td>
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<tr>
<td>CO5</td>
<td>Find the solution for learning disabilities.</td>
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</tbody>
</table>
References:

- Human Learning and Memory – E book

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SEMESTER- II
16CBED21: PEDAGOGY OF TAMIL

Credits: 6.5 (4L: 1T: 1.5P)
Hours: 9/Week

B.Ed. Syllabus

VISTAS - SEDU B.Ed. Syllabus  Page 48
CO.No | Course outcomes
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CO1 | Support Co-Scholastic activities in School
CO2 | Select practical areas in Evaluation and administration of Test
CO3 | Examine teacher professionalization and teacher commitment
CO4 | Appraise ways and means of enhancing teacher commitment
CO5 | Design their own teaching strategy.

### Course outcomes

At the end of this course the students will be able to,

1. Support Co-Scholastic activities in School
2. Select practical areas in Evaluation and administration of Test
3. Examine teacher professionalization and teacher commitment
4. Appraise ways and means of enhancing teacher commitment
5. Design their own teaching strategy.

### Course References

B.Ed. Syllabus


வலர்குறிப்பிட்டோம்

- http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/

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16CBED29: PEDAGOGY OF ECONOMICS

Credits: 6.5 (4L: 1T: 1.5P)
Hours: 9/Week

Objectives: On completion of the course the student teachers will be able to

1. acquire competencies to execute non scholastic activities in teaching Economics;
2. determine the various steps in assessing learners;
3. explore the steps in planning;
4. appreciate teacher commitment to improve professionalization;
5. familiarize with appropriate classroom climate for better management;
6. expound appropriate knowledge about school plant.

UNIT-I: Co-Scholastic Activities in Schools

UNIT-II: Evaluation in Economics

UNIT-III: Teacher Professionalization and Teacher Commitment
Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement- Teacher commitment as passion teacher: teacher commitment as unit of time outside the contact hours with students, teacher commitment as focus on the individual needs of students, Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs, teacher commitment as maintaining ‘Professional knowledge’, teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitments for teaching professionalization. Professional development and growth of Economics Teachers: Qualifications: Academic Qualifications and Professional Education - pre-service education – Professional ethics and competencies of Economics teachers - General Qualities and personality traits – Regular duties and responsibilities to be taken up by Economics teachers – Registers and Records to be maintained by Economics Teachers - Types of teachers based on leadership style, dominated pattern, Laissez Faire Pattern and democratic pattern and its significance
UNIT-IV: Planning for Teaching
Year Plan- difference between lesson plan and unit plan- steps in preparation of year plan- advantages and disadvantages. Unit planning- meaning, difference between lesson plan and unit plan- characteristics of good unit- steps in preparation of unit- advantages and disadvantages. Meaning – difference between lesson plan and unit plan – importance of lesson plan – various approaches in planning lesson- Herbartian approach in planning lesson – stages in lesson plan.

UNIT-V: Classroom Climate and Classroom Management
Meaning. Types of classroom climate- Ideal classroom climate- role of teachers in maintaining ideal climate. Classroom Management: Meaning- concept- The set of strategies that teachers and students use to ensure productive, harmonious learning environment to prevent disruptions in the learning process. Classroom management styles - advantages and disadvantages - role of teachers.

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B.Ed. Syllabus


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B.Ed. Syllabus

SEMESTER – II
16CBED22: PEDAGOGY OF ENGLISH

Credits: 6.5 (4L: 1T: 1.5P)
Hours: 9/Week

Objectives: On completion of the course, the student-teachers will be able to

1. summarise the importance of teaching listening and speaking skill;
2. recognise the importance of teaching reading and the essentials of teaching writing skill;
3. describe the methods of teaching grammar and vocabulary for learning the language;
4. explain the role of instructional materials in the syllabus and school curriculum for teaching of language;
5. use the skill of planning and write yearly plan, unit plan and daily lesson plan;
6. construct test items for evaluating students’ and teachers’ performance and conduct remedial teaching.

UNIT-I: Teaching of Listening and Speaking
Types of listening- Sub-skills of listening- The three phases of listening- Listening materials-Tasks for developing listening comprehension- Testing Listening- Sub-skills of speaking-Tasks for developing speaking skill: Language games, Role Play, Dramatization, Story Telling, Dialogues, Narration, Debates, Interview, Extempore Speeches, Pictures, Objects and Audio/Video- Teaching of English. Pronunciation: Causes of defective pronunciation in English- Methods of teaching English pronunciation- Types of drills: Substitution drills, manipulation drills, chain drill, repetition drill, completion drill, additional drill, synthesis drill, conversion drill & question and answer drill- Testing Speaking.

UNIT-II: Teaching of Reading and Writing

UNIT-III: Advanced Grammar Teaching
UNIT-IV: Language Curriculum and Text book

UNIT-V: Lesson Planning in English
Yearly Planning - Unit Planning - Meaning- components of Unit planning- Types of units: Subject matter type unit and Experience type unit- Development of a Unit Plan- Importance and advantages of Unit Planning- Demerits and limitations of Unit Planning- Lesson Planning in English- Meaning- Concept of lesson planning- Difference between Daily Lesson Planning and Unit Planning- Characteristics of a good lesson plan-Various approaches in the preparation of daily lesson planning: Herbartian type lesson plan, Educational Objectives based lesson plan and Innovative Lesson plan- Need and Importance of Lesson Planning- Development of a lesson plan for teaching of English: Prose, Poetry, Supplementary Reader, Grammar and Composition.

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B.Ed. Syllabus

SEMESTER – II

16CBED23: PEDAGOGY OF MATHEMATICS

Credits: 6.5 (4L: 1T: 1.5P)

Hours: 9/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the importance of non-scholastic activities in Mathematics;
2. develop the knowledge of process of evaluation;
3. develop competence writing lesson plan and in teaching mathematics;
4. develop the professional growth and commitment to profession of teaching;
5. understand the importance of classroom climate;
6. acquire the skill of managing classroom effectively;
7. develop the skill and competencies to maintain records.

UNIT-I: Co-Scholastic Mathematics Activities
Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathematics Exhibition, Planning and organizing Mathematics laboratory activities, Mathematics outside the classroom organization of field trips and its importance, organization of Mathematics Olympiad- Appreciation of Aesthetic Structure of Mathematics -Order, Pattern and Sequence.

UNIT-II: Evaluation of Mathematics Learning
Assessment of Mathematics Learning – Developing blue-print for designing question paper, item construction, marking schemes, question- wise analysis, framing of questions based on concepts and sub-concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical manipulation of rote learning, framing of open ended questions providing the scope to learning to give responses in their own words, framing of conceptual questions from simple questions.

UNIT-III: Planning for Teaching-Learning Mathematics
Macro teaching - Lesson Plan, Unit Plan, Year plan - Herbartian steps - Format of a typical lesson plan – G.I.O’s & S.I.O’s - Teaching aids - Motivation, Presentation, Application, Recapitulation and Assignment

UNIT-IV: Teacher Professionalization and Teacher Commitment
Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as a passion-teacher – teacher commitment as a unit of time outside the contact hours with students- teacher commitment as a focus on the individual needs of students. Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs-teacher commitment as maintaining ‘Professional knowledge’-teacher commitment as engagement with school and community-importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization. Qualities and skills of mathematics teachers – General qualities, personal qualities and specific qualities.

UNIT-V: Classroom Climate and Classroom Management
Significance of classroom climate – Teacher dominated, laissez-faire and democratic pattern - Effective classroom management for quality learning: Teacher as facilitators/managers of classroom learning - Components of Classroom Environment: Learning situation, Space and Time, Motivation and Discipline Management of learning situations: Management of group

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Objectives: On completion of the course, the student-teachers will be able to

1. classify the co-curricular activities in Physical Science;
2. explain the process of evaluation in Physical Science;
3. recognize the significance of planning and teaching Physical Science;
4. explain the importance of classroom climate and acquire the skill of managing the classroom effectively;
5. integrate the picture of an ideal Physical Science teacher;
6. understand the organization of the school plant.

UNIT-I: Co-Scholastic Activities
Definition, Need and Importance of Co-Scholastic activities- Criteria for the selection of Co-Scholastic activities in Physical Science- Science Club- Science Exhibition- Science Fairs- Field Trips and Excursions- Organization of Co-Scholastic activities related to Physical Science.

UNIT-II: Evaluation in Physical Science
Concept of Evaluation- Purpose of Evaluation- Continuous and Comprehensive Evaluation- Formative and Summative Evaluation- Achievement tests- Steps in construction- Preparation of Blue print- Preparation of an Achievement Tests in Physical Science - Administering the test- Various types of Test items- Essay type, Short answer type, Objective type: Completion type, Matching type, Multiple Choice- Merits and limitations of Essay, Short answer and Objective type- Item Analysis-Diagnostic Tests- Steps in constructing a Diagnostic test- Teacher made test- Standardized tests.

UNIT-III: Planning and Teaching
Significance of planning for effective teaching- Year Plan: importance and mode of planning- Unit Plan: definition, characteristics, steps in unit planning, importance of unit planning- Lesson Plan: definition, criteria of a good lesson plan, steps involved in lesson planning (Herbartian Steps), advantages of lesson planning.

UNIT-IV: Teacher Professionalization and Teacher Commitment
Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as a passion- teacher commitment as a unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘Professional knowledge’- teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization. Academic and Professional Qualifications for a Science teacher- Qualities of a good Science Teacher- Need for Pre-service and In-service training- Professional development of Science Teachers.
UNIT-V: Classroom Climate, Classroom Management and School Plant

Significance of conducive classroom climate- Types of classroom climate: Teacher-dominated, Laissez-faire and Democratic pattern- Flander’s Interaction Analysis System and Classroom Management: meaning, significance of effective classroom management, management of human and material resources. School Plant - Norms in setting up school-pre-requisites for school structure- scholastic and non-scholastic requirements- School shapes- ideal shape of school.

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B.Ed. Syllabus


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Objectives: On completion of the course, the student-teachers will be able to

1. appreciate the importance of non scholastic activities in biological science;
2. understand the purpose of evaluation in Biological Science;
3. accept the need for planning before teaching of Biological science;
4. develop interest to enhance the teacher professionalism and teacher commitment as biological science teachers;
5. explain the classroom climate and classroom management;
6. understand the importance of organization and maintenance of the institute.

UNIT-I: Co-Scholastic Activities in Biological Science

UNIT-II: Evaluation in Biological Science

UNIT-III: Planning for Teaching Biological Science
Introduction: Yearly planning in biological science, Importance of unit plan in biological science, Unit formulation in biological science, steps involved in unit planning, Merits and Demerits of unit plan. Major differences between unit plan and lesson plan, Importance of lesson planning- writing instructional objectives and planning for specific behavioural changes, Approaches in writing lesson plan, Herbatian Approach.
Classroom Communication: Types of communication – explaining, modeling and demonstrating. Role of motivation – rewards, praise, feedback and motivating individuals and class as a whole – key principles for effective learning and building positive relationships in classrooms.

UNIT-IV: Teacher Professionalization and Teacher Commitment
Introduction: Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as passion- teacher – teacher commitment as a unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ’Professional knowledge’- teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization. Need and types of professional growth, role in fostering creativity, equipment maintenance, attending pre-service and in-service training by NCERT and allied agencies. Qualities and competencies of Science teachers - Academic Qualification, Professional training and special qualities required for biology teachers.
UNIT-V: Classroom Climate, Classroom Management and School Plant

Introduction-Definition, importance of classroom climate, factors influencing classroom climate, Management of class room climate -Flander’s Interaction Analysis System and Classroom Management: Definition, Techniques, classroom management as time management. School Plant: School Building, Design of the school, maintenance of the school, Play ground, Library, Store Room, Laboratories, Classrooms, records and registers maintained in the School.

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CO. N o Course outcomes
At the end of this course the students will be able to.

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B.Ed. Syllabus

SEMESTER – II
16CBED28: PEDAGOGY OF COMPUTER SCIENCE

Credits: 6.5 (4L: 1T: 1.5P)
Hours: 9/Week

Objectives: On completion of the course, the student-teachers will be able to

1. acquire knowledge on various approaches of teaching Computer Science;
2. explore the process of evaluation;
3. acquire skills relating to planning lessons and presenting them effectively;
4. appreciate the significance of the professional growth and commitment of Computer Science teacher;
5. acquaint with the importance of classroom climate and acquire skill of managing classroom effectively;
6. determine appropriate school plant.

UNIT-I: Approaches of Teaching Computer Science

UNIT-II: Evaluation in Computer Science

UNIT-III: Planning for Teaching
Lesson Planning: Meaning – Functions of good lesson plan – Important features of good lesson plan – various approaches in planning lesson : Unit Approach (Morrison’s Approach) – Herbartian approach in preparing lesson plan.Unit planning:Meaning, - characteristics of good unit plan- steps in preparation of unit plan- advantages and disadvantages of unit plan-distinction between lesson plan and unit plan.Year Plan: Need and Significance – Steps in the Year Plan – Advantages and disadvantages of year plan.

UNIT-IV: Teacher Professionalization and Teacher Commitment
Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as passion teachers – teacher commitment as unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as a responsibility to impart

UNIT-V: Classroom Climate and Classroom Management

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References:

• tp$ayl;Rkp. t (2007)/ Ez;zpiy fw;gpj;jy;/ brd;id: rhujh gjpg;gfk:.
• tp$ayl;Rkp/ (2008)/ fw;gpj;jypy; rpf;fy;fs;-jPh;t/fs;: brd;id: rhe;jh gjpg;gfk:.

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Objectives: On completion of the course student teachers will be able to

1. understand the general and specific aims of teaching history.
2. analyses the different types of classroom climate.
3. understand the technology of teaching of History and employ the various methods and techniques of teaching History.
4. practice use of hardware and software approach, thereby making the past real.
5. understand the various methods in teaching History.
6. understand the current trends in curriculum change in history.
7. analyze the teacher education programmes available for History teachers.
8. evaluate the History text book at Higher Secondary Level.
9. develop research aptitude in history.
10. acquire knowledge about Peace Education and its importance.
11. understand the principles of tolerance and non-violence.
12. appreciate the role of UNO in establishing world Peace.

UNIT-I: Recent Trends in Teaching of History


UNIT-II: Development of Teaching Learning Materials for Teaching History in Digitalized Era


UNIT-III: Co-Pedagogic Activities in History

Meaning and Importance of Co-curricular activities – various Co-curricular activities related to history : Experiments and resources, Collateral reading literacy, Exhibitions, organization thought provoking programmes like quizzles, word searches, Field trips , Educational tour etc.
UNIT-IV: Integration and Organization of History Curriculum

UNIT-V: Evaluation in History
Concept of Examination-Criterion and norm referenced tests- Prognostic and diagnostic tests-Achievement tests - construction of Achievement tests- continuous and comprehensive evaluation- Formative and Summative Assessment - Grading pattern - valuation and arrangement of test 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 moment. Graphs - Histogram, Frequency Polygon, Cumulative Frequency Polygon, Ogive, Percentile Ranks, Normal Probability curve, Kurtosis, Skewness - Interpretations qualitative and quantitative.

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B.Ed. Syllabus


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SEMESTER - II
PEDAGOGY OF GEOGRAPHY
Credits: 6.5 (4L: 1T: 1.5P)
Hours: 9/Week

Objectives: On completion of the course student teachers will be able to
1. Compare the correlation and concentric curricular approaches.
2. Evaluate the Geography syllabus at different stages.
3. Differentiate autocratic and democratic leadership.
4. Handle various instruments and apparatus efficiently.
5. Apply modern techniques in teaching Geography.
6. Use ICT in transaction of curriculum.
7. Critically evaluate the Geography text book at different levels.
8. Critically analyse the existing syllabus for std. VIII to X
9. Identity the causes for learning difficulties in Geography and give remedial teaching.
10. Write an action research proposal.
11. Differentiate between applied and action research.

UNIT-I: Development of Teaching Learning Materials for Teaching Geography in Digitalized Era

UNIT-II: Classroom Management and Geography Learner
Classroom Management: Concept – Principles of Classroom management – Factors influencing classroom management – Techniques of classroom management – Flanders Interaction Analysis and Modification of Teacher Behaviour - Introduction, meaning and definition, procedure involved, computer supported collaborative learning, team based learning, group problem solving advantages and limitations -Basic assumptions and features of co-operative learning, obstacles in introducing cooperative learning – Resistance from the teachers, students authorities and parents to collaborative learning.

UNIT-III: Integration and Organization of Geography Curriculum
Content, Principles of Selection – Individual, Social, National and Global needs – Methods of organization; Logical and Psychological (stages of development), Chronological, Periodical, Concentric and Spiral, Regressive and Progressive Methods – Principles of correlation of subjects; Identical, Incidental, Systematic – Fusion of Subject; Geography, Political science, Anthropology, Literature, Economics and Sociology - Current trends in curriculum changes in Geography Education - A critical analysis of existing Teacher Education Programme in Geography- Content course of Geography of classes IX, X, XI & XII.
UNIT-IV: Analyzing the School Curriculum
Analysis of upper primary Standards VI to VIII Social Science Text Book prescribed by the Tamil Nadu Government - Analysis of Course Content of Standards IX to X Social Science Text Book for UG and XI to XII Geography Text Books (for P.G) prescribed by the Government of Tamil Nadu - A Critical review of the Geography textbook at the Higher Secondary level - Analysis of any one Reference Book in Geography.

UNIT-V: Evaluation in Geography

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References:
- Buch, M.B. Studies in Teacher Behaviour, Center of Advanced Studies in Education.
- Blae J and et all (Edited) (1973), Perspectives in Geographical Teaching, Edinburgh, Oliver & Boyd.
- Thralls, Z.A. The Teaching of Geography, New Delhi, Eurasia Publishing House, Pvt. Ltd.

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Objectives: On completion of the course the student teachers will be able to

1. understand the essence of co-curricular activities and organise different socialized activities;
2. acquire competencies to construct, conduct, apply and evaluate the achievement of objectives in teaching through achievement tests;
3. understand present and interpret test scores;
4. have in depth insight about the art of professional development, traits, commitment, duties and responsibilities about commerce teachers and motivate themselves to internalise the same;
5. define classroom climate and understand, analyse, compare, contrast the different kinds of classroom climate and develop competencies to create conducive classroom climate and classroom management;
6. understand and recommend the features of good school plant.

UNIT-I: Co-Scholastic Activities in School

UNIT-II: Evaluation in Teaching of Commerce and Accountancy
Steps involved in the construction of achievement tests – Blue Print - Design of an achievement tests in Commerce and Accountancy – Administration of tests - steps in constructing question papers – Interpretation of test scores - Types of test items: Objective types and subjective types – Formative and Summative Evaluation – Internal and External Examination – Theory and Practical areas in Evaluation – Diagnostic and Prognostic Tests in Commerce.

UNIT-III: Teacher Professionalization and Teacher Commitment
Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement- Teacher commitment as passion teacher: teacher commitment as unit of time outside the contact hours with students, teacher commitment as focus on the individual needs of students, Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs, teacher commitment as maintaining ‘Professional knowledge’, teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitments for teaching professionalization. Professional development and growth of Commerce Teachers: Qualifications: Academic Qualifications and Professional Education - pre-service education – Professional ethics and competencies of commerce teachers - General Qualities and personality traits – Regular duties and responsibilities to be taken up by commerce teachers – Registers and Records to be maintained by Commerce Teachers - Types of teachers based on leadership style, dominated pattern, Laissez Faire Pattern and democratic pattern and its significance.
UNIT-IV: Planning for Teaching
Year Plan- difference between lesson plan and unit plan- steps in preparation of year plan- advantages and disadvantages. Unit planning- meaning, difference between lesson plan and unit plan- characteristics of good unit- steps in preparation of unit- advantages and disadvantages. Meaning – difference between lesson plan and unit plan – importance of lesson plan – various approaches in planning lesson- Herbartian approach in planning lesson – stages in lesson plan.

UNIT-V: Classroom Climate and Classroom Management
Meaning, Types of classroom climate- Ideal classroom climate- role of teachers to maintain ideal climate. Flander’s Interaction Analysis System (FIAS) and Classroom Management: Meaning- concept- The set of strategies that teachers and students use to ensure productive, harmonious learning environment to prevent disruptions in the learning process. Classroom management styles - advantages and disadvantages - role of teachers.

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<td>CO4</td>
<td>Examine teacher professionalization and teacher commitment</td>
</tr>
<tr>
<td>CO5</td>
<td>Appraise ways and means of enhancing teacher commitment</td>
</tr>
<tr>
<td>CO5</td>
<td>Design their own teaching strategy.</td>
</tr>
</tbody>
</table>

References:


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SEMESTER – II
16GCED23: EDUCATIONAL MEASUREMENT

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. use different techniques and tools of evaluation.
2. understand the recent trends in examination practices.
3. construct different types of graphs and diagrams.
4. compute measures of central tendency and variation and interpret the results.
5. calculate correlation coefficient and interpret the results.
6. conduct action research

UNIT-I: Tools of Evaluation
Techniques of evaluation – Observation, Interview, Case study, Anecdotal record, Cumulative Record and Socio-metric technique. Check list, Rating scale – different types – errors in rating, Questionnaire

UNIT-II: Statistical Measures, Graphical Representations and measures of correlation

UNIT-III: Action Research and Programme Evaluation

<table>
<thead>
<tr>
<th>Co.No</th>
<th>Course outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1</td>
<td>Appraise different types of Evaluation</td>
</tr>
<tr>
<td>CO2</td>
<td>Experiment Statistical Measures and Interpret</td>
</tr>
<tr>
<td>CO3</td>
<td>Examine the values with graphical representation</td>
</tr>
<tr>
<td>CO4</td>
<td>Execute action research and program evaluation</td>
</tr>
<tr>
<td>CO5</td>
<td>Measure the students ability with their performance in academics.</td>
</tr>
</tbody>
</table>

References:
B.Ed. Syllabus


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**B.Ed. Syllabus**

**SEMESTER – II**

**16GCED24: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Credits: 5 (4L: 1T: 0P)

Hours: 6/Week

**Objectives:** On completion of the course, the student-teachers will be able to

1. understand the concept of Information and Communication Technology;
2. develop insight into knowledge about new developments in ICT;
3. gain enriched learning experiences in using ICT.

**UNIT-I: ICT Perspectives**


**UNIT-II: New Developments in ICT**

Recent developments in the area of ICT – Interactive video – Interactive White Board – video-conferencing – M-learning, Social Media – Community Radio: Gyan Darshan, Gyanvani, Sakshat Portal, E-Gyankosh, Blog, MOOC, Whatsapp, Facebook, Twitter, etc. Recent experiments in the third world countries and pointers for India with reference to Education.

**UNIT-III: ICT Enabled Learning Experiences - Computer Based**


**UNIT-IV: ICT Enabled learning experiences - Internet Based**

Use of internet based media for enhanced training, learning and testing– Online teaching/ Tutoring, Remote classrooms and Resource centres– Online academic and teaching material transaction line dispatching soft copies of teaching-learning material, e-books, Submission of assignments, Projects and other materials by the learners - Online Test/ Examination and Evaluation, legal and ethical issues – copyright, Hacking, Netiquettes, cybercrimes, students safety on the net.

**UNIT-V: ICT Enabled Learning Experiences – web Based**


<table>
<thead>
<tr>
<th>Co.No</th>
<th>Course outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1</td>
<td>At the end of this course the students will be able to, Relate the influences and challenges in integrating ICT</td>
</tr>
<tr>
<td>CO2</td>
<td>Examine recent developments in the area of ICT</td>
</tr>
<tr>
<td>CO3</td>
<td>Criticize ICT enabled learning experience</td>
</tr>
<tr>
<td>CO4</td>
<td>Support Web based ICT learning experience</td>
</tr>
<tr>
<td>CO5</td>
<td>Enrich their learning experience in ICT through internet.</td>
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</tbody>
</table>
References:


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B.Ed. Syllabus

SEMESTER-II
16GCED25: HEALTH, PHYSICAL FITNESS & YOGA

Credits: 2.5 (2L: 0T: 0.5 P)
Hours: 3/Week

Objectives: On completion of the course student teachers will be able to

1. create awareness on different aspects of health and fitness;
2. recognize the importance of hygiene for healthy living;
3. appreciate the importance of correct posture;
4. create an awareness of the rules of safety and importance of first aid;
5. evaluate ones present physical fitness status
6. provide the basis for setting-up an exercise programme;
7. acquire the importance of weight management through exercise and diet;
8. expound to cope up with daily stress.

UNIT-I: Introduction to Health Education and First Aid
Meaning, Definition, Aims & Objectives of Health Education, Methods of Imparting Health Education in Schools – Health Instruction, Health Services, Health Supervision. Personal hygiene - Meaning, Definition, Elements and Importance of Personal hygiene.


First Aid and Treatment: First aid - Meaning, definition, Scope, Qualities of a first aider, Basic principles of rendering first aid, First aid box Contents, First aid for different types of accidents – Sprain, Stain, Contusion, Bleeding, Dislocation, Fracture, Burns, Electric Shock, Heat Stroke, Drowning and Snake bites - Symptom, Prevention and Treatment.

UNIT-II: Physical Fitness and Assessment
Meaning, Definition, Importance of physical fitness, factors influencing physical fitness, Health related Components : Strength ,Muscular Endurance , Flexibility, Cardio-Respiratory Endurance and Body Composition, Benefits of physical fitness, Assessment of physical fitness, Planning a fitness programme, Common injuries :Plantar Fasciitis, Achilles tendinitis, Chondromalacia, Hamstring Strain, Shin splints -Prevention and Treatment.

UNIT-III: Stress Management and Yoga


Yoga - Introduction, Meaning and misconceptions of Yoga; Ashtang Yoga (8 stages of Yoga); Types of Yoga; Importance of Yogasanas, Pranayama and Shudhikriya; Importance of Meditation in school.
PRACTICAL

1. Assessment of health related physical fitness (H.R.P.F.)
   a) Body composition: Body Mass Index (B.M.I.) and Waist HipRatio (W.H.R.)
   b) Cardio-respiratory endurance
   c) Muscular strength and endurance
   d) Flexibility
2. Yogasana, Pranayama and Shudhikriya.

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<tr>
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<tbody>
<tr>
<td>CO1</td>
<td>At the end of this course the students will be able to,</td>
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<tr>
<td>CO2</td>
<td>Select the appropriate postures for preventing measures and for improving postural defects</td>
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<tr>
<td>CO3</td>
<td>Support with appropriate first aid and treatment</td>
</tr>
<tr>
<td>CO4</td>
<td>Value weight management, stress management and yoga</td>
</tr>
<tr>
<td>CO5</td>
<td>Expound to cope up with daily stress.</td>
</tr>
</tbody>
</table>

References:


E-References:


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SEMESTER-II
16GCED26: DISABILITIES AND SPECIAL EDUCATION

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of this course, the student teacher will be able to

1. define the term classification.
2. understand the merits and demerits in classification of liability
3. list the type of disabilities
4. describe the feature of each disability and its sub groups.
5. state the procedure of identification
6. apply formal and informal assessment techniques

UNIT-I: Concept Disabilities and Classification of Disabilities
Concept and Meaning of: Learning disabilities (LD), Visually impaired (VI), Hearing Impaired (HI), Mentally Retarded (MR), Locomotor Disabilities, ADD, ADHD.
Classification: Approaches to classification - issues in classification, International classification of disabilities - VI, HI, MR, Loco-motor, LD, ADD, ADHD

UNIT-II: Characteristics and Behavioural Manifestation
Learning disabilities (LD), Visually impaired (VI), Hearing Impaired (HI), Mentally Retarded (MR), Loco-motor Disabilities, ADD, ADHD.

UNIT-III: Special Education, Educational Practices and National Level Bodies, Institutes and Schools for Children with Special Needs
Special schools- Integrated education- Inclusive Education- facilities for children with special needs- role of agencies
National Bodies, Institutes and Schools: NIVH, AYJNIHH, NIOH, NIRTAR, IPH, NIMH-RCI, AISH

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<thead>
<tr>
<th>Co.No</th>
<th>Course outcomes</th>
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<tbody>
<tr>
<td>CO1</td>
<td>Examine the different concept of disabilities</td>
</tr>
<tr>
<td>CO2</td>
<td>Contrast the behavioral manifestation</td>
</tr>
<tr>
<td>CO3</td>
<td>Identify the special needs for children</td>
</tr>
<tr>
<td>CO4</td>
<td>Discuss the Educational Practices and National level bodies</td>
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<tr>
<td>CO5</td>
<td>Find solutions for problems faced by the disabled students.</td>
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</tbody>
</table>

References:


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OBJECTIVES: On completion of the course student teachers will be able to

1. explain the concept of peace education and the dynamics of transformation of violence into peace
2. reflect on the nature of conflicts and their resolution
3. imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace
4. evaluate peace education in the present curriculum
5. comprehend the concept of values and need for value education
6. identify the role of education, school, environment and home in the process of value development
7. recognize the instructional methodologies for integrating values in curricular and co-curricular activities

UNIT-I: Peace and Violence
Peace: meaning and concept of peace – Need for peace education – Aims and objectives of Peace Education – Status of Peace Education in the curriculum – Organizations which work of global peace- Conflict and Violence: meaning and concept – Exposure to violence through media – Consequences of violence – Crises and their management – Role of the teacher – How peace Education can help deal with violence – Factors contributing to violence in schools – Measures to control violence in schools – Strategies that can be adopted in school, classroom, individuals and long term solutions to control violence

UNIT-II: Global Issues and Peace Movements

UNIT-III: Values and Role of Education

<table>
<thead>
<tr>
<th>CO. No</th>
<th>Course outcomes</th>
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</thead>
<tbody>
<tr>
<td>CO1</td>
<td>Organize strategies for measures to control violence in schools</td>
</tr>
<tr>
<td>CO2</td>
<td>Compare and Contrast different global issues and peace movements</td>
</tr>
<tr>
<td>CO3</td>
<td>Appraise the importance of value education</td>
</tr>
<tr>
<td>CO4</td>
<td>Formulate the methods of teaching human values</td>
</tr>
<tr>
<td>CO5</td>
<td>Implement value oriented activities in school curriculum</td>
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</tbody>
</table>
References:


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B.Ed. Syllabus

SEMESTER - III
16CBED31: PEDAGOGY OF TAMIL

Credits: 3 (2L: 1T: 0P)
Hours: 4/Week

பாட்டுடன் பட்டியல் வரலாறு வரலாறு - பகுதி 3

1. குறுக்கு அனுமானங்கள் பாட்டியல்
2. பட்டியற்று பாட்டியற்று குறுக்கு அனுமானங்கள் பாட்டியல் வரலாறு, குறுக்கு அனுமானங்கள் பாட்டியல்
3. பாட்டியற்று பட்டியற்று பாட்டியற்று குறுக்கு அனுமானங்கள் பாட்டியல் வரலாறு

அக்டோர் 1: பாட்டு குறுக்கு - பட்டியற்று வரலாறு, குறுக்கு வரலாறு

அக்டோர் 2: குறுக்கு வரலாறு

அக்டோர் 3: குறுக்கு வரலாறு

அக்டோர் 4: குறுக்கு வரலாறு
Co.No | Course outcomes
--- | ---
CO1 | At the end of this course the students will be able to,
CO2 | Examine the types of learning resources in teaching
CO3 | Appraise the results of classroom research
CO4 | Organize Action research in schools whenever necessary
CO5 | Implement ICT and Cybernetics in Education
CO5 | Gain the knowledge of school-based content in pedagogical subjects

Course outcomes

At the end of this course the students will be able to,

CO1 Examine the types of learning resources in teaching
CO2 Appraise the results of classroom research
CO3 Organize Action research in schools whenever necessary
CO4 Implement ICT and Cybernetics in Education
CO5 Gain the knowledge of school-based content in pedagogical subjects

• Sangam Literature Learning, Teaching and Evaluation (November -2013).

**REFERENCES**


OBJECTIVES: On completion of the course the student teachers will be able to

- sensitize student teachers on various learning resources;
- conduct action research and disseminate the results;
- equip students with recent developments in Information and Communication Technology.

UNIT-I: Learning Resources

UNIT-II: Action Research
Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

UNIT-III: Information and Communication Technology and Cybernetics in Education

<table>
<thead>
<tr>
<th>Co.No</th>
<th>Course outcomes</th>
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<tbody>
<tr>
<td>CO1</td>
<td>Examine the types of learning resources in teaching</td>
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<td>CO2</td>
<td>Appraise the results of classroom research</td>
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<tr>
<td>CO3</td>
<td>Organize Action research in schools whenever necessary</td>
</tr>
<tr>
<td>CO4</td>
<td>Implement ICT and Cybernetics in Education</td>
</tr>
<tr>
<td>CO5</td>
<td>Gain the knowledge of school-based content in pedagogical subjects</td>
</tr>
</tbody>
</table>

References:

B.Ed. Syllabus


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SEMESTER – III
16CBED32: PEDAGOGY OF ENGLISH

Credits: 3 (2L: 1T: 0P)
Hours: 4/Week

Objectives: On completion of the course, the student-teachers will be able to

1. identify the skills needed to organize various co-curricular activities;
2. recall the qualities and roles of a teacher of English for performing varied duties;
3. develop knowledge of the lexical usage
4. know about the formation of words
5. acquaint with the qualities of a good English teacher and ways of professional development.
6. analyse an English text book

UNIT-I: Types of English Language Courses
English for global Purpose-English for specific (or special) purpose(ESP)_ English for Business Communication- English for Science and Technology (EST)- English for Academic Purpose(EAP)- English for Occupational Purpose(EOP)- Remedial English Courses.

UNIT-II: Concepts of English language.
Concepts: Different ways in which various concepts are expressed – model Auxiliaries and other expressions. Command, requests, invitations, instructions, suggestions, prohibitions, permission, probability and likelihood, possibility, obligation, necessity, purpose and result, cause, reasons, comparison and contrast, conditions and suppositions.

UNIT-III: The English Text Book and The English Teacher

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CO1</td>
<td>Examine the types of learning resources in teaching</td>
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<td>Appraise the results of classroom research</td>
</tr>
<tr>
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<td>Organize Action research in schools whenever necessary</td>
</tr>
<tr>
<td>CO4</td>
<td>Implement ICT and Cybernetics in Education</td>
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<tr>
<td>CO5</td>
<td>Gain the knowledge of school-based content in pedagogical subjects</td>
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</table>
References:


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B.Ed. Syllabus

SEMESTER – III
16CBED33: PEDAGOGY OF MATHEMATICS

Credits: 3 (2L: 1T: 0P)
Hours: 4/Week

Objectives: On completion of the course, the student-teachers will be able to

1. integrate various learning resources;
2. conduct action research and disseminate the results;
3. equip students with recent developments in mathematics.

UNIT-I: Learning Resources in Mathematics
Library as a Learning Resource - Library Management and Use of Library books as learning resources Learning beyond textbooks – other sources of learning; Types of learning resources - Print Resources: Textbooks, Workbooks, Self-instructional materials and Supplementary reading material. Audio Resources: Educational Radio Broadcast and Audio Programmes, Audio CD- Visual Resources: non projected visual resources (Graph, map, chart, poster, models and materials) - Projected visual resources (Still Visuals such as Slide, Transparency and Film Strip. Moving Visuals such as Film, Video etc) - Organizing mathematics laboratory - its uses.

UNIT-II: Action research
Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

UNIT-III: ICT and Cybernetics in Education

<table>
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<tr>
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<tr>
<td>CO1</td>
<td>Examine the types of learning resources in teaching</td>
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<tr>
<td>CO2</td>
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<tr>
<td>CO3</td>
<td>Organize Action research in schools whenever necessary</td>
</tr>
<tr>
<td>CO4</td>
<td>Implement ICT and Cybernetics in Education</td>
</tr>
<tr>
<td>CO5</td>
<td>Gain the knowledge of school-based content in pedagogical subjects</td>
</tr>
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</table>

References:


Objectives: On completion of the course, the student-teachers will be able to

1. List and classify the various learning resources to support effective teaching;
2. execute action research and disseminate the results;
3. understand the recent developments.

UNIT-I: Learning Resources

UNIT-II: Action research
Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

UNIT-III: ICT and Cybernetics in Education
ICT meaning- growth and origin of ICT - traditional and modern ICT, application of ICT in teaching. Cybernetics- meaning- definition- theory and mechanism- use in the development of instrumental design- application in Physical Science Education- advantages and disadvantages.

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<tbody>
<tr>
<td>CO1</td>
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<td>Appraise the results of classroom research</td>
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<tr>
<td>CO3</td>
<td>Organize Action research in schools whenever necessary</td>
</tr>
<tr>
<td>CO4</td>
<td>Implement ICT and Cybernetics in Education</td>
</tr>
<tr>
<td>CO5</td>
<td>Gain the knowledge of school-based content in pedagogical subjects</td>
</tr>
</tbody>
</table>

References:
Sterling Publication (Pvt) Limited.


******
**Objectives:** On completion of the course, the student-teachers will be able to

1. understand various learning resources to support effective teaching;
2. undertake action research and disseminate the results;
3. motivate students with recent developments.

**UNIT-I: Learning Resources**


**UNIT-II: Action research**

Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

**UNIT-III: ICT and Cybernetics in Education**

ICT meaning- growth and origin of ICT - traditional and modern ICT application of ICT in teaching. Cybernetics- meaning- definition- theory and mechanism- use in the development of instrumental design- application in Biological Science education- advantages and disadvantages.

<table>
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<td>CO1</td>
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<td>Organize Action research in schools whenever necessary</td>
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<td>CO4</td>
<td>Implement ICT and Cybernetics in Education</td>
</tr>
<tr>
<td>CO5</td>
<td>Gain the knowledge of school-based content in pedagogical subjects</td>
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</table>

**References:**

B.Ed. Syllabus


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SEMESTER – III
16CBED38: PEDAGOGY OF COMPUTER SCIENCE

Credits: 3 (2L: 1T: 0P)
Hours: 4/Week

Objectives: On completion of the course, the student-teachers will be able to

1. know the importance of various learning resources;
2. conduct action research and disseminate the results;
3. equip students with recent developments in Information and communication technology.

UNIT-I: Learning resources

UNIT-II: Action research
Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

UNIT-III: ICT and Cybernetics in Education
ICT meaning- growth and origin of ICT - traditional and modern ICT application of ICT in teaching. Cybernetics- meaning- definition- theory and mechanism- use in the development of instrumental design- application in Computer Science Education- advantages and disadvantages.

<table>
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<tr>
<td>CO5</td>
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References:

B.Ed. Syllabus


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B.Ed. Syllabus

SEMESTER - III
16CBED36: PEDAGOGY OF HISTORY

Credits: 3 (2L: 1T: 0P)
Hours: 4/Week

Objectives: On completion of the course student teachers will be able to

1. explain the importance of non-scholastic activities in history;
2. implement the purpose of evaluation;
3. appreciate the significance of planning and teaching history;
4. appreciate the qualities associated with an ideal history teachers;
5. recognize the importance of classroom climate and acquire the required skill for managing classroom situation effectively;
6. implement the organization of the school plant;

UNIT-I: Planning and Teaching of History
Lesson Plan: Meaning, scope, objective and need - Macro teaching –lesson plan, Unit plan, Year plan- Herbartian steps- Format of a typical lesson plan – General Instructional Objectives and Specific Instructional Objectives- Teaching aids, Motivation presentation, Application, Recapitulation and Home Assignment.

UNIT-II: Classroom Management and History Learner
Classroom Management: Concept – Principles of Classroom management – Factors influencing classroom management – Techniques of classroom management – Flanders Interaction Analysis and Modification of Teacher Behaviour - Introduction, meaning and definition, procedure involved - computer supported collaborative learning, team based learning, group problem solving advantages and limitations -Basic assumptions and features of co-operative learning, obstacles in introducing cooperative learning – Resistance from the teachers, students, authorities and parents to collaborative learning.

UNIT-III: Professionalization of History Teacher and Commitment
Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as passion – teacher commitment as unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘Professional knowledge’- Teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization - Role of school teachers in character building: Teaching for character building- teacher as manager, norm builders, facilitator, maintaining community relations- guidance role - Qualities of effective history teachers: Mastery of the subject, mastering of techniques.

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<tr>
<td>CO1</td>
<td>Examine the types of learning resources in teaching</td>
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<td>CO2</td>
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<td>CO4</td>
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<tr>
<td>CO5</td>
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References:


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**SEMESTER – III**

**PEDAGOGY OF GEOGRAPHY**

Credits: 3 (2L: 1T: 0P)

**Hours: 4/Week**

**Objectives:** On completion of the course student teachers will be able to
1. explain the importance of non-scholastic activities in geography;
2. implement the purpose of evaluation;
3. appreciate the significance of planning and teaching geography;
4. appreciate the qualities associated with an ideal geography teachers;
5. recognize the importance of classroom climate and acquire the required skill for managing classroom situation effectively;
6. implement the organization of the school plant;

**UNIT-I: Co-Pedagogic Activities in Geography**
Meaning and Importance of Co-curricular activities – various Co-curricular activities related to geography: Experiments and resources, Collateral reading literacy, Exhibitions, organization of thought provoking programmes like quizzes, word searches, Field trips, Educational tour etc. - School building and design of the school - Play ground, Library, Classrooms, Records and Registers - Role of Headmaster- Parent-Teacher association in maintenance of school - Time Table- Co-curricular activity - Discipline.

**UNIT-II: Geography Education and Local and Global Issues**

**UNIT-III: Professionalization of Geography Teacher and Commitment**
Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement. Teacher commitment as passion: teacher commitment as unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘Professional knowledge’ - teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching - Role of school teachers in character building. Teaching for character building- teacher as manager, norm builders, facilitator, maintaining community relations- guidance role - Qualities of effective geography teachers: Mastery of the subject, mastering of techniques.

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<td>CO3</td>
<td>Organize Action research in schools whenever necessary</td>
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<td>CO4</td>
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<tr>
<td>CO5</td>
<td>Gain the knowledge of school-based content in pedagogical subjects</td>
</tr>
</tbody>
</table>
References:

- Passi, B.K., Becoming a Better Teacher, Micro Teaching Approach, Sahitya Mudranalaya, Ahamadabad, 1976.

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B.Ed. Syllabus

SEMESTER – III
16CBED37: PEDAGOGY OF COMMERCE AND ACCOUNTANCY

Credits: 3 (2L: 1T: 0P)
Hours: 4/Week

Objectives: On completion of the course the student teachers will be able to

1. understand the different learning resources employed in teaching of Commerce and Accountancy;
2. conduct action research and disseminate the results;
3. equip students with recent developments.

UNIT-I: Learning Resources in Teaching of Commerce

UNIT-II: Action Research
Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

UNIT-III: Information and Communication Technology and Cybernetics in Education

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References:

B.Ed. Syllabus


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B.Ed. Syllabus

SEMESTER – IV

16GCED41: GENDER AND ISSUES IN EDUCATION

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the key concepts of Gender, gender bias and gender parity.
2. explain the concept of sex, gender, transgender, gender role development and challenges to gender equity; stereotypes, gender bias;
3. understand how education can alleviate the gender issues by empowering women.
4. understand the influence of social institutions (family, caste, class, religion, region,) on gender identity,
5. understand the role of educational institutions, peers, teachers, curriculum and textbooks, gendered roles, relationships and ideas in textbooks and curricula; in challenging gender inequalities /reinforcing gender parity;
6. understand the concept of equalization of educational opportunities
7. justify the awareness of Human Rights Education.

UNIT-I: Gender Perspectives, Social Structure and Issues
Concept of sex, gender and transgender, Gender related concepts: patriarchy, feminism, equity and equality, sexuality. Emergence of gender specific roles: sociological and psychological perspectives.
Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity. Gender bias: health and nutrition, education, employment and stereotyping.
Gender bias, gender stereotyping and empowerment – Equality- equality in relation to caste, class, religion, ethnicity, disability and religion.

UNIT-II: Gender and Curriculum Transaction
Gender issues in schools -curriculum and textbooks; sexual abuse, cyber bullying. Gender and the hidden curriculum, Gender, Empowerment: the role of curriculum, textbooks and teachers (gender in text – teachers an agent of change), Contemporary women role models in India: urban and rural, Role of media, family, religion, NGOs and women's action groups in reinforcing gender parity through the popular culture, Millennium Development: Goal: Promoting gender equality and empowerment.

UNIT-III– Equalization of Educational Opportunities and Human Rights Education
Equalization of educational opportunities – Integrated Education of the Disabled – Problem of Special Groups - (Disadvantaged, Deprived and Minorities) - Education for the Talented – Navodhaya Vidyalayas.
CO. No | Course outcomes
--- | ---
CO1 | Understand the key concepts of gender, gender bias and gender parity
CO2 | Implement the concept of equalization
CO3 | Identify the diverse needs of different gender
CO4 | Justify the awareness of Human rights and ethical values
CO5 | Value the gender based ideas in the society.

References:

- Chodhuri, Maitreyee.(2004). *Feminism in India: Women Unlimited*. New Delhi:

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SEMESTER – IV

16GCED42: KNOWLEDGE AND CURRICULUM

Credits: 5 (4L: 1T: 0P)
Hours: 6/Week

Objectives: On completion of the course, the student-teachers will be able to

1. recognise the epistemological basis of knowledge;
2. explain the perspectives of curriculum;
3. implement the curriculum development and teaching learning process;
4. recognise various curriculum practices;
5. explain the innovations in curriculum development;
6. integrate the knowledge on the basis of evaluating curriculum.

UNIT-I: Knowledge
Epistemology: meaning, philosophical basic of knowledge according to Indian and western Philosophy- Knowledge: meaning, definition, characteristics- Types of Knowledge: philosophical, personal, procedural and propositional- Sources of knowledge Education: situational, conceptual and strategic- Differences between: knowledge and skill, teaching and training, knowledge and information, reason and belief.

UNIT-II: Curriculum Perspective
Curriculum: definition and scope- Historical perspectives of curriculum development- Philosophical, social and cultural forces affecting curriculum- Treatment of knowledge, human growth and development learning as a process- Curriculum and instruction- Course designing- Guidelines- Creating a syllabus- Role of representation and non representation of various social groups in curriculum planning, designing and transaction.

UNIT-III: Curriculum Development and Teaching Learning Process
Stages in the process of curriculum development- Understanding learner needs and characteristics- Determinants of general and specific objectives- Implementing the curriculum- Determinants of curriculum- Understanding of hidden and enacted curriculum- Models of curriculum development: Hilden Taba's model, content model, process-product model- Core curriculum: activity curriculum, inter-disciplinary curriculum- Strategies for curriculum development- Competencies in curriculum development.

UNIT-IV: Curriculum Practices

UNIT-V: Curriculum Designing, Development and Evaluation
CO. No | Course outcomes |
---|---|
| | At the end of this course the students will be able to, |
CO1 | Relate the concepts of epistemological basis of knowledge |
CO2 | Discuss the historical perspectives of curriculum development |
CO3 | Differentiate the various social groups in curriculum planning and models of curriculum development |
CO4 | Interpret the evaluation of existing pedagogies and instructional approaches |
CO5 | Initiates the developmental activities for enriching the curriculum. |

References:

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SEMESTER IV
16GCED43: INCLUSIVE EDUCATION

Credits: 3.5 (3L: 0T: 0.5P)
Hours: 4/Week

Objectives: On completion of the course, the student-teachers will be able to
1. understand and list basic facts on Inclusive Education
2. identify children with diverse needs
3. locate the appropriate initiatives taken at the national level towards inclusion.
4. develop an inclusive curriculum
5. evaluate teacher preparation programme for Inclusive Education

UNIT-I: Introduction to Inclusive Education


UNIT-II: Initiatives taken at National Level towards Inclusion

UNIT-III: Inclusive Curriculum
Inclusive curriculum – meaning and characteristics – Teaching and learning environment with special reference to inclusive school – Guidelines for adaptation for teaching / practicing science, mathematics, social studies, languages, physical education, yoga, heritage, arts, theatre, drama etc in inclusive settings – Techniques and methods used for adaptation of content, laboratory skills and play material in inclusive classroom.

UNIT-IV: Teacher Preparation and Inclusive Education
Practicals:

1. Visits to a special school
2. Carrying out a case study in opportunity school for slow learners.
3. Preparation of Three teaching aids for differently abled children.

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<tr>
<th>Co.No</th>
<th>Course outcomes</th>
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<tbody>
<tr>
<td>CO1</td>
<td>Explain the concept of inclusiveness</td>
</tr>
<tr>
<td>CO2</td>
<td>Differentiate the diverse needs of children.</td>
</tr>
<tr>
<td>CO3</td>
<td>Evaluate the initiatives taken at national level towards inclusion.</td>
</tr>
<tr>
<td>CO4</td>
<td>Schedule preparation for inclusive curriculum.</td>
</tr>
<tr>
<td>CO5</td>
<td>Support the innovative ideas for implementing the curriculum.</td>
</tr>
</tbody>
</table>

References:

- Clough, P. and Corbet, J. (200) Theories of inclusive education – a students’ guide, Paul Chapman Publishing Ltd.
- Index of inclusion (2014) NCERT, New Delhi
- University Grants Commission (India) Inclusive and Quality Expansion of Higher Education – XII Five Year Plan, 2012-17

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B.Ed. Syllabus

SEMESTER- IV
16CBED41: PEDAGOGY OF TAMIL

Credits: 6(4L: 1T: 1P)
Hours: 8/Week

Credits: 6(4L: 1T: 1P)

1. Pedagogy of Tamil
2. Methods of Teaching Tamil
3. Pedagogy of Tamil

1. Pedagogy of Tamil

2. Methods of Teaching Tamil

3. Pedagogy of Tamil

B.Ed. Syllabus

VISTAS - SEDU B.Ed. Syllabus Page 112
B.Ed. Syllabus

4: VISTAS - SEDU

At the end of this course the students will be able to,

CO1 Understands the curricular development
CO2 Demonstrate community activities
CO3 Select the appropriate instructional materials
CO4 Identify the suitable techniques.
CO5 Design their own method of teaching with the knowledge of Practical demonstration.

5: Course outcomes

At the end of this course the students will be able to,

CO1 Understands the curricular development
CO2 Demonstrate community activities
CO3 Select the appropriate instructional materials
CO4 Identify the suitable techniques.
CO5 Design their own method of teaching with the knowledge of Practical demonstration.

References

B.Ed. Syllabus


References

- www.chennailibrary.com
- www.wikipedia.com

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B.Ed. Syllabus

SEMESTER – IV
16CBED49: PEDAGOGY OF ECONOMICS

Credits: 6 (4L: 1T: 1P)
Hours: 8/Week

Objectives: On completion of the course the student teachers will be able to

1. appreciate the role of Economics teacher;
2. determine and appreciate curriculum development in Economics;
3. competently link economic concepts to community life.

UNIT-I: Teaching Behaviour of Economics Teachers

UNIT-II: Curriculum Development in Economics

UNIT-III: Linkage of Economics with Community Life
Meaning- Constructivism principles- Resources beyond class room walls- Field trips –real youth entrepreneurship- Stock market game- Banks- types of lending- lifelong learning: Meaning – definition- dimensions of lifelong learning- Participation in budgeting- Cost benefit analysis of any economic activity – Organizing economic importance day- earth day- world tourism day-International volunteer day- Contribution of recent Nobel laureates in field of Economics.

UNIT-IV: Exploring Learners

UNIT-V: Community Resources and Corporate Social Responsibility
Importance of Community resources - Types of community resources – Inter dependence of School and Community. Business ethics – Fair Trade - Regional imbalances – Unethical trade practices - Sustainable Economic development
Co.No | Course outcomes
---|---
CO1 | Understands the curricular development
CO2 | Demonstrate community activities
CO3 | Select the appropriate instructional materials
CO4 | Identify the suitable techniques.
CO5 | Design their own method of teaching with the knowledge of Practical demonstration.

References:


**********
Objectives: On completion of the course, the student-teachers will be able to

1. implement the required traits for effective classroom management;
2. acquaint with the qualities of a good English teacher and ways of professional development.
3. acquire a working knowledge of the grammatical system in English and techniques of teaching grammar.
4. understand the syntactic structure of English.
5. analyse an English text book
6. get familiarized with different types of composition.
7. know about the qualities of a good English teacher.
8. develop study skills and reference skills.
9. get familiarized with the poetic forms of English.

UNIT-I: Classroom Management
Defining Classroom Management- Teacher as a Effective classroom manager- Managing the learning environment- Managing Instruction- Inappropriate Behaviour and discipline: Responding to persistent misbehavior, serious misbehavior, bullies and bullying- Conflict Resolution- Legal dimensions of classroom management.

UNIT-II: Evaluation
Concept of Test, Measurement and Evaluation- Difference between measurement and evaluation- Types of Evaluation: Formative and Summative- Characteristics of a good test-Types of tests- Types of achievement tests, objective tests and written tests- Construction of a good test- Norm-referenced and criterion-referenced evaluation- Diagnostic Testing-Distinguishing Diagnostic tests from the Achievement tests-Preparation of a Diagnostic test-Remedial Teaching-Organization of Remedial Teaching. External and internal, formal and informal.

UNIT-III: Teaching of Study and Reference Skills
Study skills: SQR3 method of reading- Note taking and Note making- Summarizing and Paraphrasing.
Reference skills: Dictionary skills and Internet search skills- Library skills- Referring to a thesaurus and its advantages- Encyclopedias and its advantages- Bibliography and Annotated Bibliography.

UNIT-IV: Composition
Teaching of Composition: Types of Composition: Oral and Written: Guided or Controlled Composition and Free composition- Kinds of Composition- Correction of composition work.
UNIT-V: Poetic Forms and Devices.

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Objectives: On completion of the course, the student-teachers will be able to
1. comprehend the methods of assessing teaching behaviour of mathematics teacher;
2. understand the School Curriculum;
3. correlate mathematics with other subjects.

UNIT-I: Teaching behavior
Dimensions of teaching behaviour- their importance - qualitative and quantitative assessment teaching behaviour - student, peer, and supervisor – interpretation of observation. Methods and mean of modifying teacher’s teaching behaviour- Tools for assessment.

UNIT-II: Mathematics Curriculum at the School Level

UNIT-III: Linkage of Mathematics with Everyday life
Rethinking mathematics-link with everyday life, nature, other subjects and its own branches; mathematics and other subjects- mathematics and astronomy, astrology- mathematics and art- mathematics and music, Vedic mathematics- basic operations.

UNIT-IV: Exploring learners

UNIT-V: Teaching and Learning Difficulties

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B.Ed. Syllabus

SEMESTER – IV
16CBED45: PEDAGOGY OF PHYSICAL SCIENCE

Credits: 6 (4L: 1T: 1P)
Hours: 8/Week

Objectives: On completion of the course, the student-teachers will be able to
1. understand the methods of assessing teaching behaviors of Science teachers;
2. apply the curricular development in Physical Science;
3. execute the linkage between Physical Science and everyday life.

UNIT-I: Teaching Behaviour of Physical Science Teachers
Dimensions of teaching behaviour- importance of each dimension- qualitative and quantitative assessment of physical science teachers’ teaching behaviour- student, peer, and supervisor –interpretation of observation. Ways of modifying teacher’s teaching behaviour-Tools for assessment.

UNIT-II: Curricular Development in Physical Science
Curriculum: Meaning and Definition- Principles of curriculum construction- Criteria for selection of content- Curriculum improvement projects in India- Curriculum improvement projects abroad- CHEM Study, PSSC, CBA.

UNIT-III: Linkage between Physical Science and everyday life
Linkage of School with Community- Organization of Seminars, symposia and workshops in Science, utilizing the resources of the community (Human and Material)- Field trips to places of Science interest: Planetarium, Museum, Space Centers, Industries- Organization of Science Fairs- Improvised Apparatuses.

UNIT-IV: Exploring learner

UNIT–V: Teaching and Learning Difficulties
Individual Differences, Language Problem in Learning , problems in providing laboratory equipments to students expectations, Nature of Subjects, Examination and Grading System – Difficulties in establishing a culture of evidence, Teaching and Learning Styles – Classroom behaviour of Teacher and Learner – Importance of Effective Instruction.

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Objectives: On completion of the course, the student-teachers will be able to

1. understand the need for the assessment of teacher behaviour;
2. gain knowledge about the curricular development in effective teaching of biological science;
3. understand the linkage between biological science and everyday life.

UNIT-I: Teaching behaviour of Biological Science teachers

UNIT-II: Curricular development in Biological Science

UNIT-III: Linkage between Biological Science and Everyday Life

UNIT-IV: Exploring learners

UNIT-V: Teaching and Learning Difficulties
Co.No | Course outcomes
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CO1 | Understands the curricular development
CO2 | Demonstrate community activities
CO3 | Select the appropriate instructional materials
CO4 | Identify the suitable techniques.
CO5 | Design their own method of teaching with the knowledge of Practical demonstration.

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B.Ed. Syllabus

SEMESTER – IV

16CBED48: PEDAGOGY OF COMPUTER SCIENCE

Credits: 6 (4L: 1T: 1P)
Hours: 8/Week

Objectives: On completion of the course, the student-teachers will be able to

1. comprehend ways of assessing teaching behaviors of Computer Science teachers;
2. acquire knowledge on the curricular development in Computer Science;
3. gain insight into systems approach.

UNIT-I: Teaching behaviour of computer science teachers

UNIT-II: Curricular development in computer science
Meaning of the term curriculum – Distinguishing curriculum from syllabus – principles of curriculum in computer science – Development of computer science curriculum – principles or approaches to the organization of computer science curriculum: correlated approach, integrated approach, Topical approach, Concentric or spiral approach, Chronological and sequential approach – Evaluation of the existing computer science curriculum at the secondary stage.

UNIT-III: Systems Approach
Systems: Types of systems- systems approach- steps involved in systems approach- Systems approach to education- instructional systems- systems approach to instructional system.

UNIT-IV: Exploring learners

UNIT-V: Teaching and Learning Difficulties

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CO4  Identify the suitable techniques.

CO5  Design their own method of teaching with the knowledge of Practical demonstration.

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B.Ed. Syllabus

SEMESTER - IV

16CBED46: PEDAGOGY OF HISTORY

Credits: 6 (4L: 1T: 1P)
Hours: 8/Week

Objectives: On completion of the course student teachers will be able to

1. understand the current trends in curriculum change in history.
2. realize the need for correlation of history with other subjects.
3. understand the theories involved in the selection of history materials.
4. find out the uses of various resources in teaching history.
5. understand the essential qualities required for history teachers.
6. understand the contribution of historians to the development of history at different times.
7. understand Historiography.
8. understand different models teaching.
9. realize the need for history education.

UNIT-I: History Syllabus

UNIT-II: Theories Influencing Selection of History Content and Organization of Content
Doctrine of Natural Tastes and Interests - 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 - Chronological and Periodic Plan - Concentric and spiral plan - Regressive plan - The Unit Plan and Topical Plan.

UNIT-III: History Education and Local and Global Issues

UNIT-IV: History Associated with Community Life
Linkage of school with community – organization of seminars, symposiums and workshop in history - Utilizing the resources of the community – Social Groups - Field trips to historical places, Planetarium, museum, space centers, monuments, temples, Industries.

UNIT-V: Historiography and Great Teachers of History

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SEMESTER – IV
PEDAGOGY OF GEOGRAPHY

Credits: 6 (4L: 1T: 1P)
Hours: 8/Week

Objectives: On completion of the course student teachers will be able to

1. analyse the impact of nature and climatic change.
2. familiarise the aspects of organizing geography laboratory.
3. differentiate between reference and non-reference books.
4. develop skills in organizing co-curricular activities.
5. plan and conduct quiz programme.
6. analyse the special qualities of a Geography teacher.
7. prepare questions to evaluate a Geography teacher.
8. identify the special problems faced by the Geography teacher in rural areas.
9. describe the techniques of social science reading.
10. list out the global problems in a Geographical perspective.
11. explain the concept of peace and analyse the principles to promote peace.
12. analyse the role of United Nations Organizations in promoting peace.

UNIT-I: Geological features of India
Introduction, Boundaries, Natural Resources - Political geography - The Northern Mountains - The Peninsular Plateaus - Indo Gangetic Plains - Thar Desert - The Coastal Plains - The Island - Water bodies – Climate – Geology

UNIT-II: Ecological Education and Global Issues: Geographical Aspect

UNIT-III: Problems in Teaching Geography in India

UNIT-IV: Geographical Integration and Global Peace Organisations

UNIT-V: Trace the Regional Geography Features
Regional Geography: Introduction, features, traces the geographical boundaries of habitations of respective student teachers, City and Village Map Collections.
Co.No | Course outcomes
---|---
CO1 | Understands the curricular development
CO2 | Demonstrate community activities
CO3 | Select the appropriate instructional materials
CO4 | Identify the suitable techniques.
CO5 | Design their own method of teaching with the knowledge of Practical demonstration.

References:


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Objectives: On completion of the course the student teachers will be able to

1. assess the teaching behaviors themselves for effective teaching of commerce;
2. familiarize with the principles of developing commerce and accountancy curriculum;
3. familiarize with the different types of community resources and its utilization of community resources.

UNIT-I: Teaching Behaviour of Commerce and Accountancy Teachers

UNIT-II: Curriculum Development in Commerce and Accountancy

UNIT-III: Linkage of Commerce with Community Life
Introduction – Types of Community Resources: Places of Civic Interest, Cultural Interest, Commercial and Economic Interest, Geographical Interest, Historical Interest, Scientific Interest, Government Buildings and Forms of social control – Methods of utilizing Community Resources: (A) Taking the school to the community (B) Bringing the community to the school – Establishing link between school and community – Field Trips, Education at Tours, Market Studies and Surveys.

UNIT-IV: Exploring Learners

UNIT-V: Community Resources and Corporate Social Responsibility
Importance of Community resources - Types of community resources – Inter dependence of School and Community-Business ethics – Fair Trade - Regional imbalances – Unethical trade practices - Sustainable Economic development
Co.No | Course outcomes
--- | ---
CO1 | Understands the curricular development
CO2 | Demonstrate community activities
CO3 | Select the appropriate instructional materials
CO4 | Identify the suitable techniques.
CO5 | Design their own method of teaching with the knowledge of Practical demonstration.

References:

Objectives: On completion of the course, the student-teachers will be able to

1. acquires good pronunciation and fluency of speech.
2. understands the need for teaching of English as second language.
3. defines functions of language in the class rooms identify various speech defects in the class room.
4. understands the concepts of word formation.

Unit-I: Functions of Language and Lexis
Class-room discourse; nature, meaning and medium-Strategies for using oral language in the class-room- Functions of language in the class-room and outside the class-room - Speech defects- lisping, slurring, stuttering and stammering, and the role of a teacher in its resolution. 

Unit -II: Development of communication skills
Listening: Sub skills of listening, importance of listening in English, approaches to develop aural–oral skill. Speaking: Sub skills of speaking, importance of speaking skill - Reading: Sub skills of reading, importance of oral and silent reading in English, Intensive, Extensive reading, Skimming, Scanning, methods of teaching oral reading, ways of developing reading - Writing: Components of writing, importance and Characteristics of good handwriting, ways of improving handwriting - Tasks for developing communication skills.

Unit-III: Fluency
Using the language laboratory to practice the following: Describing and interpreting pictures, models, tables, maps, etc., -Reading aloud prose passages and Poems -Telling stories and narrating incidents. -Use of conventional formulae (Greeting, apology, invitation, refusal, accepting, thanking, etc.,) -Communication Games-Interviews-Extempore speeches on given topics, just –a- minute (JAM), Debates, Role play and dramatization

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<tbody>
<tr>
<td>CO1</td>
<td>At the end of this course the students will be able to,</td>
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<tr>
<td>CO2</td>
<td>Identify the speech disorders and find the solution.</td>
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<tr>
<td>CO3</td>
<td>Implement the communication skill in the classroom activities</td>
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<tr>
<td>CO4</td>
<td>Develop their lexical formation.</td>
</tr>
<tr>
<td>CO5</td>
<td>Design the language games and activities.</td>
</tr>
<tr>
<td>CO6</td>
<td>Improve their Fluency in English language.</td>
</tr>
</tbody>
</table>

References:

- Billows, ‘The Technique of Language Teaching’ (Longman), 1952 .
- Heaton J.B, ‘Composition through Pictures’ (Longman) 1952.

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SEMESTER – IV

16GCED45: DRAMA AND ART IN EDUCATION

Credits: 2.5 (2L: 0T: 0.5P)
Hours: 3/Week

Objectives: On completion of the course student teachers will be able to

1. integrate Art with Education and become better communicator;
2. develop creative thinking through different Art forms;
3. understand that liberal arts help in making better professionals;
4. understand Art as a medium of education;
5. understand the role of Art medium of education;
6. develop student’s ability for perception and reflection;
7. use Art as an alternative language to experience
8. communicate concepts in teaching-learning.

<table>
<thead>
<tr>
<th>Co.No</th>
<th>Course outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1</td>
<td>Support the liberal arts in making better professional</td>
</tr>
<tr>
<td>CO2</td>
<td>Select art as an alternative language to experience</td>
</tr>
<tr>
<td>CO3</td>
<td>Formulate communicate concepts in teaching-learning</td>
</tr>
<tr>
<td>CO4</td>
<td>Develop creative thinking through different art forms.</td>
</tr>
<tr>
<td>CO5</td>
<td>Adapt various cultural aspects through drama and art.</td>
</tr>
</tbody>
</table>

ACTIVITIES

1. Visit to any center of art (museums, art gallery or institutes of performing art like NCPA) and observe pieces of art/play, Group Discussion can be conducted on the observation highlight up the aesthetics in art.
2. Write an appreciation essay on the historical movements (sculpture, and agricultures) or any piece of art (music, dance, drama, painting)
3. Perform a drama or dance or music of local culture.
4. Prepare a project work on contemporary thinkers like Rabinranath Tagore, Herbert Read, etc and their contribution to art field.
5. Prepare a file on different forms of bharatha natyam mudras, bavas, rasas.
6. Do a different variety of craft work on “origami”.

References:

• Herbert Reed. *Education through Art*. New York: Faber and Faber.

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B.Ed. Syllabus

SEMESTER-IV

16GCED46: GUIDANCE AND COUNSELLING

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of this course the student teacher will be able to

1. handle the subject area ‘guidance and counselling’ for student teachers.
2. offer educational, vocational, personal guidance and counseling to prospective teachers.
3. offer basic counseling to needy students.
4. equip student teachers with the skills to impart guidance to students at secondary and higher secondary level.
5. develop interest among student teachers to enter into the field of guidance and counseling
6. take initiative in planning and organizing various guidance services in educational institutions.
7. recognize the impact of new technology in guidance and counseling

UNIT-I: Introduction to Guidance Programme in Schools

UNIT-II: Guidance and its Dimensions

UNIT-III: Understanding Counselling
counseling. Counseling and Technology: tele counseling, internet counseling. Recent researches in the area of counseling.

<table>
<thead>
<tr>
<th>Co.No</th>
<th>Course outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1</td>
<td>At the end of this course the students will be able to, Support the need for guidance at various levels of education</td>
</tr>
<tr>
<td>CO2</td>
<td>Examine the ethical considerations in guidance</td>
</tr>
<tr>
<td>CO3</td>
<td>Appraise the dimensions and factors affecting career development</td>
</tr>
<tr>
<td>CO4</td>
<td>Design counselling programme for school students.</td>
</tr>
<tr>
<td>CO5</td>
<td>Provide positive platform form students under depression.</td>
</tr>
</tbody>
</table>

References

- Borders (1975)Counselling Programmes, London; Sage publications
- Govt. of India, (1986).: National Policy on education. MHRD
- Govt. of India, (1992). Programme of Action. MHRD
- Mannuel for Guidance Counsellor,NCERT,New Delhi.

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SEMESTER-IV
16GEED41: INTRODUCTION TO EDUCATIONAL RESEARCH

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of this course, the student teacher will be able to
1. describe the meaning, purpose, scope and types of research in education.
2. explain the characteristics of quantitative, qualitative and mixed research.
3. conduct a literature search and develop a research proposal
4. prepare a research proposal on a selected topic

UNIT-I: Introduction to Educational Research

i) Meaning, purpose and scope of educational research
ii) Research as a method of science
iii) Types of educational research: Basic (Pure), Applied, Action and Evaluation research-
Classification by Time: Cross-sectional, Longitudinal and Retrospective.
Classification based on Data: Historical, Normative or Survey, Experimental and Special Research.
iv) Research paradigms in education: quantitative, qualitative, mixed

UNIT-II: Identification and conceptualization of research problem

i) Sources of research problem; Statement of problem; research questions in qualitative
and quantitative research
ii) Review of the literature - purpose and sources: primary and secondary ;
iv) Formulation of Hypotheses: Need, sources and functions; Forms and Types of stating
hypotheses; criteria for a good hypothesis, Realization of Objectives and Testing of
Hypothesis.
v) Basic concepts of (a) variables, (b) Techniques and Tools for research, (c) Sampling

UNIT-III: Preparation of a research proposal

Framework of the research proposal-Preparation of research proposal (As a practical work,
the student shall prepare a Model Research proposal on a selected Topic No external
evaluation needed)

<table>
<thead>
<tr>
<th>Co.No</th>
<th>Course outcomes</th>
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</thead>
<tbody>
<tr>
<td>CO1</td>
<td>Value the categories of population</td>
</tr>
<tr>
<td>CO2</td>
<td>Distinguish the types of educational research.</td>
</tr>
<tr>
<td>CO3</td>
<td>Implement the acquired knowledge in the appropriate situations</td>
</tr>
<tr>
<td>CO4</td>
<td>Investigate the various data, policies, and variance</td>
</tr>
<tr>
<td>CO5</td>
<td>Conduct literature survey and prepare proposal.</td>
</tr>
</tbody>
</table>

References

• Flick, Uwe (1996): An Introduction to Qualitative Research. London sage publication

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OBJECTIVES: On completion of the course, the student-teachers will be able to

1. understand the concept, development and evolution of Human Rights and Duties
2. appreciate the role of society towards Human Rights and Duties
3. understand the constitutional provisions, Govt. policies etc. towards Human Rights and Duties
4. state and understand the different categories of population and their rights
5. realizes the trends and the importance of internationalizing Human Rights and Duties

UNIT-I: Human Rights and Duties - Concept, Development and Evolution.
(1) Sociology of Human Rights: (a) Society and the individual, (b) Society and Groups, Socio-economic Justice, (c) Society and Societal Culture, (d) Society and the Process of Socialization.
(4) Society and Human Rights : Promotion and Protection: (a) Role of NGOs, (b) Role of Mass Media, (c) Role of Educational Institutions, (d) Role of Government, (c) Human Rights Education, (d) Social Movements

UNIT-II: Human Rights and Duties in India: Constitutional Framework

UNIT-III: Human Rights of Special Category and Marginal Groups
(1) Rights of different categories of population: (a) Rights of the Women, (b) Rights of the Children, (c) Rights of the Dalit and Tribes, (d) Rights of Minorities, (e) Rights of Old and Disabled, (d) Rights of unorganized Labour & Displaced Persons.
(2) Importance of internalizing human rights and duties: Urgent need for not only sensitizing others of human rights and duties, but of practicing oneself those values; self-inculcation and endeavor to live up to those ideals - Duty to respect other’s rights, respect each other’s human dignity.

<table>
<thead>
<tr>
<th>Co.No</th>
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<tbody>
<tr>
<td>CO1</td>
<td>At the end of this course the students will be able to,</td>
</tr>
<tr>
<td>CO2</td>
<td>Value the categories of population</td>
</tr>
<tr>
<td>CO3</td>
<td>Appreciate the role of society towards Human Rights and Duties</td>
</tr>
<tr>
<td>CO4</td>
<td>Implement the acquired knowledge in the appropriate situations</td>
</tr>
<tr>
<td>CO5</td>
<td>Realizes the trends and the importance of internationalizing Human Rights and Duties</td>
</tr>
<tr>
<td>CO5</td>
<td>Understand the different categories of population and their rights</td>
</tr>
</tbody>
</table>
Suggested Readings:


Other Primary Sources:

- ILO, Comparative Analysis of the International covenants of on Human Rights and International

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SEMESTER-IV
16GEED43: CURRICULUM DEVELOPMENT

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of this course, the student teacher will be able to

1. define curriculum and to identify the components of curriculum
2. describe the various principles of curriculum development and analyse various approaches to curriculum development
3. describe various guiding principles for selection and organisation of learning experiences.
4. discuss various issues in curriculum development
5. define meaning of curriculum transaction and to describe various methods/media for transaction.
6. define process of curriculum evaluation and to explain various tools used in curriculum evaluation
7. describe issues in curriculum evaluation

UNIT-I : Nature, Principles and Determinants of Curriculum
Meaning and concept of curriculum; Curriculum as a body of organized knowledge, inert and live curriculum. - Components of Curriculum: Objectives, content, transaction mode and evaluation - Philosophical and ideological basis of curriculum - Principles of integration - Theories of curriculum development-Curriculum as a Product - (Franklin Bobbitt and Ralf W.Tyler 1928&1949) - Curriculum as a Process( Robin Barrow 1984), Stenhouse Model Theory (Stenhouse-1975), Curriculum as a Praxis (Grundy-1987) Preservation of Culture Relevance, flexibility, quality, contextuality and plurality - Determinants of Curriculum

UNIT – II : Approaches, types and Models of Curriculum Development

UNIT - III: Selection and Organisation of learning experiences & Curriculum Evaluation
Principles and criteria for developing learning experiences, Points to be considered while selecting learning experiences, Designing integrated and interdisciplinary learning experiences. Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India’s heritage of crafts, Infusion of environment related knowledge and concerns in all subjects and levels. Learning to draw upon resources other than text books including local history and geography. Curriculum Evaluation: meaning, need and importance. Models of curriculum evaluation.
Co.No Course outcomes
At the end of this course the students will be able to,

<table>
<thead>
<tr>
<th>Co. No</th>
<th>Course outcomes</th>
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<tbody>
<tr>
<td>CO1</td>
<td>Identify the components of curriculum</td>
</tr>
<tr>
<td>CO2</td>
<td>Analyze various approaches to curriculum development</td>
</tr>
<tr>
<td>CO3</td>
<td>Discuss various issues in curriculum development</td>
</tr>
<tr>
<td>CO4</td>
<td>Apply various guiding principles for selection and organization of learning experiences</td>
</tr>
<tr>
<td>CO5</td>
<td>Implement various methods/media for transaction</td>
</tr>
</tbody>
</table>

Essential Readings


References

- Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts
B.Ed. Syllabus


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SEMESTER – IV
16GEED44: UNDERSTANDING THE SELF

Credits: 2.5 (2L: 0T: 0.5P)
Hours: 3/Week

Objectives: On completion of the course student teachers will be able to
1. know thyself through self analysis;
2. change their negative thoughts into positive thoughts;
3. identify and manage emotions;
4. plan and manage time effectively;
5. gain the knowledge of the dreams and aspirations.

ACTIVITY : Self-Awareness and self Motivation
Exercise : Know Thyself through SWOT Analysis
ACTIVITY : Power of Positive thinking
Exercise : Exercises of Positive thinking
ACTIVITY : Emotional Intelligence
Exercise : Identifying and categorizing emotions
ACTIVITY : Time Management
Exercise : Strategy for using time effectively
ACTIVITY : Towards Empowerment
Exercise : My Dreams and Aspirations

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<thead>
<tr>
<th>Co.No</th>
<th>Course outcomes</th>
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</thead>
<tbody>
<tr>
<td>CO1</td>
<td>Evaluate themself through self-analysis.</td>
</tr>
<tr>
<td>CO2</td>
<td>Change their negative thoughts into positive thoughts</td>
</tr>
<tr>
<td>CO3</td>
<td>Implement the acquired knowledge in the appropriate situations</td>
</tr>
<tr>
<td>CO4</td>
<td>Gain the knowledge of the dreams and aspirations</td>
</tr>
<tr>
<td>CO5</td>
<td>Identify the different categories of emotions.</td>
</tr>
</tbody>
</table>

References:

SEMMESTER-IV
16GEED45: MANAGEMENT OF LEARNING DISABILITIES

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of this course, the student teacher will be able to

1. develop appropriate strategy and about technique to manage learning disabilities
2. develop adequate skill in applying the management techniques for various learning disabilities.

UNIT-I: Language Problems of Student with LD
Auditory processing problems, linguistics processing problem, cognitive processing problem, language production deficiencies, speech and oral language problems.

UNIT-II: Dyslexia and Dysgraphia
Dyslexia: Reading problem, reading habits, development of reading readiness, activity based curriculum, remedial strategies.
Dysgraphia: Writing characteristics, stages of writing, writing disorders, common errors, remedial strategies.

UNIT-III: Spelling Disabilities and Dyscalculia
Spelling: difficulties of LD students, methods of teaching spelling, remedial approach.
Dyscalculia: Math Behaviour, common difficulties faced by LD students Math interventions, leaning activities, math games.

Co.No Course outcomes
At the end of this course the students will be able to,

<table>
<thead>
<tr>
<th>CO</th>
<th>Description</th>
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<tbody>
<tr>
<td>CO1</td>
<td>Identify the different categories of learning disabilities (LD ).</td>
</tr>
<tr>
<td>CO2</td>
<td>Design the activities for speaking disorders.</td>
</tr>
<tr>
<td>CO3</td>
<td>Implement the acquired knowledge in the appropriate situations</td>
</tr>
<tr>
<td>CO4</td>
<td>Apply the management techniques for various learning disabilities.</td>
</tr>
<tr>
<td>CO5</td>
<td>Use the remedial strategies for special children.</td>
</tr>
</tbody>
</table>

References:

B.Ed. Syllabus


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