Dr. M.G.R.
EDUCATIONAL AND RESEARCH INSTITUTE
DEEMED TO BE UNIVERSITY
University with Graded Autonomy Status
(An ISO 21001 : 2018 Certified Institution)
Periyar E.V.R. High Road, Maduravoyal, Chennai-95. Tamilnadu, India.

FACULTY OF EDUCATION

(B.Ed.)

LEARNING OUTCOME BASED CURRICULUM

First and Second Year Syllabus

(For students admitted in the year 2022-23 onwards)

VISION STATEMENT

To build the quality and excellence towards the development of value-oriented prospective teachers for the society and to impart knowledge of emerging areas of education competing the techno – world

MISSION STATEMENT

M1. Our Mission is to provide quality education in transforming students in rigorous course work and strengthening the education through collaborative learning.

M2. We crave to inculcate moral and ethical values in making them responsible citizens of the world.

M3. We also wish to generate 4cs curiosity, creativity, competence and compassion.

PROGRAMME EDUCATIONAL OBJECTIVES

PEO1	to enable the prospective teachers in developing teaching competencies through proper pedagogical, sociological, philosophical and psychological aspects
PEO2	to develop skills in teaching, evaluation, problem solving by adopting modern techniques and creating positive learning atmosphere in schools
PEO3	to facilitate the student teachers towards achieving excellence in academic, social, mental, physical, moral and cultural fronts
PEO4	to stimulate passion towards research on their school experience programme
PEO5	to cultivate leadership quality and induce responsibility as a good citizen and a liable agent of the society to lead the country towards development

PEO with MISSION STATEMENT

	M1	**M2**	**M3**
PEO1	**3**	**3**	**3**
PEO2	**3**	**2**	**3**
PEO3	**3**	**3**	**2**
PEO4	**3**	**2**	**3**
PEO5	**2**	**3**	**3**

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

PROGRAMME OUTCOMES

PO1	**In depth knowledge in teacher education.**
PO2	**Develop competencies among student-teachers to identify and interpret the appropriate strategies to facilitate learning.**
PO3	**Enable student-teachers to integrate ICT, modern techniques in teaching-learning process.**
PO4	**Conceptualizing the paradigm shift towards disciplinary knowledge in school curriculum.**
PO5	**Pertaining appropriate techniques and resources in teaching.**
PO6	**Afford firsthand experience of all the school activities through school experience program.**
PO7	**Strengthening the professional competencies in solving the need towards sustainable development.**
PO8	**Commit to professional ethics and responsibilities and norms of teaching practice.**
PO9	**Explore versatile talent distinctively and in diverse teams.**
PO10	**Competency in communication skills**
PO11	**Adequate knowledge to implement the application of Bloom's Taxonomy in teaching practice**
PO12	**Engross in independent and life-long learning.**

PEO-PO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PEO1	**3**	**3**	**2**	**2**	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
PEO2	**3**	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
PEO3	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
PEO4	**3**	**3**	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
PEO5	**3**	**2**	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

PROGRAMME SPECIFIC OUTCOMES

PSO1	Student-teachers acquire strong foundation in pedagogical, sociological, philosophical and psychological aspects
PSO2	Student- teachers shine in leadership quality and induce responsibility as a good citizen and a liable agent of the society to lead the country towards development.
PSO3	Student- teachers procure(attain) skills in teaching, evaluation, problem solving by adopting modern techniques and creating positive learning atmosphere in schools and explore on their school experience

PEO with PSO

	PSO1	PSO2	PSO3
PEO1	**3**	**3**	**3**
PEO2	**3**	**2**	**3**
PEO3	**3**	**3**	**3**
PEO4	**3**	**3**	**3**
PEO5	**3**	**3**	**3**

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

YEAR : 1

Core

Course Code	Course Title	Ty / Lb/ ETP/IE	L	T/SLr	P/R
TBED22001	Psychology of Learners and Learning	Ty	5	0/0	0/0
TBED22002	Education in Contemporary India	Ty	5	0/0	0/0
TBED22003	Essentials of Teaching and Learning	Ty	5	0/0	0/0
TBED22004	Gender, School and Society	Ty	5	0/0	0/0
TBED22005	Language across the Curriculum and Understanding the Discipline	Ty	5	0/0	0/0

Pedagogy

TBED22PE1	Pedagogy of English	Ty	5	0/0	0/0
TBED22PE2	Pedagogy of Tamil	Ty	5	0/0	0/0
TBED22PE3	Pedagogy of Mathematics	Ty	5	0/0	0/0
TBED22PE4	Pedagogy of Physical Science	Ty	5	0/0	0/0
TBED22PE5	Pedagogy of Biological Science	Ty	5	0/0	0/0
TBED22PE6	Pedagogy of Computer Science	Ty	5	0/0	0/0
TBED22PE7	Pedagogy of Social Science	Ty	5	0/0	0/0
TBED22PE8	Pedagogy of Commerce and Accountancy	Ty	5	0/0	0/0
TBED22PE9	Pedagogy of Economics	Ty	5	0/0	0/0

Note: Students will opt any one Pedagogy Course based on UG Program

Practical

Course Code	Course Title	Ty / Lb/ ETP/IE	L	T/SLr	P/R
TBED22L01	Internship and Observation Practice Based Records	Lb	0/0	0/0	10 /0

C : Credits L : Lecture T : Tutorial S.Lr : Supervised Learning P : Practical R : Research

Ty/Lb/ETP/IE : Theory/Lab/Embedded Theory and Practice/Internal evaluation.

YEAR : 2

Core

Course Code	Course Title	Ty / Lb/ ETP/IE	L	T/SLr	P/R
TBED22006	Knowledge and Curriculum	Ty	5	0/0	0/0
TBED22007	Creating an Inclusive School	Ty	5	0/0	0/0
TBED22008	Assessment of Learning	Ty	5	0/0	0/0
TBED22009	Environmental Education	Ty	5	0/0	0/0

Education Courses

TBED22ED1	English Education	Ty	5	0/0	0/0
TBED22ED2	Tamil Education	Ty	5	0/0	0/0
TBED22ED3	Mathematics Education	Ty	5	0/0	0/0
TBED22ED4	Physical Science Education	Ty	5	0/0	0/0
TBED22ED5	Biological Science Education	Ty	5	0/0	0/0
TBED22ED6	Computer Science Education	Ty	5	0/0	0/0
TBED22ED7	Social Science Education	Ty	5	0/0	0/0
TBED22ED8	Commerce and Accountancy Education	Ty	5	0/0	0/0
TBED22ED9	Economics Education	Ty	5	0/0	0/0

Note: Students will opt any one Education Course based on UG Program

C : Credits L : Lecture T : Tutorial S.Lr : Supervised Learning P : Practical R : Research

Ty/Lb/ETP/IE : Theory/Lab/Embedded Theory and Practice/Internal evaluation.

Elective

Course Code	Course Title	Ty / Lb/ ETP/IE	L	T/SLr	P/R
TBED22E01	Educational Management and Administration	Ty	5	0/0	0/0
TBED22E02	Information and Communication Technology (ICT) in Education	Ty	5	0/0	0/0
TBED22E03	Peace Education	Ty	5	0/0	0/0

Note: Students will opt any one elective given above

Practical

Course Code	Course Title	Ty / Lb/ ETP/IE	L	T/SLr	P/R
TBED22L02	Level-I and Level-II Teaching Competency	Lb	0	0/0	15/0
TBED22L03	Teaching Practice Based Records, Album and Teaching Aids	Lb	0	0/0	15/0

C : Credits L : Lecture T : Tutorial S.Lr : Supervised Learning P : Practical R : Research

Ty/Lb/ETP/IE: Theory/Lab/Embedded Theory and Practice/Internal evaluation.

COMPONENTS OF CURRICULUM

S. No	CATEGORY	DESCRIPTION	NO.OF COURSES	CONTACT HOUR PER COURSE	TOTAL CONTACT HOUR
1	**Core Courses**	Core Theory(10 units)	4	150 hrs	600 hrs
		Core Theory (5 units)	3	90 hrs	270 hrs
		Pedagogy	1	150 hrs	150 hrs
		Education	1	90 hrs	90 hrs
		Core Lab	-	-	-
2	**Elective Courses**	Department Core Electives/ Skill enhancement electives	1	90 hrs	90 hrs
3	**Open Electives**	Open Elective theory	-	-	-
		Open Elective Lab	-	-	-
4	**Interdisciplinary/ Allied Courses**	Allied Theory	-	-	-
		Allied Lab	-	-	-
5	**Humanities & Social Sciences , Life Skills & Soft Skills**	Language	1	150 hrs	150 hrs
		English 1 & 2	-	-	-
		Soft Skills	-	-	-
		Foreign Language	-	-	-
		Environmental Studies	1	90 hrs	90 hrs
		Management Papers	-	-	-
		Entrepreneurship Development	-	-	-
6	**Projects/Internship / Core Skill**	Internship and Observation Practice Based Records	1	58 hrs	130 hrs
		Level-I and Level-II Teaching Competency	1	36 hrs	
		Teaching Practice Based Records, Album and Teaching Aids	1	36 hrs	
7	**Any other**	-	-	-	-
Total			**15**		**1570 hrs**

SYLLABUS

DEGREE OF BACHELOR OF EDUCATION - B.Ed.

REGULATIONS AND SYLLABUS FOR B.Ed

PREAMBLE

Teacher preparation course for secondary education generally known as B.Ed is a Professional course that prepares teachers for upper primary/middle level (classes VI-VIII), Secondary (classes IX-X) and Senior Secondary (classes XI-XII) levels.

1. ELIGIBILITY FOR ADMISSION TO THE COURSE:

A candidate shall be eligible for admission to the course leading to the degree of Bachelor of Education (B.Ed) provided:

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

(ii) Candidates who have passed UG or PG Degree in Open University system without qualifying in 11 years SSLC Examination and one year of Pre-University Course (PUC) Examination or 10+2 pattern of School Education Examination shall not be considered for admission.

(iii) However, candidates not qualified in XII Examination or PUC but possessing two years Bachelor of preparatory programme certificate/two years foundation course certificate/two years Diploma course conducted by state government/recognized Universities and qualified with three years UG Degree course are also considered to be eligible for admission.

(iv) Candidates who have studied more than one main subject in part III (under double/triple major system) of UG degree course should have to choose only one of the

main subjects and should have applied for that optional only. In such cases, marks obtained by the candidates in two/three major subjects shall be taken into account to arrive percentage of marks stipulated in item

(v) Candidates who have passed under double degree / additional degree Programme with less than three years duration are not eligible for admission.

(vi) Candidates who have qualified in PG degree (5 Years integrated course) under 10+2+5 or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary / allied subjects alone) of the course alone shall be taken in to account for admission.

(vii)

a. Candidates who have done their UG degree and PG degree in Mathematics, Applied mathematics can apply for Mathematics.

b. Candidates who have done their UG degree and PG degree in Physics, Applied Physics, Geo -physics, Bio - physics and Electronics can apply for Physical Science.

c. Candidates who have done their UG and PG degree in Chemistry, Biochemistry and Applied chemistry can apply for Physical Science.

d. Candidates who have done UG and PG Degree in Botany, Zoology, Micro-Biology, Bio-Technology, Plant-Biology and Plant Biotechnology can apply for Biological Science.

e. Candidates who have done UG and PG Degree (B.Sc, B.C.A, B.E or B.Tech, M.Sc, M.C.A and M.Tech) in Computer Science, Information Technology, Computer application can apply for Computer Science.

f. Candidates who have done their UG and PG Degree in History, Geography, Philosophy, Political Science, Sociology, Logic and Psychology can apply for Social Science.

(viii) Candidates with following marks in the Bachelor's degree are eligible for admission to the course other than subjects like Economics, Commerce for which PG qualification is mandatory.

(ix) Candidates who have passed PG degree in Economics, Commerce without undergoing 10+2+3 or 11+1+3 pattern education shall not be considered for admission.

(x) Candidates with the following marks in the Bachelor's degree are eligible for admission to the course other than subjects like Economics, Commerce for which PG qualification is mandatory.

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

a. In the case of physically and visually challenged candidates, a minimum pass in the degree is eligible to join B.Ed.

b. Candidates with PG Qualification alone will be considered for Economics, Commerce.

c. To consider the PG eligibility the candidate should have passed the UG and PG in the same major subject.

Note:

(a) Marks obtained by the candidates in UG degree course part three major and allied including practical (other than Economics, Commerce) alone shall be taken into account to arrive at the percentage of marks mentioned above.

(b) Rounding off marks to the next higher integer will not be permitted.

(xii) Post graduate candidates in Economics and Commerce with 50% (irrespective of their UG mark) of marks in PG degree or in the interdisciplinary subjects which are being declared by the respective University can apply. However, the basis of selection shall be in accordance with the Regulations of NCTE/ University Guidelines for admission to B.Ed course in force from time to time.

2. DURATION OF THE COURSE

The course for the B.Ed. Degree in Regular shall be of two academic years. The required minimum working days for teaching–learning will be as per the norms of NCTE and given by the University. The terms and conditions of the course shall be as prescribed by the University from time to time.

3. ELIGIBILITY FOR ADMISSION TO EXAMINATION

a. A candidate will be admitted to write the B.Ed final examination, if he / she secured a minimum attendance of student teachers shall have to be 80% for all course work and Practicum, and 90% for school internship.
b. A Student –Teacher should complete all Practical and Work assigned in each of the syllabus.
c. A Student –Teacher has to obtain a completion certificate of Theory and Practical work from the Principal / Head of the institution.
d. Unless and until he / she obtains such a certificate, he / she will not be allowed to appear for the University examination.

MEDIUM OF INSTRUCTION AND EXAMINATION

a. Medium of Instruction: - Tamil or English.

b. Medium of Examination - Tamil or English

ATTENDANCE %

The marks for attendance shall be awarded as given below:

S.No	ATTENDANCE% INTERNAL	MARKS
1.	97-100	5
2	93-96	4
3	89-92	3
4	85-88	2
5	81-84	1
6	80 and below	0

FIRST YEAR PROGRAMME
THEORY COURSES AND SCHEME OF EVALUATION

S.No	Title of the Paper	MARKS ALLOTTED		
		External	**Internal**	**Total**
Theory				
1	Psychology of Learners and Learning	75	25	100
2	Education in Contemporary India	75	25	100
3	Essentials of Teaching and Learning	75	25	100
4	Gender, School and Society	75	25	100
5	Language across the Curriculum and Understanding the Discipline	75	25	100
6	Pedagogy of English Pedagogy of Tamil Pedagogy of Mathematics Pedagogy of Physical Science Pedagogy of Biological Science Pedagogy of Computer Science Pedagogy of Social Science Pedagogy of Commerce and Accountancy Pedagogy of Economics	75	25	100
	Total	**450**	**150**	**600**
Practical				
7	Internship and Observation Practice Based Records		**300**	**300**
	Grand Total Marks	**450**	**450**	**900**

NOTE:

Students to select any one Pedagogy Subject

II. PRACTICUM COMPONENT

INTERNSHIP and TEACHING OBSERVATION - The Observation practice will have to be undergone in a recognized high / higher secondary / matriculation / matriculation higher secondary or senior secondary school. The duration of the internship will be 30 working days.

Internship:

PRACTICAL	TOTAL MARKS
Internship	**100**

S.NO	Records	Marks
1.	Micro Teaching Records-Level 1	20
2.	Micro Teaching Records-Level 2	20
3.	Reading and Reflecting on School Textbook	20
4.	Institutional Study Record	20
5.	Case Study Record	20
6.	Observation Record-Level 1	20
7	Observation Record-Level 2	20
8.	Educational Technology	20
9	Experimental Psychology	20
10.	Physical and Health Education (Including Yoga Education)	20
Total Marks		**200**

EVALUATION

Internal Evaluation of practical work will be based on practical assignments, performance of school and evaluation of observation practice including submission of Reports / Records pertaining to these activities

Theory - 600 Marks
Practicum - 300 Marks
Grand Total - 900 Marks

QUESTION PAPER DESIGN

Each theory subject question paper will be designed for 3 hours in two sections Part-I and Part-II with the number of questions and allotment of marks as described below.

Section	Type of Question	Marks	Total
Part-I	Paragraph Question (5 questions out of 8)	5x6	30
Part-II	Three Essay Questions (3 question out of 5)	3x15	45
	Total Marks		**75**

SCHEME OF THEORY VALUATION

1.	**External valuation**		75 Marks
2.	**Internal valuation**		25 Marks
	a.Mid Term Test 1 and 2 & Model Examination	10	
	b. Assignments (1 & 2)	05	
	c. Seminar (1 & 2)	05	
	d. Attendance	05	
Total			**100 Marks**

PRACTICAL EXAMINATION BY BOARD OF SUPERVISING EXAMINERS

The board will examine the Internship and observation practice and practical work of every student and shall report to the University with the marks awarded to each student in the practical examination viz., evaluation of practical records/work books and evaluation of school and community based field activities.

Students should maintain workbooks/record notebooks and reports of the activities related to all practicum components under Practical Records of the lessons taught and assessment of observing competence and skills shall be made available by the college faculty members and the principal for scrutiny. The final reports/records/work books shall be made available to the Board of supervising Examiners appointed by the University whose decision on the marks to be awarded shall be final.

PASSING MINIMUM:

Every candidate should appear for all papers in the written and the practical examination in the first attempt. A candidate should be awarded the B.Ed degree only if he/she has passed in both, the practical and the written examination. A candidate who fails one or more papers in the written examination shall be permitted to appear again only for those papers in which he/she fails. A candidate who fails in the practical examinations and passes in the written examination shall be deemed to have failed in the practical examination only and shall be permitted to appear again for the same.

Each candidate who appears for the written examination shall be declared to have passed the written examination only if he/she secures not less than 50% of marks in aggregate in each theory course with a minimum of 45% of marks in the term-end/external examination in each theory course. All other candidates shall be treated as unsuccessful candidates in the written examination. A candidate shall be declared to have passed the practical examinations, if he/she secures not less than 50% in the practical examination.

CLASSIFICATION OF SUCCESSFUL CANDIDATE

Successful candidates shall be classified separately for

(a) The written examination and

(b) The practical examination.

In each case, candidates who passed the examinations in the first attempt and secure not less than 60% of total marks shall be placed in the first class; and those who obtain between 50% and 59% shall be placed in the second class. Candidates who do not pass all the papers and in the practicum in the first attempt shall be declared to have passed in the second class irrespective of the marks they secured.

AWARD OF LETTER GRADES

All assessments of a course will be done on relative grading basis and letter grades each carrying certain points will be awarded as details below:

S.No	Letter Grade	Grade Points
1.	H	10
2.	S	09
3.	A	08
4.	B	07
5.	C	06
6.	F	00 (failure)
7.	I	00 (Incomplete)
8.	W	00 (Withheld)
9.	Ab	00 (Absent)

'F" denotes failure due to poor performance

'I' denotes incomplete

'W' denotes withheld

'Ab' denotes Absent

SECOND YEAR PROGRAMME
THEORY COURSES AND SCHEME OF EVALUATION

S.No	Title of the Paper	MARKS ALLOTTED		
		External	**Internal**	**Total**
Theory				
1	Knowledge and Curriculum	75	25	100
2	Creating an Inclusive School	75	25	100
3	Assessment of Learning	75	25	100
4	Environmental Education	75	25	100
	English Education Tamil Education Mathematics Education Physical Science Education Biological Science Education Computer Science Education Social Science Education Commerce and Accountancy Education Economics Education	75	25	100
6	Elective-1	75	25	100
	Total	**450**	**150**	**600**
Practical				
6	Teaching Competency Level I and Level II	**-**	**200**	**500**
7	Teaching Practice Based Records, Album and Teaching Aids	**-**	**300**	
Grand Total Marks		**450**	**650**	**1100**

II. PRACTICUM COMPONENT

INTERNSHIP and TEACHING PRACTICE - The Teaching practice will have to be undergone in a recognised high school / higher secondary / matriculation / matriculation higher secondary or senior secondary school. The duration of the internship will be 90 Working Days.

Internship & Teaching Practice- Practical – I

PRACTICAL SUBJECT	TOTAL MARKS
Teaching Competency Level I and II	**200**

Teaching Practice Based Records - Practical -II

S.no	Records	Total
1	Lesson Plan Record-level 1	20
2	Lesson Plan Record-level 2	20
3	Test and Measurement-level 1	20
4	Test and Measurement-level 2	20
5	Action Research Record	10
6	Instructional Material Record	10
7	Environmental Education Record	10
8	Non- scholastic activities Record	10
9	Camp and Community Service Record	10
10	Album – Based on Lesson Plan –level 1	10
11	Album – Based on Lesson Plan –level 2	10
12	SUPW	10
13	Working and Non-working Models (2 Nos.)	60
14	Other Aids *	80
Total Marks		**300**

***Description of Aids and Marks Given Below**

Name of the Aids	Total Numbers	Marks
Charts	40 (40x1M)	40
Rotating Disks	5 (5x2M)	10
Matching Boards	5 (5x2M)	10
Flash Cards	20 (20x1M)	20

EVALUATION

Internal Evaluation of practical work will be based on practical assignments, performance of school and field activities and evaluation of teaching practice including submission of Reports / Records pertaining to these activities

Theory - 600 Marks
Practicum - 500 Marks
Grand Total - 1100 Marks

Note: (i) Theory Four Core Subject (4x100=400 Marks), Elective subject (1 x 100=100 Marks) and One Pedagogy Studies (100 Marks)

(ii) Practicum Teaching Competency (200 Marks) and Records (120 Marks), and Teaching aids (180 Marks)

QUESTION PAPER DESIGN

Each Core and Elective subject question paper will be designed for 3 hours in two sections Part-I and Part-II with the number of questions and allotment of marks as described below.

Section	Type of Question	Marks	Total
Part-I	Paragraph Questions (5 questions out of 8)	5x6M	30
Part-II	Three Essay Question(3 questions out of 5)	3x15M	45
	Total Marks		**75**

Each Education course question paper will be designed for 3 hours in two sections Part-I and Part-II with the number of questions and allotment of marks as described below.

Section	Type of Question	Marks	Total
Part-I	Paragraph Questions (5 Questions out of 8)	5x6M	30
Part-II	Three Essay Question(3 Questions out of 5)	3x15M	45
	Total Marks		**75**

SCHEME OF THEORY VALUATION

1.	**External valuation**		75 Marks
2.	**Internal valuation**		25 Marks
	a. Mid Term & Model Examination	05	
	b. Assignments (1&2)	05	
	c. Seminar (1&2)	05	
	d. Attendance	05	
	e. Online Course-SWAYAM (any one course related to Pedagogy/Education/Basic Discipline Skills)	05	
	Total Marks		**100 Marks**

REVISION / MODIFICATION DONE IN SYLLABUS CONTENT-I YEAR						
S.No	**Course (Subject) Code**	**Course (Subject) Name**	**Concept/Topic, if any, Removed in the Current Curriculum**	**Concept/Topic, if any, Added in the New Curriculum**	**% of Revision /Modification done**	**Remarks**
1	**TBED22001**	**Psychology of Learners and Learning**	Nil	Unit 1: Major Schools of Psychology and their contribution to Education: Structuralism, Functionalism, Behaviourism, Psycho-dynamism, Gestalt, Cognitivism, Humanism	28%	Based on the TET syllabus-Paper-2
			Nil	Unit 2: Principles of growth Growth and Development – Difference between Growth and Development - Stages of development- Impact of nature and nurture on child development.	19%	To give a depth Knowledge on Growth and Development
			Nil	Unit 3: Psycho-Social stages (Erik Erickson), Cognitive development (John Piaget), Bruner cognitive development, Moral development (Lawrence Kohlberg), Socio-cultural approach to cognitive development (Lev Vygotsky), Ecological systems theory (Urie Bronfenbrenner), Freud's Psycho-sexual Development - Robert Gagne's Theory - Hull's Theory - Gestalt Theory	100% (Newly Added)	Based on the TET syllabus-Paper-1 & 2
			Nil	Unit 7: Unitary Theory - Thorndike Multi factor theory- Gardner Multiple Intelligence,	25%	fundamental concepts in intelligence
			Nil	Unit 8: Steps involved in Problem solving - training pupils in critical thinking	13%	Added few concepts related to Problem Solving
			Nil	Unit 9: Rating Scale - Questionnaire - Inventory - Projective Techniques	15%	To bring out research knowledge on tools

			Adjustment: Meaning - Adjustment mechanisms - Adjustment problems of children adolescents - Causes of maladjustment: Conflict and Frustration - Differences between adjusted and maladjusted adolescents - Criteria for good mental health - Concept of mental hygiene - Techniques of stress management - Meditation and violence prevention programmes. Children Slow learners, children with menta l retardation and gifted - Juveniledelinquenc y.	Unit 10: Adjustment - Causes of maladjustment - Conflict and Frustration – Mental health – Mental hygiene	60%	Repeated concepts, so the content is reduced
2	**TBED22002**	**Education in Contemporary India**	Nil	Unit 1: ODL (Open and Distance learning): Technologies used in ODL	18%	It is not relevant to teacher education (10th Unit). This ODL is related to education. So it is changed from 10th unit to 1st unit.
			Wastage and Stagnation – Brain Drain and Brain Gain	Unit 6: Education in the Indian constitution and Education commissions	10%	1. Modified title. Because this unit is full of Indian constitution & Commissions regarding Education. 2) (NOT RELEVANT TO THE TOPIC)
			Functions of Accountability	Unit 7: Impact of Globalization, Privatization and Modernization on education – Lifelong learning - Online education – Vision for the Indian education in the 21st century – Teacher' s Autonomy and Accountability: Meaning, types and comparison.	75%	1. Added some of the recent trends in education. 2) Modified previous one - crisp. 3) while explaining 'type' – functions will also be covered. So no need of separate mentioning.
			Nil	Unit 8: School Violence – Depression and Anxiety – Aggression, Student Bullying	35%	As a student teacher one must know – how to handle this type of problems in the classroom

			Culture: Meaning, Definition, transmission & transformation, Cultural Lag.	Unit 9: Values: Definition and Classification of values – Importance of values. Value Education: Meaning, Objectives and Need for value education. Methods of teaching 'Values'	40%	1. student teacher must know the meaning, classifications of Values etc., so that they can able to educate the school children regarding values. 2) Not relevant to the topic.
			ODL (Open & Distance Learning)	Unit 10: Need and Importance, Programmes of in-service teacher education.	12%	Student teacher must know need & importrance of in-service teacher education programmes. 2) This is not relevant to teacher education. so this topic is moved to 1st unit
3	**TBED22003**	**Essentials of Teaching and Learning**		Unit 5: Insight model (Plato)-Impression model (John Locke)	26%	
			Unit 7: Methods and Devices of Teaching Concept of Teaching methods-Categorization of Teaching Methods: Lecture Methods, Discussion Method, Team Teaching, Symposium, Panel Discussion, Seminar, Conference, Supervised Study and Tutorial Method-. The Concept of Teaching Devices-Categorization of teaching devices: Narration, Exposition, Description, Explanation, Questioning, Review and Assignment.		89%	Repeated in pedagogy subjects
			Unit 8: - Project work, Field Trip, Problem Solving Technique, Brain Storming. (unit 8 has been chaged as unit 7)		100%	
			unit-9 : Teaching strategies: Block Teaching, e-tutoring, Interactive Video, Print Media, Electronic Media,. Tele-Conference, Video Conference, Interactive Video, Cybernetics and Virtual Classroom (unit 9 has been chaged as unit 8)			

			Unit-10 has been chaged as unit-9			
				Unit 10: Teaching as a Profession Teaching: Concept, nature and characteristics: Content knowledge, Pedagogical Knowledge, Technological knowledge, professional attitude, reflective practice- Continuing professional development of teachers: Concept, process and strategies-Teacher's professional ethics and accountability: Meaning, importance and dimensions- Recommendations of NPE, RTE Act.	100%	to know about TPACK
4	**TBED22004**	**Gender, School and Society**	Nil	Unit 1: Gender related concepts: feminism, patriarchy, matriarchy system: meaning, differences, pros and cons between the systems.	23%	Added little concepts related to Gender based on the system exist in our society
			Nil	Unit 2: Present and Future possibilities by Govt and non-Govt organizations	15%	For the student teachers present and future possibilities to remove gender inequality awarness is needed.
			Nil	Unit 3: Psychological, Gender identity roles	5%	Since biological influence on gender identity already exist in syllabus psychological influence also needs to be known, so it is added.
			Nil	Unit 8: Laws and rights related to women and girls.	5%	Violence against women and its prohibition through laws and acts is very much needs to be known.

			Nil	Unit 9: Gender in media: magazines, TV shows, cartoons, movies and advertisements – Genderin Media Magazines – Gender in T.V. Shows - Gender in Cartoons – Gender in Movies– Gender in Advertisement - Importance of Gender equality –Gender roles in mass media – Gender stereotypes in mass media.-Gender equality and language use	nil	Converted and merged unit 10 as unit 9, because both unit 9 and 10 had more or less same concepts.
			Nil	Unit 10: (Topic) 1. Positive notations of body, self and self-concept 2. Fostering positive body image, self-esteem– Self-concept-components of self-concept.	25%	Only little concept was exist in old syllabus, so added a new topic on self concept, its components, positive body image and self esteem. as a student teachers they must know about their self concept, self esteem and fostering of positive body image.
5	**TBED22005**	**Language across the curriculum and understanding the discipline**	Nil	Unit 1: Language objectives: Relationship between Language and thinking.	39%	It is essential to understand the inflence of language on our congnitive processing of concepts.
			Nil	Unit 2: Communication process in the classroom - The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control	41%	The know the importance of communication in the classroom and how the classroom environment is controlled based on the communication process of the teacher.

			Nil	Unit 3: Academic and Integrated Curriculum English language curriculum objectives: primary, secondary and tertiary level- Coyle's 4C's of curriculum -Strategies for enhancing language proficiency: drama, essay, storytelling, group discussion, peer tutoring- Linguistic Education: Academic language and social language, CALP skills, BICS skills, conceptual literacy-	100%	The need of improving the language competency of the learner and different methods to enhance the language skills.
			Nil	Unit 4: Vygotsky's Cultural tools for language learning- Chomsky's Universal Grammar theory- Plato's Problem theory of language.	35%	To understand the theories of learning language.
			Nil	Unit 7: social justice and classroom discussion	14%	Language to enhance the well being of all the individuals through equal access to education.
			Nil	Unit 8: Principles , structure and skills of subject matter content criteria for the selection of sub matter and subject matter expert	35%	Importance of language in selection of content to teach a subject.
			Nil	Unit 9: Principles and characteristics of LOC , Disadvantages of learner oriented curriculum, Advantages of discipline oriented Curriculum	35%	To recognise the significance of Learner oriented curriculum.
			Nil	Unit 10: purpose-scope-learning outcomes, community based learning encourage natural curiosities.	53%	Learning based on the need and requirement of the community/for the nations development.

6	**TBED22PE1-9**	**Pedagogy of Mathematics, Physical Science, Biological Science, Computer Science, Social Science, Commerce & Accountancy, Economics**	Nil	Unit 1: Correlation between subjects.	10%	student teacher must know how their pedagogy subjects is relate to other subjects
			Nil	Unit 2: Revised Bloom's taxonomy (2001) – Approaches in lesson plan	12%	1. student teacher must know both the old & revised Bloom's taxonomy concept clearly. 2. student teacher must aware of the various approaches & should know how to use those approach to make a lesson plan
			Nil	Unit 3: Closure, Blackboard	10%	In previous syllabus it was not added
			Nil	Unit 4: Teacher Centered Methods Inductive method - Deductive method - Analytic method - Synthetic method - Socratic Method	25%	student teacher must know these teacher centered teaching method
			Nil	Unit 5: Learner Centered Methods - Heuristic method, Pedagogy through e-content	18%	student teacher must know these learner centered teaching method
			Nil	Unit 6: Interactive Learning Methods - Activity based learning (ABL) - Active Learning Method (ALM) - Advanced Active Learning Method (AALM)	30%	student teacher must know these method of instruction to be imparted to the students, since many schools follow these methods in primary level

			Nil	Unit 7: Mobile learning –Massive Open Online Courses (MOOC) – Open Educational Resources (OER) – Study Webs of Active–Learning for Young Aspiring Minds (SWAYAM) Techniques: Brainstorming – buzz session - simulation	65%	added recent e-learning trends & techniques
			Nil	Unit 8: USB, blackboard sketches - Flannel Board - Scrap Book - Diorama, OMR sheet – Multimedia: Overhead projector – tape recorder - voice recorder – power point presentation – websites for teaching computer science	66%	All these types of resources were missed in previous syllabus. As a student teacher they must be aware of these resources. So added all these
			Nil	Unit 9: Community Resources (Title)	3%	Modified title
			Nil	Unit 10: E-Assessment , Range, Standard Deviation, Quartile Deviation, Bar diagram, Line graph.	25%	student teacher must know all the evaluation type & graphical representation. In previous syllabus it was missed, so added all these topics here.

REVISION / MODIFICATION DONE IN SYLLABUS CONTENT-II YEAR

S.No	Course (Subject) Code	Course (Subject) Name	Concept/Topic, if any, Removed in the Current Curriculum	Concept/Topic, if any, Added in the New Curriculum	% of Revision/Modification done	Remarks
1	**TBED22006**	**Knowledge and Curriculum**	UNIT-2- SOCIAL BASES OF EDUCATION-influence of industralization and democracy-influence of individual autonomy and reason on education-understanding education in relation to moderrn values-equity and equality, individual opportunity- understanding social justice and dignity with special reference to Ambedkar (some of the contents from unit 4 has been moved to unit 2)	Unit 2: NATURE AND PRINCIPLES OF CURRICULUM Epistemology of Curriculum-Perspectives of Curriculum-activity based curriculum, integrated curriculum, Problem-centered Curriculum, need based curriculum and Curriculum Alignment.	34%	1. Not appropriate to the course 2. Shifted unit 4 as unit 2 and added little on the types of curriculum
			UNIT-III-CHILD CENTERED EDUCATION- Meaning and characteristics of child-centred education - Educational Thoughts of Mahatma Gandhi, Rabindranath Tagore, J. Krishnamoorthy, John Dewey, Plato, with special reference to the three concepts: activity, discovery and dialogue relating to child-centred education. (already these contents are in the course 'Education in Contemporary India'-repeated contents have been removed)	Unit 3: THEORIES OF KNOWLEDGE AND CURRICULUM Indian and Western theories of knowledge. Theories of validity of knowledge: Correspondence theory of truth - Utility theory of truth - Semantic theory of truth and Deflationary theory of truth	98%	Already exist in the course Education in Contemporary India, so added new content on Theories of knowledge.

			Principles of Curriculum Development- unit-4 (already maxium contents has been moved to unit 2) the models of Curriculum development alone retained.	Unit 4: MODELS OF CURRICULUM DEVELOPMENT- Phases of Curriculum Development process – and Saylor and Alexander's Planning process Model- Curriculum Implementation Models: ORC Model and LOC Model- Robert Stake's Congruence-Contingency Evaluation Model (contents from unit 5 has been moved in unit 4)	75%	unit-4 (already maxium contents has been moved to unit 2)
			Need-based curriculum – factors related to development and assessment	Unit 5: Curriculum change and innovation: definition-types of change - Process of curriculum change strategies and concepts-difference between curriculum change and innovation – factors influencing curriculum development	70%	1. Models of Curriculum Development: Tyler's curriculum Inquiry Model, Taba's Grassroots Rationale Model 2. Stuffle beam's CIPP evaluation model (from unit 5 to 4)
2	**TBED22007**	**Creating an Inclusive School**		Unit 2: Assessment of learning problems in children with disabilities	10%	As a student teacher one must know, how to assess the children with learning disability or having learning difficulty
			UNESCO definition of inclusive education - Mixed ability grouping & teaching	Unit 4: Inclusive, Integrated, Special education: Meaning, Definition – Strategies of implementing inclusive education – Pedagogical strategies to respond to individual needs of students: Co-operative learning strategies in the classroom, Peer tutoring, Social learning, Buddy system, Reflective teaching, Multi sensory teaching	75%	1. student teacher must aware of the strategies / approaches of these special education settings. 2) To cover most of the teaching-learning techniques, changed as pedagogical strategies
				Unit 5: Global policies and programmes of inclusive education: Tallinn Guidelines, Jomtein Conference, Salamanca Conference, Dakar Conference, U.N. Conventions on the rights of PWD - Inclusive education policies and programmes in India: Constitution of India and education of CWSN – Turn of events from 1906-1994: Kothari education commission report, ICDS, IEDC - NPE (1986): POA on NPE (1992), RCI, PDA act, DPEP, SSA, RTE act, IECYD, IEDSS, National policy for PWD	80%	1. Added in detail about what all the policies & programmes will cover under global level. 2. Added in detail about what all the policies & programmes will cover under national level.

3	**TBED22008**	**Assessment of Learning**	Nil	Unit 1: Assessment , Purpose(s) and principles of assessment, characteristics of quality assessment	34%	Added the concept of Assessment, based on the paper name and also it is very much needed.
			Nil	Unit 3: Formative Assessment (FA) and Summative assessment (SA)- aim, objectives, meaning, purpose, essential elements	35%	Added the concept of formative and summative Assessment, based on the paper name and also it is very much needed.
			Nil	Unit 4: Nature, Purpose - Reporting student performance – content and formats- progress reports, cumulative records, profiles and open house- using feedback for reporting to different stakeholders – students, parents, and administrators	41%	Few concept alone exist in old syllabus,nature andvpupose of CCE is added and also recording and reporting is an essential concept, added little more on that.
			Nil	Unit 5: Observation- Surveys-Case Studies-Rubrics	11%	Added few tools based on the knowledge of research
			Merged with unit 1 and unit 2	Unit 6: Merged with unit 1 and unit 2	nil	All other core papers had only 5 units, so merged the unit 6 with unit 1 and 2
4	**TBED22009**	**Environmental Education**	Nil	Unit 5: UN Sustainable Development Goals(SDG).	11%	Added recent SDG Goals

LIST OF NEW COURSES/ VALUE ADDED COURSES/LIFESKILLS/ELECTIVES/INTERDISCIPLINARY/COURSES FOUCS ON EMPLYABILITY/ENTREPREURSHIP/SKILL DEVELOPMENT

S.No	Value added courses	Life Skill	Electives	Inter Disciplinary	Focus on Employabilit/ entrepreuship/skill development
1	Guidance and Counseling	Language across the curriculum and understanding the discipline	Peace Education	NIL	Pedagogy of all subjects Part I & II
2	Primary Education		Educational Management and Administration		
3			Information and Communication Technology (ICT) in Education		

Subject Code: TBED22001	Subject Name: PSYCHOLOGY OF LEARNERS LEARNING	Ty/Lb/ ETL	L	T / S.Lr	P/R
	Prerequisite : **Nil**	**Ty**	**5**	**0/0**	**0/0**

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES

At the end of the course, the student-teachers will be able to

- acquire knowledge about the approaches to Educational Psychology
- comprehend the concepts of various theories of growth and development
- gain knowledge about the concept of learning and its related theories
- identify the nature of attention and various types of memory
- appreciate the influence of motivation on human behavior
- analyze concepts of intelligence and creativity
- illustrate the concepts and theories of personality
- comprehend the concept of individual differences
- identify the various adjustment mechanisms

COURSE OUTCOMES (COs)

Students completing this course were able to

CO1	identify the branches of Educational Psychology and the concepts of various theories of growth and development
CO2	classify the Thorndike's Connectionism, Pavlov's Classical and Skinners Operant Conditioning
CO3	identify the nature of attention like span of attention, Determinants of Attention, Sensation and Perception, Concept Formation, types of memory and forgetting curve
CO4	relate the Theories of motivation, Level of Aspiration and Promoting Achievement motivation among learners
CO5	describe in-depth knowledge of theories of intelligence and Strategies for fostering creativity
CO6	interpret the projective and non-projective techniques, Dyslexia, Dyscalculia and Dysgraphia
CO7	categorize the various adjustment mechanisms like maladjusted adolescents

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	3	3	3	3	2	3	3	3
CO2	3	3	2	3	3	3	3	3	2	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	2	3	3	3	3
CO6	3	3	2	3	3	3	3	3	3	3	3	3
CO7	3	3	2	3	3	3	3	3	3	3	3	3

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3
CO6	3	3	3
CO7	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
	✓			

COURSE CODE: TBED22001

PSYCHOLOGY OF LEARNERS AND LEARNING

OBJECTIVES:

At the end of the course, the student-teachers will be able to

- acquire knowledge about the approaches to Educational Psychology
- comprehend the concepts of various theories of growth and development
- gain knowledge about the concept of learning and its related theories
- identify the nature of attention and various types of memory
- appreciate the influence of motivation on human behavior
- analyze concepts of intelligence and creativity
- illustrate the concepts and theories of personality
- comprehend the concept of individual differences
- identify the various adjustment mechanisms

UNIT – I: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY 13hrs

Psychology: Meaning - Branches of Psychology – Major Schools of Psychology and their contribution to Education: Structuralism, Functionalism, Behaviourism, Psycho-dynamism, Gestalt, Cognitivism, Humanism- Methods of Study in Psychology: Introspective Method, Observation, Survey, Experimental Method, Case Study Method and Interview Method. Educational Psychology: Meaning, Scope and Significance of Education Psychology for a Teacher.

UNIT – II: GROWTH AND DEVELOPMENT 13hrs

Growth and Development: Meaning, factors influencing Growth and Development – Principles of growth- Growth and Development – Difference between Growth and Development - Stages of development-Impact of nature and nurture on child development and its characteristics - Adolescence: problems and solutions - Dimensions of development: Physical, Cognitive, Social, Emotional and Moral.

UNIT –III: THEORIES OF DEVELOPMENT 13hrs

Psycho-Social stages (Erik Erickson), Cognitive development (John Piaget), Bruner cognitive development, Moral development (Lawrence Kohlberg), Socio-cultural approach to cognitive development (Lev Vygotsky), Ecological systems theory (Urie Bronfenbrenner), Freud's Psycho-sexual Development - Robert Gagne's Theory - Hull's Theory - Gestalt Theory

UNIT – IV: LEARNING 13hrs

Learning: Concept, principles and factors affecting learning - Theories of learning: Thorndike's Connectionism, Pavlov's Classical and Skinner's Operant Conditioning, Transfer of training – Meta cognition: Meaning, Elements and its Instructional strategies - Learning Styles: Audio, Visual and Kinaesthetic - Teacher's role in changing, strengthening and sustaining

learning styles.

UNIT – V: ATTENTION AND MEMORY **13hrs**

Attention: Meaning, nature, distraction, inattention, divided attention and span of attention - Determinants of Attention - Sensation and Perception - Concept Formation: types - Memory: meaning, types of memory, strategies for improving memory - Forgetting: meaning, causes, Forgetting Curve.

UNIT – VI: MOTIVATION AND GROUP DYNAMICS **13hrs**

Motivation: Definition, types of motivation, - Theories of motivation: Maslow's Hierarchy of Needs, Its educational implications - Level of Aspiration - Promoting Achievement motivation among learners - Group dynamics: Meaning, definition, types and characteristics.

UNIT – VII: INTELLIGENCE **13hrs**

Intelligence: meaning, definition and types - Theories of Intelligence: Unitary Theory - Spearman Two factor theory, Thorndike Multi factor theory, Thurstone Group factor theory- Guilford Structure of Intellect, Gardner Multiple Intelligence, Emotional Intelligence - Intelligence Quotient - Nature and Types of Intelligence test - Use of Intelligence test.

UNIT – VIII: CREATIVITY **13hrs**

Creativity: Concept, factors and process - Strategies for fostering creativity.

Thinking: Convergent Thinking, Divergent Thinking - Problem solving - Steps involved in Problem solving - training pupils in critical thinking

UNIT – IX: PERSONALITY **13hrs**

Personality: Meaning - Determinants of personality: Type theory, Trait theory and Development theory - Integrated Personality - Assessment of Personality: Projective, Non-Projective techniques - Rating Scale - Questionnaire - Inventory - Projective Techniques

UNIT – X: INDIVIDUAL DIFFERENCES AND MENTAL HEALTH **13hrs**

Concept of Individual differences - Role of Heredity and Environment in individual differences - Nature of Gifted, slow and disabled children - Understanding learners with varying cognitive abilities especially with 'learning difficulties' - Slow learners: Dyslexia, Dyscalculia and Dysgraphia - Educational programmes for differently abled students – Adjustment - Causes of maladjustment - Conflict and Frustration – Mental health – Mental hygiene

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

- Observe and inquire about the process of learning by children from different backgrounds and record your observations.
- Prepare a poster of any 10 psychologists and their contributions to the learning process.
- Visit any one Special Education Institutions and write a report on the methods of teaching.
- Prepare an album on various career options available after 12th standard in all streams.

Total 145hrs

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- Aggarwal.J.C. (1995) Essential Educational Psychology, Vikas publishing house Pvt. Ltd, New Delhi.
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- Sharma, K.N. (1990) Systems, Theories and Modern Trends in Psychology, HPB, Agra.
- Skinner, C E., (1936) Educational Psychology, Prentice Hall Publications.

WEBLIOGRAPHY:

- Schools of Psychology

https://bit.ly/3Hwo4nk

- Theories of Emotion

https://bit.ly/3G8Cl9H

- Perception, Attention, Memory and Thinking

https://bit.ly/3ESFcBV

- Learning Theories

https://bit.ly/3pPlsLl

- Personality and Adjustment

https://bit.ly/3zv1IQj

Subject Code: TBED22002	Subject Name: EDUCATION IN CONTEMPORARY INDIA	Ty/Lb/ETL	L	T / S.Lr	P/R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L: Lecture T: Tutorial SLr: Supervised Learning P: Project R: Research C: Credits
Ty/Lb/ETL: Theory / Lab / Embedded Theory and Lab

OBJECTIVES

At the end of the course, the student-teachers will be able to

- summarize the process and functions of Education
- compare the Eastern and Western Schools of Philosophy
- define the process, functions of Education and knowledge of knowing
- identify the area of education.
- infer the role of various Statutory bodies in Education
- identify the Constitutional Provisions for Education
- outline the modern trends in education
- explain the integrated and holistic approach to education for values
- elucidate the objectives of the various teacher education programmes

COURSE OUTCOMES (COs)

Students completing this course were able to

CO1	describe the nature, process, types and functions of education
CO2	classify the branches of philosophy, relationship, eastern and western schools of philosophy
CO3	explain the human rights, environmental, social aspects, various characteristics of modern indian society, autonomy and accountability in education
CO4	state the laws of Indian constitution, central and state organizations and various statutory bodies of education
CO5	explain the modern trends, integrated culture, transformation, codes and values of education
CO6	illustrate the functions, objectives, norms and standards of holistic teacher education programs

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	3	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3	3

COs /PSOs	PSO1	PSO 2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3
CO6	3	3	3

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
	✓			

COURSE CODE: TBED22002

EDUCATION IN CONTEMPORARY INDIA

OBJECTIVES:

At the end of the course, the student-teachers will be able to

- summarize the process and functions of Education
- compare the Eastern and Western Schools of Philosophy
- define the process, functions of Education and knowledge of knowing
- identify the area of education.
- infer the role of various Statutory bodies in Education
- identify the Constitutional Provisions for Education
- outline the modern trends in education
- explain the integrated and holistic approach to education for values
- elucidate the objectives of the various teacher education programmes

UNIT I: NATURE AND PROCESS OF EDUCATION 13hrs

Education - Meaning, Definition, Purpose and Nature – Functions of Education - Types of Education: Formal, Informal and Non formal - ODL (Open and Distance learning): Technologies used in ODL - Philosophy: Concept, Meaning and Definition - Branches of Philosophy - Relationship between Philosophy and Education.

UNIT II: EASTERN AND WESTERN SCHOOLS OF PHILOSOPHY 13hrs

Eastern Schools of Philosophy: Vedanta, Jainism, Buddhism and its Educational Implications - Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, and its Educational Implications.

UNIT III: EASTERN AND WESTERN PHILOSOPHICAL THOUGHTS 13hrs

Eastern Philosophical Thought: Swami Vivekananda – Mahatma Gandhi – Rabindranath Tagore and Sri Aurobindo - Western Philosophical Thoughts: Rousseau – Froebel – John Dewey and Montessori.

UNIT IV: AREAS OF EDUCATION 13hrs

Human Rights Education - Environmental Education –Population Education - Education for National and International understanding - Social Aspects of Education: Women Education - Education for the Minority.

UNIT V: CENTRAL AND STATE ORGANISATIONS OF EDUCATION 13hrs

Central Government Organizations : MHRD-UGC – AICTE – CABE – NUEPA – NCERT – NCTE – NAAC - State Government Organisations: DSE – SCERT - SIEMAT – University Departments of Education - DIET-BRC- CRCs. Innovative Programmes for Strengthening Quality and Quantity of Education: OBBS, DPEP, SSA, RMSA, and RUSA.

UNIT VI: EDUCATION IN THE INDIAN CONSTITUTION AND EDUCATION COMMISSIONS **13hrs**

Education in the Concurrent List – Directive Principles: Article 21A – Universalisation of Elementary Education - 42nd and 86th Constitutional Amendments - Right to Education - **Education Commissions:** University Education Commission(1948) - Secondary Education Commission (1952 -53) – Kothari Commission (1964 – 66) – NPE – Acharya Ramamurthy Committee (1990) – POA (1992) – Prof. Yashpal Committee Report (1993 & 2009)- Justice J.S. Verma Committee (2012).

UNIT VII: MODERN TRENDS IN EDUCATION **13hrs**

Characteristics of Modern Indian Society – Impact of Globalization, Privatization and Modernization on education – Lifelong learning - Online education – Vision for the Indian education in the 21st century – Teacher's Autonomy and Accountability: Meaning, types and comparison.

UNIT VIII: PSYCHO – SOCIAL ISSUES RELATED TO STUDENTS **13hrs**

Absenteeism and Truancy – Juvenile Delinquency – School Violence – Depression and Anxiety – Aggression - Drug Abuse – Problems of Smoking and Chewing – AIDS/HIV – Child Abuse – Student Bullying - Orphans – Street Children – Problems of Child Labour.

UNIT IX: VALUE EDUCATION **13hrs**

Values: Meaning, Definition and Classification of values – Importance of values, Personal values – **Value Education:** Meaning, Objectives and Need for value education - Value Education in Schools – Methods of teaching 'Values' - Code of Conduct for Teachers - views of Committees and Commissions on Value Education .

UNIT X: TEACHER EDUCATION **13hrs**

Teacher Education: Meaning, definition and functions – Objectives of elementary and secondary teacher education programmes – NCTE (2014) norms and standard for elementary and secondary level – Problems of Teacher Education Programmes and its solutions – Pre-Service teacher education - In-Service teacher education: Need and Importance, Programmes of in-service teacher education.

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

1. Prepare a powerpoint presentation based on various schools of philosophies.
2. Prepare a poster on educational quotes / slogan and submit it in google classroom.
3. Prepare a mind map on the commissions
4. Organize an Essay Writing Competition on western / eastern philosophers.
5. Prepare a detailed report on the code of conduct of teachers and students in your respective schools

Total 145hrs

REFERENCES:

- Aggarwal, J.C. (1992). Theory & Principles of Education: Philosophical and sociological Bases of Education, Vikas publishing house Pvt., Ltd.
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Subject Code: TBED22003	Subject Name: ESSENTIALS OF TEACHING AND LEARNING	Ty/Lb/ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C: Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES

Student-teachers will be able to

- acquire the knowledge in the concept, terms and procedures of teaching and learning
- define the principles and maxims of teaching
- relate the various theories and models of teaching
- describe the knowledge of instructional system and innovative methods
- develop skills of using different techniques of teaching
- apply innovative teaching strategies in the classroom
- acquire skills on effective teaching.

COURSE OUTCOMES (COs)

Students completing this course were able to

CO1	explain the principles, procedures and phases of teaching and learning
CO2	demonstrate the models of teaching in the instructional system
CO3	describe the knowledge of instructional system and innovative methods
CO4	relate the innovative teaching strategies in the classroom
CO5	enumerate the dimensions and factors contributing effective teaching skill

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	3	2	3	3	3	2	3	3	3
CO2	3	3	2	3	3	2	3	3	2	3	3	3
CO3	3	3	2	3	3	2	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	2	2	3	3	2	3	3	3

COs/PSOs	PSO1	PSO2	PSO3
CO1	3	2	2
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	2

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
	✓			

COURSE CODE: TBED22003

ESSENTIALS OF TEACHING AND LEARNING

OBJECTIVES:

At the end of the course, the student-teachers will be able to

- acquire the knowledge in the concept, terms and procedures of teaching and learning
- define the principles and maxims of teaching
- relate the various theories and models of teaching
- describe the knowledge of instructional system and innovative methods
- develop skills of using different techniques of teaching
- apply innovative teaching strategies in the classroom
- acquire skills on effective teaching.

UNIT-I: CONCEPTS OF TEACHING-LEARNING **13hrs**

Concept, Definition, Nature, Levels and Phases of Teaching and Learning- Teaching as an Art, Teaching as a Science and Teaching as a Profession- Variables in Teaching - Relationship between Teaching and Learning- Modes of Learning: Enactive, Iconic and Symbolic modes of Learning - Types of Learning: Factual, Association, Conceptual, Procedural, Generalization, Principles and Rules, Attitudes, Values and Skill Learning – Domains of Learning: Cognitive, Affective and Co native Learning.

UNIT-II: PRINCIPLES AND MAXIMS OF TEACHING **13hrs**

General principles of teaching: Purposeful-Based, Paedo -Centered, Experience- Based, Activity-Centered and Evaluation-Based Teaching - Psychological principles of teaching - Maxims of Teaching.

UNIT-III: TASKS OF TEACHING **13hrs**

Meaning - Definition, Variables, Phases of Teaching Task - Operation of Teaching Tasks: Pre : active phase, Inter-active phase and Post-active phase- Levels of Teaching: Memory, Understanding and Reflective Levels.

UNIT-IV: THEORIES OF TEACHING **13hrs**

Definition, Meaning, Nature, Need and Significance and Scope- Types of Teaching Theories: Formal Theory of Teaching- Communication Theory, Moulding Theory and Mutual Inquiry - Descriptive Theory of Teaching: Gagne’s Hierarchical Theory, Atkinson’s Optimal Learning Theory and Bruner’s Cognitive Theory.

UNIT-V: MODELS OF TEACHING **13hrs**

Concept and Definition- Fundamental Elements of Teaching Models -Types of Teaching Models: Important Models under each type -Information Processing Models-Bruner's Concept Model -Social Interaction Models- Glaser's Classroom Meeting Model -Personal Development Models- Roger's Non-directive Model –Insight model (Plato)-Impression model (john Locke)

UNIT-VI: INSTRUCTIONAL SYSTEM **13hrs**

System Approach: Concept, Meaning, Types and Steps in System Approach- Input-Process-Output-Model of a system- Feedback based Model of system - Steps involved in the development of the Instructional System- Role of Teacher in the Instructional System.

UNIT-VII: THE TECHNIQUES OF TEACHING **13hrs**

Concept of Teaching Techniques-Categorization of Teaching Techniques-Teacher Dominant Techniques: Telling, Indoctrination, Guidance and Counselling, Drill and Demonstration-Student Dominant Techniques: Debate, Creative Writing, Library Work, Colloquium, Self-Learning, Meaningful Learning, Programmed Instruction, Keller Plan and Computer Assisted Instruction (CAI) -Group activities involving Team Work: Group Interactive sessions, Co-operative Learning, Constructivist Learning, Group Investigation and Group Project.

UNIT-VIII: TEACHING STRATEGIES **13hrs**

Concept of Instructional Strategy- Evolving Instructional Strategy: Selection of Content to be taught, Description of Ability, Dimensions of Educational Goals, Preparation of a Table of Specification, Prioritization of Goals, Specification of Instructional Objectives in Behavioral terms, Deciding the time duration, Selection of the appropriate method and Determining the most appropriate strategy-Innovative.

UNIT- IX: EFFECTIVE TEACHING **13hrs**

Effective Teaching: Concept and Meaning- Teaching competence and skills: Meaning and Nature – Classification of Teaching Skills: Core Teaching Skills, Specific Teaching Skills and Target Group Specific Skills -Dimensions of the Effective Teaching: Competency Areas, Commitment Areas and Performance Areas - Factors contributing Effective Teaching.

UNIT- X: TEACHING AS A PROFESSION **13hrs**

Teaching: Concept, nature and characteristics: Content knowledge, Pedagogical Knowledge, Technological knowledge, professional attitude, reflective practice- Continuing professional development of teachers: Concept, process and strategies-Teacher's professional ethics and accountability: Meaning, importance and dimensions- Recommendations of NPE, RTE Act.

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

1. Conduct a group discussion on innovative teaching strategies.
2. Prepare a detailed report on the different roles of a Teacher in an Instructional System.
3. Prepare a Programmed Learning Material for any one of the topic.
4. Prepare a list of study habits prevailing among students of a particular class through the interaction of students.

Total 145hrs

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Subject Code: TBED22004	Subject Name: GENDER SCHOOL AND SOCIETY	Ty /Lb/ ETL	L	T / S.Lr	P /R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- define the concept of gender roles in society
- explain the gender identity and socialization process
- identify gender roles in textbooks and curriculum
- analyze the role of transgender community and their problems and issues
- discuss the safety of girls and women at school, home and workplace
- analyze the representation of gender in various mass media.
- infer the concept of self

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	describe the concepts of gender roles and reasons for gender inequalities in society
CO2	identify the gender identity and socialization process in family, school and organization and its techniques to gender inequalities
CO3	classify the gender bias, discriminations in schools, classrooms and its ways of eradication
CO4	conclude the policies and laws related to girls/ women/ transgender safety at school, home and workplace
CO5	discuss the concept of self and the benefits of gender fair curriculum, gender stereotypes and their representation in different mass media

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	3	2	3	3	3	2	3	3	3
CO2	3	3	2	3	3	2	3	3	2	3	3	3
CO3	3	3	2	3	3	2	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	2	2	3	3	2	3	3	3

COs/PSOs	PSO1	PSO2	PSO3
CO1	3	2	2
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	2

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
	✓			

COURSE CODE: TBED22004
GENDER, SCHOOL AND SOCIETY

OBJECTIVES:

The student-teachers will be able to:

- define the concept of gender roles in society
- explain the gender identity and socialization process
- identify gender roles in textbooks and curriculum
- analyze the role of transgender community and their problems and issues
- discuss the safety of girls and women at school, home and workplace
- analyze the representation of gender in various mass media.
- infer the concept of self

Unit I GENDER ROLES IN SOCIETY 13hrs

Gender: Meaning and definition – Characteristics of the Gender - Difference between gender and sex - Gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state (film, advertisements, songs, etc) – Gender related concepts: feminism, patriarchy, matriarchy system: meaning, differences, pros and cons between the systems.

Unit II GENDER INEQUALITIES 13hrs

Reasons for gender inequalities –Reasons for the Gender inequality in India – Remedies for Gender inequality- Present and Future possibilities by Govt and non-Govt organizations – Gender Equality in present India - Gender-just education outside school settings

Unit III GENDER IDENTITY AND SOCIALIZATION PROCESS 13hrs

Gender identity and socialization process -Psychological and Biological influences on Gender Identify – Socialization Process – Types of Socialization – Importance of Socialization –Gender identity roles- Gender Identify and socialization practice in family, school and organization - Roll of School – Role of Peers – Role of Teachers – Curriculum and Textbooks – Gender inequality in School Curriculum – Techniques to remove Gender inequalities in Textbooks and Curriculum.

Unit IV GENDER ROLES AND RESPONSIBILITIES 13hrs

Actual gender roles and responsibilities assigned in schools and classrooms –Measurement of gender identity - Discrimination of gender in classroom interactions, rituals, and school/ routines – In Class Rooms – Discrimination of Gender in Rituals -Processes of disciplining techniques for boys and girls – Discipline techniques – Tips for Marinating Discipline – Role of Teacher - Analysis of sex roles stereotype –Stereotyping Commercials.

Unit V GENDER AND SCHOOL CURRICULUM 13hrs

Representation of gender roles in school textbooks and curricula –Text Books worldwide rely on Gender Stereotypes – Textbooks must faster Gender Equality. Role of schools in nurturing or challenging young people as masculine and feminine selves - Integration of gender roles in school and curriculum – Benefits of Gender Fair Curriculum – Gender Issues in diverse cultural constraints – Emergences of Gender Roles in Different cultures.

Unit VI GENDER BIAS IN EDUCATION 13hrs

Teacher's role - Developing positive attitude towards in schools - Gender bias in education – Parental attitude towards their Child – Recommendation to Schools to Counter Gender bias – Tip on avoiding Gender Bias in the Classroom - Gender Equality and the Curriculum – Partnership for non – formal Curriculum development

Unit VII TRANSGENDER 13hrs

Importance – Transgender equality - Problem faced by Transgender community –Mainstreaming the Community in the Education System – Equal access to Education opportunities at all level without Stigma and Discrimination. Developing of Community Friendly customised Pedagogy for skill based learning – Improving Employment Opportunities for the Transgender Community – Enhancing Employment Opportunities -Developing school curriculum for gender equality.

Unit VIII VIOLENCE ON SAFETY OF GIRLS AND WOMEN 13hrs

Safety of girls and women at school, home, and workplace – Safety of girls at school –working women and problems in the workplace – Measures for Safety of Women Sexual abuse and violence: Role of education in preventing them – Role of Education in preventing sexual abuse and violence – Teaching children to protect themselves and disclose abuse-Laws and rights related to women and girls.

Unit IX MASS MEDIA, GENDER EQUALITY AND LANGUAGE USE 13hrs

Gender in Media: Magazines –Newspapers -T.V. Shows - Cartoons – Advertisements -Movies – Gender roles in mass media – Gender stereotypes in mass media -Importance of Gender equality - Gender equality and language use

Unit X POSITIVE NOTATIONS OF BODY, SELF AND SELF-CONCEPT 13hrs

Meaning and concept of body objectification - Positive notions of body and self – fostering positive body image- Raising a girl with a positive body image- Combating female body objectification: Role of teachers and parents-Self-esteem– Self-concept-components of self-concept.

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

1. List out the constitutional provisions / laws for the women and girl education
2. Make a portfolio of gender discrimination in home and society.
3. Make an album of epic, Medieval and present age women other than you studied in this course.
4. Collect the information of women who have achieved great status in the country and make a portfolio with all necessary pictures.
5. Prepare a power point presentation on women's rights and constitutional provisions provided for safeguarding womanhood.

Total 145hrs

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Subject Code: TBED22005	Subject Name: LANGUAGE ACROSS THE CURRICULUM AND UNDERSTANDING THE DISCIPLINE	Ty /Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL: Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- analyze the language background of the learner
- categorize the language diversity in the classroom
- define the nature of academic and integrated curriculum in the classroom
- summarize the theories of language
- state the nature of comprehension in different content areas
- develop multilingual awareness among the learners on socio cultural perspectives
- infer the principles of learner oriented curriculum and life oriented curriculum

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	interpret the language background of the learner
CO2	trace the language diversity in the classroom
CO3	obtain the insight of communication process in the classroom
CO4	summarize the theories and nature of comprehension
CO5	relate the various aspects of multilingual awareness among the learners and the principles of learner and life oriented curriculum

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	2	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs/ PSOs	PSO1	PSO2	PSO3
CO1	3	2	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
	✓			

COURSE CODE: TBED22005
LANGUAGE ACROSS THE CURRICULUM AND UNDERSTANDING THE DISCIPLINE

OBJECTIVES:

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

- analyze the language background of the learner
- categorize the language diversity in the classroom
- define the nature of academic and integrated curriculum in the classroom
- summarize the theories of language
- state the nature of comprehension in different content areas
- develop multilingual awareness among the learners on socio cultural perspectives
- infer the principles of learner oriented curriculum and life oriented curriculum

UNIT I PRINCIPLES OF LANGUAGE ACROSS THE CURRICULUM 13hrs

Language: Meaning, concept and functions - Understanding the language background of the learner – Language and Culture-Language objectives: Relationship between Language and thinking.

UNIT II LANGUAGE DIVERSITY IN CLASSROOMS 13hrs

Using of First and Second Language acquisition in the classroom - Difference between language as a school subject and means of Communication- Communication process in the classroom - The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control

UNIT III ACADEMIC AND INTEGRATED CURRICULUM 13hrs

English language curriculum objectives: primary, secondary and tertiary level- Coyle's 4C's of curriculum -Strategies for enhancing language proficiency: drama, essay, storytelling, group discussion, peer tutoring- Linguistic Education: Academic language and social language, CALP skills, BICS skills, conceptual literacy

UNIT IV THEORIES OF LANGUAGE 13hrs

Language for specific purpose and subjects – Social Sciences, Science and Mathematics - Critical review of medium of instruction - Factors related to poor reading comprehension- Developing skills of reading comprehension - Theories of Language- Deficit theory and Discontinuity theory-Vygotsky's Cultural tools for language learning- Chomsky's Universal Grammar theory- Plato's Problem theory of language.

UNIT V LANGUAGE RELATED ISSUES **13hrs**

Bilingualism - Multilingualism - Challenges of teaching language in a multicultural classroom - Nature of reading comprehension in the content areas - Developing writing skills for writing in specific content areas. - Strategies for developing oral language in the classroom that promotes learning in the subject areas. - Reading in the content areas – Social Sciences, Science and Mathematics; nature of expository texts Vs. narrative texts; transactional Vs. reflexive texts; Schema theory.

UNIT VI DISCIPLINES AND SUBJECTS **13hrs**

Disciplines and subjects- meaning, definition and concepts - Distinction between school subjects and academic disciplines - Importance of the knowledge of disciplines and subjects - Need and importance of studying school subjects - Curriculum content – meaning, definitions and importance - John Dewey's ideas on disciplinary knowledge and curriculum - Relationship between school subjects and academic discipline.

UNIT VII DISCIPLINES AND SUBJECTS IN SOCIO-CULTURAL PERSPECTIVES **13hrs**

Emergence and development of knowledge, subject and curriculum in social, political and intellectual contexts - Changes in social science, natural science and linguistics - Concepts of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - Redefinitions of school subject from socio-cultural perspectives- social justice and classroom discussion

UNIT VIII SELECTION OF CONTENT **13hrs**

Principles in the selection of subject-matter or content of the curriculum: self-sufficiency, significance, validity, interest, utility, learn ability and feasibility - structure and skills of subject matter content criteria for the selection of sub matter and subject matter expert-Reasons for inclusion or exclusion of a subject from the school curriculum - Recent developments in school subject.

UNIT IX LEARNER ORIENTED CURRICULUM (LOC) **13hrs**

Principles and characteristics of Learner Oriented Curriculum (LOC) - Advantages and Disadvantages of learner oriented curriculum - Social oriented curriculum for social reconstruction - Designing learner centered curriculum, syllabus and textbooks- Advantages and Disadvantages of discipline oriented Curriculum

UNIT X LIFE-ORIENTED CURRICULUM **13hrs**

Life-oriented curriculum- purpose-scope-learning outcomes – Interdisciplinary curriculum: the growing need for inter- disciplinary curriculum- Broad field curriculum- Need for curriculum integration – Teaching of science and mathematics for national development - community based learning encourage natural curiosities.

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

1. Prepare a mindmap on various theories
2. Make the students to participate in the discussion on home language Vs. school language
3. Have a group discussion on life oriented and learner oriented curriculum
4. Present a seminar on different theories language learning
5. Prepare a poster on the significance of language

145hrs

REFERENCES:

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- Language for understanding across the curriculum – www.det.act.gov.au>LUAChandboo

Subject Code: TBED22PE1	Subject Name: PEDAGOGY OF ENGLISH	Ty/Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES

Student-teachers will be able to

- explain the aims and objectives of teaching and learning English
- formulate instructional objectives for a unit plan of teaching English at micro and macro level
- infer the principles and advantages of learner and teacher centered methods
- select the teaching aids and teaching skills using ICT tools
- assess and evaluate by using appropriate methods in teaching English

COURSE OUTCOMES (COs)

Students completing this course were able to

CO1	explain the concepts of pedagogical resources and methods used in teaching process
CO2	design a lesson plan based on advanced bloom's taxonomy
CO3	apply the multiple teaching aids and skills for effective classroom teaching to meet the divergent learners
CO4	trace various resources and assessment methods for an effective evaluation in teaching - learning outcome
CO5	assess and evaluate by using appropriate methods in teaching English

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs/PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
		✓		

COURSE CODE: TBED22PE1
PEDAGOGY OF ENGLISH

OBJECTIVES:

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

- explain the aims and objectives of teaching and learning English
- formulate instructional objectives for a unit plan of teaching English at micro and macro level
- infer the principles and advantages of learner and teacher centered methods
- select the teaching aids and teaching skills using ICT tools
- assess and evaluate by using appropriate methods in teaching English

Unit I AIMS AND OBJECTIVES OF TEACHING ENGLISH 13hrs

Importance of English Language in India – Rationale for learning English – Four important aims of teaching English in schools - Objectives of teaching English as a second language - General principles of language teaching - Psychological principles of teaching English as a second language - Relationship between culture and language.

Unit II PLANNING FOR INSTRUCTION 13hrs

Steps in planning a lesson: setting lesson goals - Designing unit plans -Designing a lesson plan - Bloom's Taxonomy of educational objectives -Revised Bloom's taxonomy (2001) – Approaches in lesson plan -Formulating instructional objectives at cognitive, affective and psychomotor levels-Structure of a four-fold lesson plan - Preparation of a model lesson plan

Unit III PRACTICING THE SKILLS IN TEACHING ENGLISH 13hrs

Meaning of teaching – Understanding major teaching skills: Introducing – explaining – questioning - varying the stimulus - non-verbal cues – reinforcement - closure and Blackboard fluency in communication - Practicing a mini-lesson with multiple-teaching skills -Observation and feedback on the practice of integration of teaching skills –Understanding major steps in teaching a mini-lesson: Motivation – presentation –interaction - reflection and summing up - Practicing a mini-lesson Observation and feedback on mini-teaching.

UNIT IV TEACHER CENTERED METHODS 13hrs

Teacher-centered methods: Lecture method - Demonstration method – Inductive method - Deductive method - Analytic method - Synthetic method - Socratic Method - Team-teaching method .

UNIT V LEARNER CENTERED METHODS 13hrs

Learner-centered methods: Laboratory method – Heuristic method - Project method - Peer tutoring - Individual activities - Experiential learning - Teacher-guided learning - Problem-solving method - Social Science through e-content - **Small group/whole-class interactive learning:** Student seminar - group discussion – mixed - ability grouping - Activity based learning (ABL) - Active Learning Method (ALM) - Advanced Active Learning Method (AALM)

Unit VI RECENT TRENDS AND TECHNIQUES IN TEACHING ENGLISH 13hrs

Recent trends: Constructivist learning - Problem-based learning - Brain-based learning-Collaborative learning - Flipped learning - Blended learning - Video conferencing-E-Learning trends: Mobile learning – MOOC – OER – SWAYAM. **Techniques:** Brainstorming – buzz session – simulation

Unit VII RESOURCES IN TEACHING ENGLISH: 13hrs

Print resources: Newspapers – Journals – Magazines - Mathematics Encyclopaedias.-Audio resources: Radio talk - audio tapes - DVDs/CDs. Visual resources: Pictures– blackboard sketches– flannel board-Scrap Book-Diorama- charts – posters - photos - graphs - flash cards - models. **ICT resources**: Radio - TV – Internet - Interactive whiteboard -OMR sheet – Multimedia: Overhead projector – tape recorder – PowerPoint presentation – websites for teaching English.

Unit VIII COMMUNITY RESOURCES IN TEACHING ENGLISH: 13hrs

Community resources; field trips- English laboratory/ English resource centre-English clubs - Qualities of good language textbook - Professional competencies of a language teacher - Programmes for professional development of English teachers.

Unit IX EVALUATION IN ENGLISH 13hrs

Characteristics of Good Test – Types of Tests – E-Assessment - Blueprint – Scoring Key – Marking Scheme – Frequency Distribution – **Measures of Central Tendency:** Mean, Median, Mode, **Measures of Variability:** Range, Standard Deviation, Quartile Deviation, Rank Correlation - **Graphical Representation:** Histogram, frequency polygon, Cumulative frequency curve, Ogive curve, Pie diagram, Bar diagram, Line graph.

Unit X SPECIFIC METHODS AND SKILLS IN TEACHING ENGLISH 13hrs

Teaching prose: steps in teaching a prose lesson – Teaching vocabulary: strategies to develop vocabulary - Teaching poetry: - effects of teaching poetry - Teaching grammar: grammar-free teaching model – Teaching composition: types of composition: controlled, guided and free composition. Listening skill: Three stages of listening – Speaking skill: Techniques and task-centered oral fluency practice - Reading Skill: developing reading activities/tasks - testing reading- Writing Skill: correcting –grammatical mistakes – disorder of written expression. Grammar-Translation Method - Bilingual Method - Direct Method – The Audio-Lingual Method

- Dr.West's New Method - Other methods: Silent way –Total physical response - Dogme language teaching - Pinsleur language learning method - Michel Thomas method -

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

To prepare a student-teacher for a technology enhanced classroom

1. To browse the internet, using a computer, identify and use education-related websites and video/audio resources in teaching-learning
2. To prepare teaching material / learning resource materials: e-content
3. Preparing slides for power point presentations / lectures and also download the video resources available on the internet and use them embedded with slide presentations
4. To teach a content / lesson using an interactive whiteboard
5. To use a mobile phone to take a series of snapshots of student's activities / events / scenes and prepare a photo documentary or photo album with explanatory notes / descriptions

Total 145hrs

REFERENCES:

- Allen, Edward and Rebecca M. Valettee (1977). Classroom Techniques: Foreign Languages and English as a Second Language. New York: Harcourt Brace Jovanich Inc.
- Chastain, Kenneth (1976). Developing Second Language Skills: Theory to Practice. Chicago: Rand McNally Publishing Company.
- Davis, Fiona and Rimmer, Wayne (2011). Active Grammar (Level 1, 2 & 3). Cambridge University Press.
- Doff, Adrian (1990). Teach English: A Training course for Teachers. Cambridge: Cambridge University Press.
- Earl Stevick.W. (1982). Teaching and Learning Languages. Cambridge: Cambridge University Press.
- Krashen,S.D. (1981).The study of second language acquisition and second language learning. Oxford: Oxford University Press.
- Richards,J.C. (2006). Communicative language teaching today. Cambridge: Cambridge University Press.
- Wallace, M.J. (1998). Study skills in English. Cambridge: Cambridge UniversityPress.

Subject Code: TBED22PE2	Subject Name: PEDAGOGY OF TAMIL	Ty /Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL: Theory / Lab / Embedded Theory and Lab

OBJECTIVES

- interpret the aims and objectives around the world via social networking opportunities.
- distinguish the importance of four language skills.
- assess the significance of spoken skill.
- infer the principles and advantages of learner and teacher centered methods
- distinguish the relation between language & culture and the implications for language teaching
- discuss the different cultures and their significance.

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	explain the aims and objectives of literacy skills
CO2	design a lesson plan based on advanced bloom's taxonomy
CO3	apply the multiple teaching aids and skills for effective classroom teaching to meet the divergent learners
CO4	trace various resources and assessment methods for an effective evaluation in teaching - learning outcome
CO5	construct an idea towards research on their school experience programme through innovative methods

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	3	3	3	2	3	3	3
CO2	2	2	3	2	3	2	2	3	3	2	2	3
CO3	3	3	2	3	2	3	3	3	2	3	3	3
CO4	2	2	3	2	2	2	2	3	2	2	2	3
CO5	3	3	3	3	3	3	2	2	3	3	2	2

COs/PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	2	2	3
CO3	3	3	3
CO4	2	2	3
CO5	3	2	2

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
		✓		

COURSE CODE: TBED22PE2
தமிழ் கற்பிக்கும் முறைகள்

நோக்கங்கள்:

இப்படிப்பு முடிவுறும் தருவாயில், மாணவ ஆசிரியர்கள்

- தமிழ் மொழி கற்பித்தலின் நோக்கங்களையும் குறிக்கோள்களையும் புரிந்து கொள்வர்.
- தமிழ்ப் பாடத்திற்கான கற்பித்தல் குறிக்கோள்களைத் தயாரித்து எழுதுவர்.
- கற்பித்தல் திறன்களில் முழுத் திறனறிவு பெறுவர்.
- தமிழ் மொழி கற்பித்தலில் பல்வேறு முறைகளைக் கையாள்வர்.
- தமிழ் மொழி கற்பித்தலுக்கு பல்வேறு வளங்களைப் பயன்படுத்துவர்

அலகு 1 தமிழ் கற்பித்தலின் நோக்கங்களும் குறிக்கோள்களும் 13hrs

தமிழ் மொழி கற்பித்தலின் நோக்கங்கள்: முக்கியத்துவம் - அடிப்படை மொழித்திறன்களை வளர்த்தல் - சிந்தனையை வளர்த்தல் - எண்ணத்தை வெளியிடல் - கருத்துக்களைப் பகிர்ந்துகொள்ளுதல் - கற்பனைத் திறனை வளர்த்தல் - படைப்பாற்றலை வளர்த்தல் - இலக்கிய நயமுணர்ந்து இன்புறல் சமூகப் பண்பாட்டு மரபினை அறிதல் - ஒழுக்கப் பண்புகளை வலியுறுத்தல் - மொழிப் பற்றை வளர்த்தல் - நாட்டுப்பற்றை வளர்த்தல் - மொழி கற்பித்தலின் - பொதுக் கோட்பாடுகள் - உளவியல் கோட்பாடுகள் - பண்பாட்டிற்கும் மொழிக்குமுள்ள தொடர்பு

அலகு 2 கற்பித்தலுக்கான திட்டமிடல் 13hrs

பாடம் கற்பித்தலின் படிநிலைகள்: பாடம் கற்பித்தலுக்கான நோக்கங்களைத் தயாரித்தல் - அலகுத் திட்டம் தயாரித்தல் - பாடம் கற்பிப்புத் திட்டம் வடிவமைத்தல் - புளூம் என்பாரின் கற்பித்தல் நோக்கங்களின் வகைப்பாடு: அறிவுப் புலம் - உணர்வுப் புலம் - உள- இயக்கப் புலம் சார்ந்த நோக்கங்களை எழுதுதல் - நான்கு கட்ட கற்பிப்புத்திட்ட அட்டவணையின் அமைப்பு – நான்கு கட்ட அட்டவணையின்படிமாதிரி கற்பிப்புத் திட்டம் தயாரித்தல்.

அலகு 3 கற்பித்தல் திறன்களில் பயிற்சி பெறுதல் 13hrs

கற்பித்தல் விளக்கம் : நுண்ணிலை கற்பித்தல்
முக்கிய கற்பித்தல் திறன்களைப் புரிந்துகொள்ளல்: தொடங்குதல் திறன், விளங்குதல் திறன் - பொழிப்புரைத் திறன் - வினாக் கேட்டல் திறன் - தூண்டல் திறன் - சைகை மொழித் திறன் - வலுவூட்டல் திறன் - கரும்பலகை மூலம் கற்பிக்கும் திறன் - முடிக்கும் திறன் - சரளமாகப் பேசும் திறன் - கற்பித்தல் திறன்களை இணைத்துக் குறுநிலைக் கற்பித்தலில் (சிறு பாடம் நடத்துதல்) பயிற்சி பெறுதல் – கற்பித்தலின் முக்கிய படிகளைப் புரிந்துகொள்ளல்: ஊக்கப்படுத்துதல் - பாடக் கருத்துக்களை வழங்குதல், இடைவினைப் பேச்சு – மீளச்சிந்தித்தல் - தொகுத்துக்கூறல் - கற்பித்தல் படிகளை இணைத்துக் குறுநிலைக் கற்பித்தலில் (சிறு பாடம் நடத்துதல்) பயிற்சி பெறுதல்– குறுநிலைக் கற்பித்தலை உற்றுநோக்கிப் பின்னூட்டம் வழங்குதல்.

அலகு 4 கற்பித்தல் முறைகள்: **13hrs**

உரைநடையின் பொருள் - உரைநடை கற்பித்தலின் நோக்கம்இ உரைநடை கற்பித்தலிலுள்ள படிகள் - சொற்களஞ்சியத்தைக் கற்பித்தல் - அருஞ்சொற்களைக் கற்பித்தல் - சொற்களஞ்சியத்தைப் பெருக்குவதற்கான வழிகள். **இலக்கணம் கற்பித்தல்:** இலக்கணத்தின் பொருள் - இலக்கணம் கற்பித்தலின் நோக்கங்கள் - இலக்கணம் கற்பிக்கும் முறைகள்: விதிவருமுறை, விதிவிளக்குமுறை - இலக்கணப் பாடத்தை இனிமையாக்குதல் - கட்டுரை கற்பித்தல் : பொருள் - கட்டுரையினுடைய வகைகள் - குறிப்புகளையொட்டி கட்டுரை எழுதுதல் - வழிகாட்டுதலையொட்டி கட்டுரை வரைதல் - சொந்தமாகக் கட்டுரை வரைதல் (உழவெசழடடநனஇ பரனைநன யனெ கசநந உழஅிழளவைழெ).

அலகு 5 மொழித் திறன்களைக் கற்பித்தலும் மதிப்பிடுதலும் - கேட்டல் திறன் பேசுதல் திறன் கற்பித்தல். **13hrs**

கேட்டல் திறன் கற்பித்தல் : கேட்டல் திறனின் பொருள் - கேட்டல் வழியே கற்றல் - கேட்டல் பழக்கத்தினை வளர்த்தல்: சொல்வதைக் கேட்டுத் திரும்பச் சொல்லுதல் - தொலை அலைபேசியில் பேசிப்பழகுதல் - சொல்வதைக் கேட்டு எழுதுதல் (னுஉஉவயவழைெ) நேர்படுத்திக்கேட்டல் (தபைளயற டளைவநனைபெ) கேட்டல் திறனை மதிப்படல்.
பேசுதல் திறன் கற்பித்தல் : பேசுதல் திறனைக் கற்பித்தலின் நோக்கங்கள் - இன்றியமையாமை – வாய்மொழிப் பயிற்சியின் நோக்கங்கள்: திருத்தமாகப் பேசுதல் - அழுத்தமாகப் பேசுதல் - தெளிவாகப் பேசுதல் - அச்சமும் கூச்சமுமின்றிப் பேசுதல் - அளவறிந்து பேசுதல் - உணர்வுடன் பேசுதல் - பிழையின்றிப் பேசிப் பழகுதல் - சொற்களஞ்சியப் பெருக்கம் - திருந்திய பேச்சின் பொருந்திய நல்லியல்புகள் - திருத்தமில்லாப் பேச்சில் தென்படும் குறைகள் - நாநெகிழ்ப் பயிற்சி – நாபிறழ்ப் பயிற்சி – பேசுதல் திறனை வளர்க்கும் பயிற்சிகள் பேசுதல் திறனை மதிப்பிடல்

அலகு 6 மொழித்திறன்களைக் கற்பித்தல் - படிக்கும் திறன் கற்பித்தல் - எழுதும் திறன் கற்பித்தல் படிக்கும் திறன் கற்பித்தல் : **13hrs**

படித்தலின் நோக்கங்கள் - படித்தலின் வகைகள்: வாய்விட்டுப் படித்தல் - மனத்துக்குள் படித்தல் -படிக்க பயிற்றும் முறைகள்: எழுத்து முறை – சொல் முறை – சொற்றொடர் முறை – நிறை, குறைகள் - படித்தல் திறனை மதிப்பிடல்.**எழுதும் திறன் கற்பித்தல்** : எழுதுதலின் நோக்கங்கள் - எழுதுதலின் நிலைகள் - எழுத்துப் பயிற்சி – கையெழுத்தின் நல்லியல்புகள் - எழுத்துப் பயிற்சி முறைகள் - பிழையின்றி எழுதப் பயிற்சியளித்தல் - பிழைக்குரிய காரணங்களைக் கண்டறிதல் - பிழைகளைக் களையும் வழிமுறைகள் - எழுதுதல் திறனை மதிப்பிடல்.

அலகு 7 கற்பிக்கும் முறைகள்: **13hrs**
ஆசிரியர் மையக் கற்பித்தல். விரிவுரை முறை – ஆசிரியர் மையக் கற்பித்தல் - மாணவர் மையக் கற்பித்தல் - சக மாணவர் கற்பித்தல் - மாணவர் கற்பித்தல் சிறு குழு ∴ வகுப்பு மாணவர்கள் விவாதித்துக் கற்றல்: மாணவர் கருத்தரங்கம் பட்டிமன்றம் - குழு விவாதம்- செயல்வழிக் கற்றல் (யுடுஆ)– செயலில் கற்றல் முறை (யுயுடுஆ)

அலகு 8 கற்றல் கற்பித்தலில் துணைக்கருவிகளின் பயன்பாடு: **13hrs**

மொழிப்பயிற்றாய்வுக்கூடம் - கணினி பவர்பாயிண்ட் நழுவங்கள் (வு) – மின்கற்றல் - இணையதளம் - செயற்கைக் கோள் - விண்ணரங்கம் - காணொலி – பிம்பம் வீழ்த்தாகருவிகள் : வரைபடம், உருவப்படம், மின்னட்டை, சுழலட்டை, மாதிரிகள், வாசிப்புவேகத்தை அளவிடல் (டாசிஸ்டாஸ்கோப்), தகவல் பலகை,காந்தப் பலகை, மொழிப்பயிற்றாய்வுக் கூடம்

அலகு 9 அண்மைக்கால கற்பித்தல் போக்குகள்: 13hrs

கட்டமைப்பு கற்றல் - இ-கற்றல் - காணொலிக் காட்சிவழிக் கற்றல் - அச்செழுத்து வளங்கள்: நாளிதழ்கள்- ஆய்விதழ்கள் - கலைக்களஞ்சியங்கள் ஒலிசார் வளங்கள்: வானொலிப் பேச்சிகள் - ஒலிப்பதிவு நாடாக்கள் - குறுந்தட்டுகள் - காட்சியொளி வளங்கள் படங்கள் - ஒளிப்படங்கள் - மின் அட்டைகள், வரைபடங்கள் - விளம்பரத்தட்டிகள் , தகவல்தொடர்பு வளங்கள்: நாட்டுப்புறக் கலைஞர்கள் - களப் பயணம், மொழிவள மையங்கள் - இலக்கிய மன்றம் - தமிழாசிரியரின் பண்புகள் - இணையம் - தமிழ் கற்றலுக்கான இணைய தளங்கள் - விளக்கக் காட்சி படங்கள் ழிறநச ிழவெ ிசநளநவெயவழைெ) - பல்லூடக கற்றல் (அரடவை அநனயை) – கைபேசி வழிக்கற்றல் (அழடிடைந டநயசளைபெ).

அலகு 10 கற்றல் கற்பித்தலின் மதிப்பீடு 13hrs

நல்ல தேர்வின் பண்புகள் - தேர்வின் வகைகள் வினாத்தாள் திட்ட வரைவு – விடைத்தாள் அளவிடுதல் - மதிப்பெண் அளவிடுதல் - நிகழ்வெண்பரவல் - மையபோக்கு அளவைகள் - கூட்டுசராசரி, இடைநிலை, முகடு சிதறல் அளவைகள் ஒட்டுறவு கெழு தர வரைபடங்கள் - பரவல் செவ்வகம் நிகழ்வெண பலகோணம் - குவிவு நிகழ்வெண் வளைகோடு ஓகைப் வரைகோடு, வட்ட விளக்கப் படம்.

அனுபவம் மற்றும் நடைமுறை வேலை (ஏதேனும் இரண்டு) 15hrs

தொழில்நுட்பம் மேம்படுத்தப்பட்ட வகுப்பறைக்கு மாணவர்-ஆசிரியரை தயார்படுத்துதல்
1. இணையத்தில் உலாவ, கணினியைப் பயன்படுத்தி, கற்பித்தல்-கற்றலில் கல்வி தொடர்பான இணையதளங்கள் மற்றும் வீடியோ.∴ஆடியோ ஆதாரங்களைக் கண்டறிந்து பயன்படுத்தவும்
2. கற்பித்தல் பொருள் ∴ கற்றல் ஆதாரப் பொருட்கள் தயாரிக்க: மின் உள்ளடக்கம்
3. பவர்பாயிண்ட் விளக்கக்காட்சிகள் ∴ விரிவுரைகளுக்கு ஸ்லைடுகளைத் தயாரித்தல் மற்றும் இணையத்தில் கிடைக்கும் வீடியோ ஆதாரங்களைப் பதிவிறக்கம் செய்து அவற்றை ஸ்லைடு விளக்கக்காட்சிகளுடன் உட்பொதித்து பயன்படுத்தவும்
4. ஊடாடும் ஒயிட்போர்டைப் பயன்படுத்தி உள்ளடக்கம் ∴ பாடம் கற்பிக்க

மேற்கோள் நூல்கள் Total 145hrs

- கலைச்செல்வி.வெ. (2012). துமிழ் பயிற்றல் நுட்பங்கள் குமாரபாளையம்: சஞ்சீவ் வெளியீடு
- தேன்மொழி (2012). பாடப்பொருளும் தமிழ் கற்பித்தலும். மதுரை: மாநிலா பதிப்பகம்.
- சொக்கலிங்கம்.என்.(2016) நல்ல தமிழில் எழுதுவோம். சேன்னை: கிழக்கு பதிப்பகம்
- தமிழ்நாட்டுப் பாடநூல் நிறுவனம் (2001). தமிழ்மொழி கல்வி கற்பித்தல். சென்னை.
- இரத்தினசபாபதி.பி விஜயா.கு(2016) தமிழ் கற்பித்தல் முறைகள் சென்னை: சாந்தா வெளியீடு

Subject Code: TBED22PE3	Subject Name: PEDAGOGY OF MATHEMATICS	Ty/Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- state the aims and objectives of teaching mathematics.
- formulate instructional objectives for a lesson.
- relate the mathematical teaching skills in teaching .
- apply various methods in teaching mathematics.
- analyze various resources in teaching mathematics.
- assess and evaluate by using appropriate methods in teaching mathematics

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	describe the concepts , aims and objectives of pedagogical resources and methods used in teaching mathematics
CO2	design a lesson plan based on advanced Bloom's Taxonomy
CO3	apply the multiple teaching aids and skills for effective classroom teaching to meet the divergent learners
CO4	Prepare various resources and assessment methods for an effective evaluation in teaching –learning outcome
CO5	assess and evaluate by using appropriate methods in teaching mathematics

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	2	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
		✓		

COURSE CODE: TBED22PE3
PEDAGOGY OF MATHEMATICS

OBJECTIVES:

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

- state the aims and objectives of teaching mathematics.
- formulate instructional objectives for a lesson.
- relate the mathematical teaching skills in teaching .
- apply various methods in teaching mathematics.
- analyze various resources in teaching mathematics.
- assess and evaluate by using appropriate methods in teaching mathematics

Unit I AIMS AND OBJECTIVES OF TEACHING MATHEMATICS 13hrs

Mathematics: Meaning, nature and scope. - Aims and objectives of teaching Mathematics in schools – Need and significance of teaching Mathematics – Values of Teaching Mathematics – Correlation between subjects.

Unit II PLANNING FOR INSTRUCTION 13hrs

Steps in planning a lesson: Setting lesson goals - Designing a unit plan - Designing a lesson plan - Bloom's Taxonomy of educational objectives - Revised Bloom's taxonomy (2001) – Approaches in lesson plan-Formulating Instructional objectives at cognitive, affective and psychomotor levels - Structure of a four-fold lesson plan - Preparation of a model lesson plan.

Unit III PRACTISING THE TEACHING SKILLS IN MATHEMATICS 13hrs

Meaning of teaching – Understanding major teaching skills: Introducing – explaining – questioning - varying the stimulus - non-verbal cues – reinforcement - closure and Blackboard fluency in communication - Practising a mini-lesson with multiple-teaching skills Observation and feedback on the practice of integration of teaching skills –Understanding major steps in teaching a mini-lesson: Motivation – presentation –interaction - reflection and summing up - Practising a mini-lesson Observation and feedback on mini-teaching.

UNIT IV: TEACHER CENTERED METHODS 13hrs

Teacher-centered methods: Lecture method - Demonstration method – Inductive method - Deductive method - Analytic method - Synthetic method - Socratic Method - Team-teaching method .

UNIT V: LEARNER CENTERED METHODS **13hrs**

Learner-centered methods: Laboratory method – Heuristic method - Project method - Peer tutoring - Individual activities - Experiential learning - Teacher-guided learning - Problem-solving method - Mathematics through e-content

UNIT VI: INTERACTIVE LEARNING METHODS **13hrs**

Small group/whole-class interactive learning: Student seminar - group discussion – mixed - ability grouping - Activity based learning (ABL) - Active Learning Method (ALM) - Advanced Active Learning Method (AALM)

Unit VII RECENT TRENDS AND TECHNIQUES IN TEACHING MATHEMATICS **13hrs**

Recent trends: Constructivist learning - Problem-based learning - Brain-based learning-Collaborative learning - Flipped learning - Blended learning - Video conferencing-E-Learning trends: Mobile learning – MOOC – OER – SWAYAM. **Techniques:** Brainstorming – buzz session - simulation

Unit VIII RESOURCES FOR TEACHING MATHEMATICS **13hrs**

Print resources: Newspapers – Journals – Magazines - Mathematics Encyclopaedias. Audio resources: Radio talk - audio tapes - DVDs/CDs. Visual resources: Pictures– blackboard sketches– flannel board-Scrap Book-Diorama- charts – posters - photos - graphs - flash cards - models. **ICT resources**: Radio - TV – Internet - Interactive whiteboard -OMR sheet – Multimedia: Overhead projector – tape recorder – powerpoint presentation – websites for teaching mathematics.

Unit IX COMMUNITY RESOURCES FOR TEACHING MATHEMATICS **13hrs**

Community resources: Field trips - Mathematics exhibition/fair – Mathematics Laboratory/ Mathematics Resource centre - Mathematics club – Qualities of a good Mathematics textbook - Qualities of a Mathematics teacher.

Unit X: EVALUATION IN MATHEMATICS **13hrs**

Characteristics of Good Test – Types of Tests – E-Assessment - Blueprint – Scoring Key – Marking Scheme – Frequency Distribution – **Measures of Central Tendency:** Mean, Median, Mode, **Measures of Variability:** Range, Standard Deviation, Quartile Deviation, Rank Correlation - **Graphical Representation:** Histogram, frequency polygon, Cumulative frequency curve, Ogive curve, Pie diagram, Bar diagram, Line graph.

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs
To prepare a student-teacher for a technology enhanced classroom

1. To browse the internet, using a computer, identify and use education-related websites and video/audio resources in teaching-learning
2. To prepare teaching material / learning resource materials: e-content
3. Preparing slides for powerpoint presentations / lectures and also download the video resources available on the internet and use them embedded with slide presentations
4. To teach a content / lesson using an interactive whiteboard
5. To use a mobile phone to take a series of snapshots of student's activities / events / scenes and prepare a photo documentary or photo album with explanatory notes / descriptions

Total 145hrs

REFERENCES:

- Aggarwal, J. C. (2008). Teaching mathematics. UP: Vikas Publishing House Pvt Ltd.
- Burner, J. S. (1971). Towards a study of Instruction. Cambridge: Harvard University Press.
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- Gagne, R. M. (1990). The learning principles: Analysis of concept learning. New York: Merrill Publishing Company.
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- James Anbice (2005). Teaching of Mathematics. Neelkamal Publications.
- Joyce & Well. (2004). Models of teaching, U.K: Prentice hall of India.
- Mangal, S. k., & Mangal, S. (2005). Essentials of educational technology and management. Meerut: loyal book depot.
- Nalikar, J. V., & Narlikar, M. (2001). Fun and fundamentals of mathematics. Hyderabad: Universities Press.
- NCERT (2012). Pedagogy of Mathematics, New Delhi: NCERT.
- Passi, B. K. (1976). Becoming a better teacher : Micro teaching approach Ahmadabad: Sahitya Mudranalaya.
- Schwartz, S. L. (2007). Teaching Young Children Mathematics. London: Atlantic Publishers & Distributors (P) Ltd.

Subject Code: TBED22PE4	Subject Name: PEDAGOGY OF PHYSICAL SCIENCE	Ty /Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- state the aims and objectives of teaching physical science
- formulate instructional objectives for a lesson
- relate the various teaching skills in the teaching learning process
- apply various methods in teaching science
- analyze various resources in teaching science
- use of statistical, graphical and algebraic techniques wherever relevant

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	describe the concepts , aims and objectives of pedagogical resources and methods used in teaching physical science
CO2	design a lesson plan based on advanced Bloom's Taxonomy
CO3	apply the multiple teaching aids and skills for effective classroom teaching to meet the divergent learners
CO4	Prepare various resources and assessment methods for an effective evaluation in teaching –learning outcome
CO5	assess and evaluate by using appropriate methods in teaching physical science

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
		✓		

COURSE CODE: TBED22PE4
PEDAGOGY OF PHYSICAL SCIENCE

OBJECTIVES:

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

- state the aims and objectives of teaching physical science
- formulate instructional objectives for a lesson
- relate the various teaching skills in the teaching learning process
- apply various methods in teaching science
- analyze various resources in teaching science
- use of statistical, graphical and algebraic techniques wherever relevant

Unit I AIMS AND OBJECTIVES OF TEACHING SCIENCE 13hrs

Science: Meaning, nature and scope - Aims and objectives of teaching Science in schools – Need and significance of teaching Science – Values of Teaching Science – Correlation between subjects.

Unit II PLANNING FOR INSTRUCTION 13hrs

Steps in planning a lesson: Setting lesson goals - Designing a unit plan - Designing a lesson plan - Bloom's Taxonomy of educational objectives - Revised Bloom's taxonomy (2001) – Approaches in lesson plan - Formulating Instructional objectives at cognitive, affective and psychomotor levels - Structure of a four-fold lesson plan - Preparation of a model lesson plan.

Unit III PRACTISING THE TEACHING SKILLS IN SCIENCE 13hrs

Meaning of teaching – Understanding major teaching skills: Introducing – explaining – questioning - varying the stimulus - non-verbal cues – reinforcement - closure and blackboard - fluency in communication - Practising a mini-lesson with multiple-teaching skills-observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation – presentation –interaction - reflection and summing up - Practising a mini-lesson - Observation and feedback on mini-teaching.

UNIT IV: TEACHER CENTERED METHODS 13hrs

Teacher-centered methods: Lecture method - Demonstration method – Inductive method - Deductive method - Analytic method - Synthetic method - Socratic Method - Team-teaching method

UNIT V: LEARNER CENTERED METHODS **13hrs**

Learner-centered methods: Laboratory method – Heuristic method - Project method - Peer tutoring - Individual activities - Experiential learning - Teacher-guided learning - Problem-solving method - Physical Science through e-content

UNIT VI: INTERACTIVE LEARNING METHODS **13hrs**

Small group/whole-class interactive learning: Student seminar - group discussion – mixed - ability grouping - Activity based learning (ABL) - Active Learning Method (ALM) - Advanced Active Learning Method (AALM)

Unit VII RECENT TRENDS AND TECHNIQUES IN TEACHING SCIENCE **13hrs**

Recent trends: Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning – Video conferencing – E-Learning trends: Mobile learning – MOOC – OER – SWAYAM. **Techniques:** Brainstorming – buzz session - simulation

Unit VIII RESOURCES FOR TEACHING SCIENCE **13hrs**

Print resources: Newspapers – Journals – Magazines – Science Encyclopedias. Audio resources: Radio talk - audio tapes - DVDs/CDs. Visual resources: Pictures– blackboard sketches– flannel board -Scrap Book-Diorama- charts – posters - photos - graphs - flash cards - models. ICT resources: Radio - TV – Internet - Interactive whiteboard -OMR sheet – Multimedia: Overhead projector – tape recorder – power point presentation – websites for teaching science.

Unit IX COMMUNITY RESOURCES FOR TEACHING SCIENCE **13hrs**

Community resources: Field trips – Science exhibition/fair – Science Laboratory/ Science Resource centre - Science club – Qualities of a good Science textbook - Qualities of a Science teacher.

Unit X EVALUATION IN SCIENCE **13hrs**

Characteristics of Good Test – Types of Tests – E-Assessment - Blueprint – Scoring Key – Marking Scheme – Frequency Distribution – Measures of Central Tendency**:** Mean, Median, Mode, Measures of Variability: Range, Standard Deviation, Quartile Deviation, Rank Correlation - Graphical Representation: Histogram, frequency polygon, Cumulative frequency curve, Ogive curve, Pie diagram, Bar diagram, Line graph.

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

To prepare a student-teacher for a technology enhanced classroom

1. To browse the internet, using a computer, identify and use education-related websites and video/audio resources in teaching-learning
2. To prepare teaching material / learning resource materials: e-content
3. Preparing slides for power point presentations / lectures and also download the video resources available on the internet and use them embedded with slide presentations
4. To teach a content / lesson using an interactive whiteboard
5. To use a mobile phone to take a series of snapshots of student's activities / events / scenes and prepare a photo documentary or photo album with explanatory notes / descriptions

Total 145hrs

REFERENCES:

- Carin & Robert Sund, (1989). Teaching Modern Science (Fifth Edition), Merill Publishing Co., U.S.A.
- Chauhan, S.S. (1985). Innovation in Teaching and Learning Process, Vikas Publishing
- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools, Sterling Publication (Pvt.) Limited. Jenkins, E.W. (Ed.) (1997). Innovations in Science and Technology Education, Vol. VI, UNESCO, Paris.
- Kerr, S.T., (Ed.), Technology and the Future of Schooling, University of Chicago Press, U.S.A.
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- Panner Selvam, A. (1976). Teaching of Physical Science (Tamil), Government of Tamil Nadu.
- Passi, B.K., Becoming a Better Teacher, Micro Teaching Approach.
- Patton, M.Q. (1980). Qualitative Evaluation Methods, Sage Publications, India.
- P.S.S.C., (1964). Physics Teachers Resource Book and Guide, NCERT Publication.
- Sharma, P.C. (2006). Modern Science Teaching, Dhanpat Rai Publications, New Delhi.
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Subject Code: TBED22PE5	Subject Name: PEDAGOGY OF BIOLOGICAL SCIENCE – (PART I)	Ty /Lb/ ET L	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL: Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- state the aims and objectives of teaching biological science
- formulate instructional objectives for a lesson
- relate the various teaching skills in the teaching learning process
- apply various methods in teaching science
- analyze various resources in teaching biological science
- use of statistical, graphical and algebraic techniques wherever relevant

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	describe the concepts of pedagogical resources and methods used in teaching process
CO2	design a lesson plan based on advanced Bloom's Taxonomy
CO3	apply the multiple teaching aids and skills for effective classroom teaching to meet the divergent learners
CO4	Prepare various resources and assessment methods for an effective evaluation in teaching –learning outcome
CO5	assess and evaluate by using appropriate methods in teaching biological science

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
		✓		

COURSE CODE: TBED22PE5
PEDAGOGY OF BIOLOGICAL SCIENCE

OBJECTIVES:

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

- state the aims and objectives of teaching biological science
- formulate instructional objectives for a lesson
- relate the various teaching skills in the teaching learning process
- apply various methods in teaching science
- analyze various resources in teaching biological science
- use of statistical, graphical and algebraic techniques wherever relevant

Unit I AIMS AND OBJECTIVES OF TEACHING SCIENCE 13hrs

Science: Meaning, nature and scope. - Aims and objectives of teaching Science in schools – Need and significance of teaching Science – Values of Teaching Science – Correlation between subjects.

Unit II PLANNING FOR INSTRUCTION 13hrs

Steps in planning a lesson: Setting lesson goals - Designing a unit plan - Designing a lesson plan - Bloom's Taxonomy of educational objectives -Revised Bloom's taxonomy (2001) – Approaches in lesson plan-Formulating Instructional objectives at cognitive, affective and psychomotor levels - Structure of a four-fold lesson plan - Preparation of a model lesson plan.

Unit III PRACTISING THE TEACHING SKILLS IN SCIENCE 13hrs

Meaning of teaching – Understanding major teaching skills: Introducing – explaining – questioning - varying the stimulus - non-verbal cues – reinforcement - closure and Blackboard - fluency in communication - Practising a mini-lesson with multiple-teaching skills-Observation and feedback on the practice of integration of teaching skills –Understanding major steps in teaching a mini-lesson: Motivation – presentation –interaction - reflection and summing up - Practising a mini-lesson Observation and feedback on mini-teaching.

UNIT IV: TEACHER CENTERED METHODS 13hrs

Teacher-centered methods: Lecture method - Demonstration method – Inductive method - Deductive method - Analytic method - Synthetic method - Socratic Method - Team-teaching method .

UNIT V: LEARNER CENTERED METHODS **13hrs**

Learner-centered methods: Laboratory method – Heuristic method - Project method - Peer tutoring - Individual activities - Experiential learning - Teacher-guided learning - Problem-solving method - Biological Science through e-content

UNIT VI: INTERACTIVE LEARNING METHODS **13hrs**

Small group/whole-class interactive learning: Student seminar - group discussion – mixed - ability grouping - Activity based learning (ABL) - Active Learning Method (ALM) - Advanced Active Learning Method (AALM)

Unit VII RECENT TRENDS AND TECHNIQUES IN TEACHING SCIENCE **13hrs**

Recent trends: Constructivist learning - Problem-based learning - Brain-based learning- Collaborative learning - Flipped learning - Blended learning – Video conferencing – E-Learning trends: Mobile learning – MOOC – OER – SWAYAM. **Techniques:** Brainstorming – buzz session - simulation

Unit VIII RESOURCES FOR TEACHING SCIENCE **13hrs**

Print resources: Newspapers – Journals – Magazines – Science Encyclopedias. Audio resources: Radio talk - audio tapes - DVDs/CDs. Visual resources: Pictures– blackboard sketches– flannel board - Scrap Book - Diorama- charts – posters - photos - graphs - flash cards - models - ICT resources: Radio - TV – Internet - Interactive whiteboard - OMR sheet – Multimedia: Overhead projector – tape recorder – power point presentation – websites for teaching science.

Unit IX COMMUNITY RESOURCES FOR TEACHING SCIENCE **13hrs**

Community resources: Field trips – Science exhibition/fair – Science Laboratory/ Science Resource centre - Science club – Qualities of a good Science textbook - Qualities of a Science teacher.

Unit X EVALUATION IN SCIENCE **13hrs**

Characteristics of Good Test – Types of Tests – E-Assessment - Blueprint – Scoring Key – Marking Scheme – Frequency Distribution – Measures of Central Tendency**:** Mean, Median, Mode, Measures of Variability**:** Range, Standard Deviation, Quartile Deviation, Rank Correlation - Graphical Representation**:** Histogram, frequency polygon, Cumulative frequency curve, Ogive curve, Pie diagram, Bar diagram, Line graph.

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

To prepare a student-teacher for a technology enhanced classroom

1. To browse the internet, using a computer, identify and use education-related websites and video/audio resources in teaching-learning
2. To prepare teaching material / learning resource materials: e-content
3. Preparing slides for power point presentations / lectures and also download the video resources available on the internet and use them embedded with slide presentations
4. To teach a content / lesson using an interactive whiteboard
5. To use a mobile phone to take a series of snapshots of student's activities / events / scenes and prepare a photo documentary or photo album with explanatory notes / descriptions

Total 145hrs

REFERENCES:

- Aggarwal .D.D. (2008), Modern Method of Teaching Biology, Karan paper backs, New Delhi.
- Ahmed J. (2011). Teaching of Biological Science. New Delhi:PHI Learning Pvt. Ltd.
- Bloom Benjamin, S, (1988) taxonomy of Educational Objectives, Handbook I – cognitive Domain, New York, Haracourt Brace & world Inc.
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- Chauhan.S.S. Innovations in teaching learning process, Vikas publishing House, New Delhi. 1985.
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- Gupta, S. K. (1985). Teaching of physical science in secondary schools. New Delhi: Sterling Publication (Pvt.) Limited.
- Jenkins, E. W. (1997). Innovations in science and technology education. (Vol.VI), Paris: UNESCO.
- Kohli, V.K.: How to Teach Science, Ambala city, Vivek Publishers.
- Mohan, Radha (1965): Innovative science teaching: New Delhi, Prentice Hall of India.
- New UNESCO Source Book for Science teaching (1978): New Delhi, Oxford & IBH.
- Pandey, (2003). Major issues in science teaching. New Delhi: Sumit Publications.
- Sharma, P.C. (2006). Modern science teaching. New Delhi: Dhanpat Rai Publications.

Subject Code: TBED22PE6	Subject Name: PEDAGOGY OF COMPUTER SCIENCE	Ty/ Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- define the aims and objectives of teaching Computer Science.
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching Computer Science.
- use various resources in teaching Computer Science.
- use of statistical, graphical and algebraic techniques wherever relevant

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	describe the concepts of pedagogical resources and methods used in teaching process
CO2	design a lesson plan based on advanced Bloom's Taxonomy
CO3	apply the multiple teaching aids and skills for effective classroom teaching to meet the divergent learners
CO4	prepare various resources and assessment methods for an effective evaluation in teaching –learning outcome
CO5	assess and evaluate by using appropriate methods in teaching computer science

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs/ PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
		✓		

COURSE CODE: TBED22PE6
PEDAGOGY OF COMPUTER SCIENCE

OBJECTIVES:

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

- define the aims and objectives of teaching Computer Science.
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching Computer Science.
- use various resources in teaching Computer Science.
- use of statistical, graphical and algebraic techniques wherever relevant

UNIT I: AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE 13hrs

Computer Science: Meaning, nature and scope – Aims and objectives of teaching Computer Science in schools – Need and significance of teaching Computer Science– Values of teaching Computer Science – Correlation between subjects.

UNIT II: PLANNING FOR INSTRUCTION 13hrs

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels – Revised Bloom's taxonomy (2001) – Approaches in lesson plan - Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

UNIT III: PRACTICING THE TEACHING SKILLS IN COMPUTER SCIENCE 13hrs

Meaning of teaching – **Understanding major teaching skills:** Introducing, explaining, questioning, varying the stimulus, non-verbal cues, reinforcement, Closure, Blackboard and fluency in communication – Practicing a mini-lesson with multiple teaching skills Observation and feedback on the practice of integration of teaching skills – **Understanding major steps in teaching a mini lesson:** Motivation, presentation, interaction, reflection and summing up – Practicing mini-lesson Observation and feedback on mini- teaching.

UNIT IV: TEACHER CENTERED METHODS 13hrs

Teacher-centered methods: Lecture method - Demonstration method – Inductive method - Deductive method - Analytic method - Synthetic method - Socratic Method - Team-teaching method .

UNIT V: LEARNER CENTERED METHODS **13hrs**

Learner-centered methods: Laboratory method – Heuristic method - Project method - Peer tutoring - Individual activities - Experiential learning - Teacher-guided learning - Problem-solving method - Computer Science through e-content

UNIT VI: INTERACTIVE LEARNING METHODS **13hrs**

Small group/whole-class interactive learning: Student seminar - group discussion – mixed - ability grouping - Activity based learning (ABL) - Active Learning Method (ALM) - Advanced Active Learning Method (AALM)

UNIT VII: RECENT TRENDS AND TECHNIQUES IN TEACHING COMPUTER SCIENCE **13hrs**

Recent trends in teaching: Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - Video conferencing – E-Learning trends: Mobile learning –Massive Open Online Courses (MOOC) – Open Educational Resources (OER) – Study Webs of Active–Learning for Young Aspiring Minds (SWAYAM) **Techniques:** Brainstorming – buzz session - simulation

UNIT VIII: RESOURCES FOR TEACHING COMPUTER SCIENCE **13hrs**

Print resources: Newspapers – Journals - Magazines - Computer Science encyclopedias. **Audio resources**: Radio talk - audio tapes - DVDs / CDs./ USB **Visual resources**: Pictures – blackboard sketches - Flannel Board - Scrap Book - Diorama - charts – posters - photos - graphs - flash cards - models. **ICT resources**: Radio - TV – Internet - Interactive whiteboard - OMR sheet – Multimedia: Overhead projector – tape recorder - voice recorder – power point presentation – websites for teaching computer science

UNIT IX: COMMUNITY RESOURCES FOR TEACHING COMPUTER SCIENCE 13hrs

Community resources: Field Trips - Computer Science exhibition – Computer Science Laboratory – Computer Science Resource Center – Computer Science Club - Qualities of a good Computer Science textbook - Qualities of a Computer Science teacher.

UNIT X: EVALUATION IN COMPUTER SCIENCE **13hrs**

Characteristics of Good Test – Types of Tests – E-Assessment - Blueprint – Scoring Key – Marking Scheme – Frequency Distribution – **Measures of Central Tendency:** Mean, Median, Mode, **Measures of Variability:** Range, Standard Deviation, Quartile Deviation, Rank Correlation - **Graphical Representation:** Histogram, frequency polygon, Cumulative frequency curve, Ogive curve, Pie diagram, Bar diagram, Line graph.

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

To prepare a student-teacher for a technology enhanced classroom

1. To browse the internet, using a computer, identify and use education related websites and video / audio resources in teaching-learning
2. To prepare teaching material / learning resource materials: e-content
3. To use a computer for preparing slides for powerpoint presentations / lectures and also download the video resources available on the internet and use them embedded with slide presentations
4. To teach a content / lesson using an interactive whiteboard
5. To use mobile phone to take a series of snapshots of student's activities / events / scenes and prepare a photo documentary or photo album with explanatory notes / descriptions

Total 145hrs

REFERENCES:

- Bloom, Benjamin, S.(1984). *Taxonomy of educational objectives: Book1:Cognitive domain.* Boston:Addison Wesley Publication.
- Chauhan, S.S. (1985). *Innovation in teaching and learning process*. New Delhi: Vikas Publishing House.
- Sandeep, John Milin (2014). *Teaching of computer science.* New Delhi: Neelkamal Publication.
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- Dave, R.H. & Patel, P.M. (1972). *Educational evaluation and assessment*, New Delhi: NCERT.

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https://ugcnetpaper1.com/teaching-methodology/
https://happynumbers.com/blog/list-of-teaching-methodologies-primary-school/

Subject Code: TBED22PE7	Subject Name: PEDAGOGY OF SOCIAL SCIENCE (PART-I)	Ty /Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES

- define the aims and objectives of teaching Social Science.
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching Social Science.
- use various resources in teaching Social Science.
- use of statistical, graphical and algebraic techniques wherever relevant

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	describe the concepts of pedagogical resources and methods used in teaching process
CO2	design a lesson plan based on advanced Bloom's Taxonomy
CO3	apply the multiple teaching aids and skills for effective classroom teaching to meet the divergent learners
CO4	Prepare various resources and assessment methods for an effective evaluation in teaching –learning outcome
CO5	assess and evaluate by using appropriate methods in teaching social science

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	3	3	3	2	3	3	3
CO2	2	2	3	2	3	2	2	3	3	2	2	3
CO3	3	3	2	3	2	3	3	3	2	3	3	3
CO4	2	2	3	2	2	2	2	3	2	2	2	3
CO5	3	3	3	3	3	3	2	2	3	3	2	2

COs/ PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	2	2	3
CO3	3	3	3
CO4	2	2	3
CO5	3	2	2

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
		✓		

COURSE CODE: TBED22PE7
PEDAGOGY OF SOCIAL SCIENCE

OBJECTIVES:

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

- define the aims and objectives of teaching Social Science.
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching Social Science.
- use various resources in teaching Social Science.
- use of statistical, graphical and algebraic techniques wherever relevant

UNIT I: AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCE 13hrs

Social Science: Meaning, nature and scope – Aims and objectives of teaching Social Science in schools – Need and significance of teaching Social Science– Values of teaching Social Science- Correlation between subjects.

UNIT II: PLANNING FOR INSTRUCTION 13hrs

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels – Revised Blooms taxonomy (2001) – Approaches in lesson plan - Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

UNIT III: PRACTICING THE TEACHING SKILLS IN SOCIAL SCIENCE 13hrs

Meaning of teaching – Understanding major teaching skills: Introducing, explaining, questioning, varying the stimulus, non-verbal cues, reinforcement, Closure, Blackboard and fluency in communication – Practicing a mini-lesson with multiple teaching skills Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini lesson**:** Motivation, presentation, interaction, reflection and summing up – Practicing mini-lesson Observation and feedback on mini- teaching.

UNIT IV: TEACHER CENTERED METHODS 13hrs

Teacher-centered methods: Lecture method - Demonstration method – Inductive method - Deductive method - Analytic method - Synthetic method - Socratic Method - Team-teaching method .

UNIT V: LEARNER CENTERED METHODS **13hrs**

Learner-centered methods: Laboratory method – Heuristic method - Project method - Peer tutoring - Individual activities - Experiential learning - Teacher-guided learning - Problem-solving method - Social Science through e-content

UNIT VI: INTERACTIVE LEARNING METHODS **13hrs**

Small group/whole-class interactive learning: Student seminar - group discussion – mixed - ability grouping - Activity based learning (ABL) - Active Learning Method (ALM) - Advanced Active Learning Method (AALM)

UNIT VII: RECENT TRENDS AND TECHNIQUES IN TEACHING SOCIAL SCIENCE **13hrs**

Recent trends in teaching: Constructivist learning- Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - Video conferencing – E-Learning trends: Mobile learning – MOOC – OER – SWAYAM. Techniques: Brain storming – buzz session - simulation

UNIT VIII: RESOURCES FOR TEACHING SOCIAL SCIENCE **13hrs**

Print resources: Newspapers –Journals - Magazines - Social Science encyclopedias. Audio resources: Radio talk - audio tapes - DVDs / CDs. Visual resources: Pictures – blackboard sketches -Flannel board-Scrap Book-Diorama - charts – posters - photos - graphs - flash cards - models. ICT resources: Radio - TV – Internet - Interactive whiteboard - OMR sheet – Multimedia: Overhead projector – tape recorder – power point presentation – websites for teaching Social science

UNIT IX: COMMUNITY RESOURCES FOR TEACHING SOCIAL SCIENCE **13hrs**

Community resources: Fieldtrips – Museum – Archives – Library – excavated archaeological sites and monuments - Social Science exhibition – Social Science Laboratory – Social Science Resource Centre – Social Science Club - Qualities of a good Social Science textbook - Qualities of a Social Science teacher.

UNIT X: EVALUATION IN SOCIAL SCIENCE **13hrs**

Characteristics of Good Test – Types of Tests – E-Assessment - Blue Print – Scoring Key – Marking Scheme – Frequency Distribution – Measures of Central Tendency: Mean, Median, Mode, Measures of Variability: Range, Standard Deviation, Quartile Deviation, Rank Correlation - Graphical Representation: Histogram, frequency polygon, Cumulative frequency curve, Ogive curve, Pie diagram, Bar diagram, Line graph.

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

To prepare a student-teacher for a technology enhanced classroom

1. To browse the internet, using a computer, identify and use education related websites and video / audio resources in teaching-learning
2. To prepare teaching material / learning resource materials: e-content
3. To use a computer for preparing slides for power point presentations / lectures and also download the video resources available on the internet and use them embedded with slide presentations
4. To teach a content / lesson using an interactive whiteboard
5. To use mobile phone to take a series of snapshots of student's activities / events / scenes and prepare a photo documentary or photo album with explanatory notes / descriptions

Total 145hrs

REFERENCES:

- Batra, P. (Ed. 2010). Social Science Learning in Schools: Perspectives and Challenges. New Delhi: Sage Publication.
- Bining, A.C &Bining D.H (1952). Teaching of Social Studies in Secondary Schools, Tata McGraw Hill Publishing, Bombay.
- Edwin, Fenton (1967) The New Social Studies in secondary Schools- An Inductive Approach, Holt Binchart and Winston, New York.
- Bloom, Benjamin, S.(1984). *Taxonomy of educational objectives: Book1:Cognitive domain.* Boston:Addison Wesley Publication.
- Chauhan, S.S. (1985). *Innovation in teaching and learning process*. New Delhi: Vikas Publishing House.
- Kochhar, S.K. (1988). *Teaching of Social science.* New Delhi: Sterling Publishers.
- Khirwadkar, A. (2005). *Information and communication technology in education*. New Delhi: Sarup& Sons.
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- Mechlinger,M.D. (1981) UNESCO Handbook of Teaching Social Studies, Croom Helm , London
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Subject Code: TBED22PE8	Subject Name: PEDAGOGY OF COMMERCE AND ACCOUNTANCY	Ty/Lb / ET L	L	T / S.L r	P/R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L: Lecture T: Tutorial SLr: Supervised Learning P: Project R: Research C: Credits
Ty/Lb/ETL: Theory / Lab / Embedded Theory and Lab

OBJECTIVES

At the end of the course, the student-teachers will be able to

- define the aims and objectives of teaching Commerce and Accountancy
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching Commerce and Accountancy.
- use various resources in teaching Commerce and Accountancy.
- use of statistical, graphical and algebraic techniques wherever relevant

COURSE OUTCOMES (COs)

Students completing this course were able to

CO1	describe the concepts of pedagogical resources and methods used in teaching process
CO2	design a lesson plan based on advanced Bloom's Taxonomy
CO3	apply the multiple teaching aids and skills for effective classroom teaching to meet the divergent learners
CO4	prepare various resources and assessment methods for an effective evaluation in teaching –learning outcome
CO5	assess and evaluate by using appropriate methods in teaching Commerce and Accountancy

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
		✓		

COURSE CODE :TBED22PE8
PEDAGOGY OF COMMERCE AND ACCOUNTANCY

OBJECTIVES:

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

- define the aims and objectives of teaching Commerce and Accountancy
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching Commerce and Accountancy.
- use various resources in teaching Commerce and Accountancy.
- use of statistical, graphical and algebraic techniques wherever relevant

UNIT I: AIMS AND OBJECTIVES OF TEACHING COMMERCE AND ACCOUNTANCY **13hrs**

Commerce and Accountancy: Meaning, nature and scope – Aims and objectives of teaching Commerce and Accountancy in schools – Need and significance of teaching Commerce and Accountancy – Values of teaching Commerce and Accountancy.

UNIT II: PLANNING FOR INSTRUCTION **13hrs**

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels – Revised Blooms taxonomy (2001) – Approaches in lesson plan - Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

UNIT III: PRACTICING THE TEACHING SKILLS IN COMMERCE AND ACCOUNTANCY **13hrs**

Meaning of teaching – Understanding major teaching skills: Introducing, explaining, questioning, varying the stimulus, non-verbal cues, reinforcement, Closure, Blackboard and fluency in communication – Practicing a mini-lesson with multiple teaching skills Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini lesson: Motivation, presentation, interaction, reflection and summing up – Practicing mini-lesson Observation and feedback on mini- teaching.

UNIT IV: TEACHER CENTERED METHODS **13hrs**

Teacher-centered methods: Lecture method - Demonstration method – Inductive method - Deductive method - Analytic method - Synthetic method - Socratic Method - Team-teaching method .

UNIT V: LEARNER CENTERED METHODS **13hrs**

Learner-centered methods: Laboratory method – Heuristic method - Project method - Peer tutoring - Individual activities - Experiential learning - Teacher-guided learning - Problem-solving method - Commerce and Accountancy through e-content

UNIT VI: INTERACTIVE LEARNING METHODS **13hrs**

Small group/whole-class interactive learning: Student seminar - group discussion – mixed - ability grouping - Activity based learning (ABL) - Active Learning Method (ALM) - Advanced Active Learning Method (AALM)

UNIT VII: RECENT TRENDS AND TECHNIQUES IN TEACHING COMMERCE AND ACCOUNTANCY **13hrs**

Recent trends in teaching: Constructivist learning- Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - Video conferencing – E-Learning trends: Mobile learning – MOOC – OER – SWAYAM. Techniques: Brain storming – buzz session - simulation

UNIT VIII: RESOURCES FOR TEACHING COMMERCE AND ACCOUNTANCY13hrs

Print resources: Newspapers –Journals - Magazines - Commerce and Accountancy encyclopedias. Audio resources: Radio talk - audio tapes - DVDs / CDs. Visual resources: Pictures – blackboard sketches-Flannel board-Scrap Book-Diorama - charts – posters - photos - graphs - flash cards - models. ICT resources: Radio - TV – Internet - Interactive whiteboard - OMR sheet – Multimedia: Overhead projector – tape recorder – power point presentation – websites for teaching computer science

UNIT IX: COMMUNITY RESOURCES FOR TEACHING COMMERCE AND ACCOUNTANCY **13hrs**

Community resources: Fieldtrips - Commerce and Accountancy exhibition – Commerce and Accountancy Laboratory – Commerce and Accountancy Resource Centre – Commerce and Accountancy Club - Qualities of a good Commerce and Accountancy textbook - Qualities of a Commerce and Accountancy teacher.

UNIT X: EVALUATION IN COMMERCE AND ACCOUNTANCY 13hrs

Characteristics of Good Test – Types of Tests – E-Assessment - Blue Print – Scoring Key – Marking Scheme – Frequency Distribution – Measures of Central Tendency: Mean, Median, Mode, Measures of Variability: Range, Standard Deviation, Quartile Deviation, Rank Correlation - Graphical Representation: Histogram, frequency polygon, Cumulative frequency curve, Ogive curve, Pie diagram, Bar diagram, Line graph.

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

To prepare a student-teacher for a technology enhanced classroom

1. To browse the internet, using a computer, identify and use education related websites and video / audio resources in teaching-learning
2. To prepare teaching material / learning resource materials: e-content
3. To use a computer for preparing slides for power point presentations / lectures and also download the video resources available on the internet and use them embedded with slide presentations
4. To teach a content / lesson using an interactive whiteboard
5. To use mobile phone to take a series of snapshots of student's activities / events / scenes and prepare a photo documentary or photo album with explanatory notes / descriptions

Total 145hrs

REFERENCES:

- Aggarwal, J.C. (2006): Teaching of Social Studies, New Delhi: Vikas Publishing House
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- Chopra, H.K. and Sharma, H. (2007): Teaching of Commerce, Kalyani Publisher, Ludhiana.
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Subject Code: TBED22PE9	Subject Name: PEDAGOGY OF ECONOMICS	Ty/Lb / ET L	L	T / S.L r	P/R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L: Lecture T: Tutorial SLr: Supervised Learning P: Project R: Research C: Credits
Ty/Lb/ETL: Theory / Lab / Embedded Theory and Lab

OBJECTIVES

At the end of the course, the student-teachers will be able to

- define the aims and objectives of teaching Economics.
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching Economics.
- use various resources in teaching Economics.
- use of statistical, graphical and algebraic techniques wherever relevant

COURSE OUTCOMES (COs)

Students completing this course were able to

CO1	describe the concepts of pedagogical resources and methods used in teaching process
CO2	design a lesson plan based on advanced Bloom's Taxonomy
CO3	apply the multiple teaching aids and skills for effective classroom teaching to meet the divergent learners
CO4	prepare various resources and assessment methods for an effective evaluation in teaching –learning outcome
CO5	assess and evaluate by using appropriate methods in teaching Economics.

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
		✓		

COURSE CODE: TBED22PE9
PEDAGOGY OF ECONOMICS

OBJECTIVES:

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

- define the aims and objectives of teaching Economics.
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching Economics.
- use various resources in teaching Economics.
- use of statistical, graphical and algebraic techniques wherever relevant

UNIT I: AIMS AND OBJECTIVES OF TEACHING ECONOMICS 13hrs

Economics: Meaning, nature and scope – Aims and objectives of teaching Economics in schools – Need and significance of teaching Economics – Values of teaching Economics-Correlation between subjects.

UNIT II: PLANNING FOR INSTRUCTION 13hrs

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels – Revised Bloom's taxonomy (2001) – Approaches in lesson plan - Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

UNIT III: PRACTICING THE TEACHING SKILLS IN ECONOMICS 13hrs

Meaning of teaching – Understanding major teaching skills: Introducing, explaining, questioning, varying the stimulus, non-verbal cues, reinforcement, Closure, Blackboard and fluency in communication – Practicing a mini-lesson with multiple teaching skills Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini lesson: Motivation, presentation, interaction, reflection and summing up – Practicing mini-lesson Observation and feedback on mini- teaching.

UNIT IV: TEACHER CENTERED METHODS 13hrs

Teacher-centered methods: Lecture method - Demonstration method – Inductive method - Deductive method - Analytic method - Synthetic method - Socratic Method - Team-teaching method .

UNIT V: LEARNER CENTERED METHODS **13hrs**

Learner-centered methods: Laboratory method – Heuristic method - Project method - Peer tutoring - Individual activities - Experiential learning - Teacher-guided learning - Problem-solving method - Economics through e-content

UNIT VI: INTERACTIVE LEARNING METHODS **13hrs**

Small group/whole-class interactive learning: Student seminar - group discussion – mixed - ability grouping - Activity based learning (ABL) - Active Learning Method (ALM) - Advanced Active Learning Method (AALM)

UNIT VII: RECENT TRENDS AND TECHNIQUES IN TEACHING ECONOMICS13hrs

Recent trends in teaching: Constructivist learning- Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - Video conferencing – E-Learning trends: Mobile learning – MOOC – OER – SWAYAM. Techniques: Brainstorming – buzz session - simulation

UNIT VIII: RESOURCES FOR TEACHING ECONOMICS **13hrs**

Print resources: Newspapers –Journals - Magazines - Economics encyclopedias. Audio resources: Radio talk - audio tapes - DVDs / CDs. Visual resources: Pictures – blackboard sketches-Flannel board-Scrap Book-Diorama - charts – posters - photos - graphs - flash cards - models. ICT resources: Radio - TV – Internet - Interactive whiteboard - OMR sheet – Multimedia: Overhead projector – tape recorder – power point presentation – websites for teaching Economics

UNIT IX: COMMUNITY RESOURCES FOR TEACHING ECONOMICS **13hrs**

Community resources: Field Trips -Economics exhibition – Economics Laboratory – Economics Resource Center – Economics Club - Qualities of a good Economics textbook - Qualities of an Economics teacher.

UNIT X: EVALUATION IN ECONOMICS **13hrs**

Characteristics of Good Test – Types of Tests – E-Assessment - Blue Print – Scoring Key – Marking Scheme – Frequency Distribution – Measures of Central Tendency: Mean, Median, Mode, Measures of Variability: Range, Standard Deviation, Quartile Deviation, Rank Correlation - Graphical Representation: Histogram, frequency polygon, Cumulative frequency curve, Ogive curve, Pie diagram, Bar diagram, Line graph.

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

To prepare a student-teacher for a technology enhanced classroom

1. To browse the internet, using a computer, identify and use education related websites and video / audio resources in teaching-learning
2. To prepare teaching material / learning resource materials: e-content
3. To use a computer for preparing slides for power point presentations / lectures and also download the video resources available on the internet and use them embedded with slide presentations
4. To teach a content / lesson using an interactive whiteboard
5. To use mobile phone to take a series of snapshots of student's activities / events / scenes and prepare a photo documentary or photo album with explanatory notes / descriptions

Total 145hrs

REFERENCES:

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- Bloom, Benjamin, S.(1984). *Taxonomy of educational objectives: Book1:Cognitive domain.* Boston:Addison Wesley Publication.
- Chauhan, S.S. (1985). *Innovation in teaching and learning process*. New Delhi: Vikas Publishing House.
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Subject Code: TBED22006	Subject Name: KNOWLEDGE AND CURRICULUM	Ty/Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- explain the epistemological bases of education
- define the nature and principles of curriculum
- describe the theories of knowledge and curriculum
- acquire the knowledge of models in curriculum development
- evaluate the change and innovation of curriculum

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	explain the epistemological bases of education
CO2	describe the nature and principles curriculum
CO3	identify the theories of knowledge and curriculum in education
CO4	trace the models in curriculum development
CO5	infer the changes and innovations in curriculum evaluation

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	2	3	3	3	2	3	3	3
CO2	3	3	2	3	3	2	3	3	2	3	3	3
CO3	3	3	2	3	3	2	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	2	2	3	3	2	3	3	3

COs/ PSOs	PSO1	PSO2	PSO3
CO1	3	2	2
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	2

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
	✓			

COURSE CODE: TBED22006

KNOWLEDGE AND CURRICULUM

OBJECTIVES:

The student teachers will be able to:

- explain the epistemological bases of education
- define the nature and principles of curriculum
- describe the theories of knowledge and curriculum
- acquire the knowledge of models in curriculum development
- evaluate the change and innovation of curriculum

UNIT I: EPISTEMOLOGICAL BASES OF EDUCATION 15hrs

Epistemology: Type of knowledge – Meaning of knowledge, skill, teaching, training, information, reason and belief- Distinction between knowledge and skill –Distinction between teaching and training - Distinction between knowledge and information - Distinction between reason and belief.

UNIT –II: NATURE AND PRINCIPLES OF CURRICULUM 15hrs

Epistemology of Curriculum – Perspectives of Curriculum- Need for Curriculum development - Principles and stages of curriculum development – Types of Curricula: Subject-centered Curriculum, Learner centered Curriculum, society-centered curriculum, life-centered curriculum, activity based curriculum, integrated curriculum, Problem-centered Curriculum, need based curriculum and Curriculum Alignment.

UNIT –III THEORIES OF KNOWLEDGE AND CURRICULUM 15hrs

Indian and Western theories of knowledge. Theories of validity of knowledge: Correspondence theory of truth - Utility theory of truth - Semantic theory of truth and Deflationary theory of truth

UNIT IV MODELS OF CURRICULUM DEVELOPMENT **15hrs**

Phases of Curriculum Development process – Models of Curriculum Development: Tyler's curriculum Inquiry Model, Taba's Grassroots Rationale Model and Saylor and Alexander's Planning process Model- Curriculum Implementation Models: ORC Model and LOC Model- Stuffle beam's CIPP evaluation model (from unit 5)- Robert Stake's Congruence- Contingency Evaluation Model

UNIT V CURRICULUM CHANGE AND INNOVATION **15hrs**

Curriculum change and innovation: definition-types of change - Process of curriculum change strategies and concepts-difference between curriculum change and innovation – need and importance of curriculum change and innovation – factors influencing curriculum development – meaning of hidden curriculum – role of hidden curriculum in developing resilience in children – teaching strategies for developing resilience in children – curriculum revision and evaluation

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) **15hrs**

1. Write a report on curriculum change and innovation.
2. Prepare a powerpoint presentation on theories of knowledge.
3. Group discussion on nature and principles of curriculum.
4. Prepare a rubrics to frame the Curriculum.
5. Prepare a mind map on various Models of curriculum development.

Total 90hrs

REFERENCES:

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- Dewey, John (1996). The Child and the Curriculum, Chicageo: The University of Chicago Press.
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Subject Code: TBED22007	Subject Name: CREATING AN INCLUSIVE SCHOOL	Ty/Lb / ET L	L	T / S.L r	P/R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L: Lecture T: Tutorial SLr: Supervised Learning P: Project R: Research C: Credits
Ty/Lb/ETL: Theory / Lab / Embedded Theory and Lab

OBJECTIVES

At the end of the course, the student-teachers will be able to

- define the concept of disability
- classify the learning disabilities
- evaluate the models of disability
- identify the need and importance of inclusive education
- explain the contributions of national and international agencies of inclusive education

COURSE OUTCOMES (COs)

Students completing this course were able to

CO1	describe the concept, characteristics, causes and types of disability
CO2	classifies the concept, types and approaches of learning disability
CO3	examine the salient features of different models of disability
CO4	enumerate the need, importance, barriers of inclusive education
CO5	discuss the contributions of national and international agencies programs and policies of inclusive education

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	3	2	3	2	3	2	3	3	3
CO2	3	3	3	2	3	2	3	3	2	3	3	3
CO3	3	3	3	3	3	2	3	3	2	3	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	2	2	3	3	3	3	3	3

COs /PSOs	PSO 1	PSO 2	PSO 3
CO1	3	2	2
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
	✓			

COURSE CODE: TBED22007
CREATING AN INCLUSIVE SCHOOL

OBJECTIVES:

The student-teachers will be able to:

- define the concept of disability
- describe of the concept of learning disabilities
- critically evaluate the models of disability
- identify the need and importance of inclusive education
- discuss the contributions of national and international agencies to inclusive education.

UNIT I: UNDERSTANDING THE DISABILITY 15hrs

Meaning and definition of disability - Meaning and definition of impairment - Differences between disability and impairment - Characteristics of disabilities -Causes of disabilities - Types of disabilities: Hearing impairment, Speech impairment, Visual impairment, Morbidity / physically challenged, Psychological disorders, mentally retarded, Cerebral palsy and multiple disability.

UNIT II: UNDERSTANDING THE LEARNING DISABILITY 15hrs

Meaning and definition of learning disabilities - Kinds of learning disabilities: dyslexia, dyscalculia, dysgraphia, dyspraxia - Approaches to identifying children with disabilities: Cognitive approach, Sensory approach, Disability-based approach, Society-based approach – Assessment of learning problems in children with disabilities - Role of teachers in managing students with learning disabilities.

UNIT III: MODELS OF DISABILITY 15hrs

Salient features of different models of disability: Individual model, Social model, Medical model, Nagi model, Quebec disability production process model, Human rights model, Professional model, Transactional model, Charity model, Functional model and Rehabilitation model.

UNIT IV: INCLUSIVE EDUCATION **15hrs**

Inclusive, Integrated, Special education: Meaning, Definition – Comparison of inclusive, integrated and special education - Inclusive education and education for all – Strategies of implementing inclusive education - Barriers to inclusive education - Overcoming barriers in inclusive education - Promoting inclusive education – Pedagogical strategies to respond to individual needs of students: Co-operative learning strategies in the classroom, Peer tutoring, Social learning, Buddy system, Reflective teaching, Multi sensory teaching - Teacher development initiatives for inclusive schooling.

UNIT V: POLICIES AND PROGRAMMES OF INCLUSIVE EDUCATION **15hrs**

Global policies and programmes of inclusive education: Tallinn Guidelines, Jomtein Conference, Salamanca Conference, Dakar Conference, U.N. Conventions on the rights of PWD - **Inclusive education policies and programmes in India:** Constitution of India and education of CWSN – Turn of events from 1906-1994: Kothari education commission report, ICDS, IEDC - NPE (1986): POA on NPE (1992), RCI, PDA act, DPEP, SSA, RTE act, IECYD, IEDSS, National policy for PWD

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) **15hrs**

1. Prepare a powerpoint presentation on recent trends in the field of inclusive education - Awareness and attitudinal changes towards the disabled.
2. Prepare an album on different types of loco-motor disabilities.
3. Create an awareness model pamphlet on autism spectrum disorder.
4. Organize a role play to understand the family problems of mentally handicapped children.
5. Prepare a mind map on Inclusive education with reference to the policies.

Total 90hrs

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- Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000).
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning.* Baltimore: Paul H. Brookes.
- Das, A.K. and Pillay, A.N. (1999). Inclusive education for disability students: Challenges for education. Paper presented at the 5th UNESCO conference, Bangkok, Thailand.
- Dash, M. (2000). Education of Exception Children, Atlantic Publishers and Distributor, New Delhi.
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- Nambissan, G.B. (2009). *Exclusion and discrimination in schools: Experiences of dalitchildren*. New Delhi: Indian Institute of Dalit Studies and UNICEF.
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- Taylar, Ronald, L. (1993). Assessment of Exceptional Children. Milton Keyness: Open University press.
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Subject Code: TBED22008	Subject Name: ASSESSMENT OF LEARNING	Ty /Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- explain the basic concepts involved in test, assessment and evaluation
- discuss the commonly used tests in schools
- summarize the purpose of formative, summative and diagnostic Test
- infer the concept of Continuous and Comprehensive Evaluation
- classify the Tools and various aspects of Curriculum Evaluation

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	classify the concepts of tests, measurement, assessment and evaluation
CO2	summarize the commonly used tests in schools, broad categories of tests and grading system
CO3	distinguish the different types of tests , tools and techniques in evaluation
CO4	infer the concept of in continuous and comprehensive evaluation and its functions in scholastic and co scholastic areas
CO5	discuss the principles and innovative methods in the curriculum evaluation

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	2	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	2	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	2	3	3	3	3

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	2	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
	✓			

COURSE CODE: TBED22008
ASSESSMENT OF LEARNING

OBJECTIVES:

At the end of the course, the student teacher will be able to

- explain the basic concepts of Test, Measurement, Assessment and Evaluation
- acquire the knowledge of commonly used Tests in schools
- summarize the purpose of formative, summative and diagnostic Test
- develop knowledge on Continuous and Comprehensive Evaluation
- classify the Tools and various aspects of Curriculum Evaluation

UNIT - I: BASICS OF MEASUREMENT, ASSESSMENT AND EVALUATION 15hrs

Test, Measurement, Assessment and Evaluation - Concept, Meaning, Nature, Characteristics and Need -Criteria of Good Measuring Instrument - Measurement scales: Nominal scale, Ordinal scale, Interval scale and Ratio scale - Purpose(s) and principles of assessment, characteristics of quality assessment- Characteristics of good evaluation – Formative and Summative Evaluation – Uses of evaluation. Meaning and Definition of Evaluation approach - Steps in Evaluation approach - Techniques of Evaluation - Classification of Evaluation Tests - Educational purpose and objectives of Evaluation - Difference between Test and Examination.

UNIT - II: COMMONLY USED TESTS IN SCHOOLS 15hrs

Meaning, Purpose and Construction of Test: Item Writing, Item – Analysis-Types of test-Achievement Test - Standardized Tests - Test Standardization: Steps of Test Standardization - Validity – Reliability – Objectivity – Usability – Norms. , Teacher -made Tests -Administration of an Achievement Tests - Scoring and Recording of Test Results - Norms and Interpretation of Test Scores - Question Bank - Types of Questions - Oral Tests: Oral Response Test and Oral Performance Test - Written Response Test - Practical Test –-Broad Categories of Test: -Aptitude Test, Ability Test and Achievement Test. Grading systems – Comparative / Relative Grading and Absolute Grading-

UNIT - III: FORMATIVE, SUMMATIVE AND DIAGNOSIS-ASSESSMENT IN CLASSROOM 15hrs

Formative Assessment (FA) and Summative assessment (SA)-meaning, aim, objectives, purpose, essential elements- Meaning and Importance of Educational Diagnosis - Purpose and use of Diagnostic Tests – Diagnostic Evaluation Versus Summative and Formative Evaluation. Steps involved in the Diagnosis and Remediation of Learning difficulties - Areas and Content of Diagnostic Testing - Achievement tests versus Diagnostic Tests.

UNIT - IV: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) 15hrs

Aim, Objective, Nature, Purpose and characteristics of CCE - Continuous Evaluation and Comprehensive Evaluation – Scholastic area – Co-Scholastic area –Functions of Continuous and Comprehensive Evaluation – Recording and reporting: Measurement of students' achievements – Reporting student performance – content and formats- progress reports, cumulative records, profiles and open house- using feedback for reporting to different stakeholders – students, parents, and administrators-Feedback as essential component of assessment

UNIT - V: TOOLS OF EVALUATION 15hrs

Observation- Surveys-Case Studies-Rubrics-Rating scale, Checklist, Anecdotal records, Socio-Metric Technique, Interview, Opinionnaire, Questionnaire, Schedule, Attitude Scale, Test and Inventory - Use of test data: placement, promotion, grouping, diagnosis and remediation – Self-reporting Techniques - Reflection as assessment technique for learning.

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

1. Know Thyself through SWOT Analysis
2. Select a unit from the subject; prepare a unit test question paper of twenty marks based on the learning objectives of the unit.
3. Prepare a rubric for assessing an assignment
4. Prepare an observation schedule for assessing students' performance in group discussions.

5. Select any five strategies for formative assessment in your class and which of the five strategies found to be more effective. Substantiate your answer.

6. Select any software and conduct an online examination (objective type) to your students. Compare the results with paper based tests.

Total 90hrs

REFERENCES

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Subject Code: TBED22009	Subject Name: ENVIRONMENTAL EDUCATION	Ty/Lb/ ETL	L	T / S.Lr	P/R 0/0
	Prerequisite : Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C: Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES

At the end of the course, the student-teachers will be able to

- explain the importance of environmental education
- list out the natural resources and its associated problems and solutions
- discuss the impact of different types of pollution and its management
- explain the policies, international initiatives and environmental movements in India
- identify the status of environmental education in the school curriculum and adopt the environmental ethics in day-to-day life

COURSE OUTCOMES (COs)

Students completing this course were able to

CO1	define the Segments, Components, Types, Need, Importance and Scope of Environmental Education
CO2	classify the Land, Forest, Water, Mineral, Food, Energy Resources – Alternative Energy Resources.
CO3	categorize the different types of Environmental Pollution, Hazards and Disaster Management
CO4	connect the various Major Environmental Problems, Environmental Policies and Programmes in India
CO5	identify the Environmental Movements in India and Environment for Sustainable Development

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	3	2	3	2	2	2	3	3	3
CO2	2	2	2	2	3	3	3	2	2	3	3	3
CO3	3	3	3	3	2	3	3	3	2	3	3	3
CO4	2	3	3	3	2	3	3	3	2	3	3	3
CO5	2	3	3	3	2	3	3	3	3	3	3	3

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	2	2
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
	✓			

COURSE CODE: TBED22009
ENVIRONMENTAL EDUCATION

OBJECTIVES:

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

- explain the importance of environmental education;
- list out the natural resources and its associated problems and solutions;
- discuss the impact of different types of pollution and its management;
- explain the policies, international initiatives and environmental movements in India;
- identify the status of environmental education in the school curriculum and adopt the environmental ethics in day-to-day life.

UNIT - I ENVIRONMENTAL EDUCATION 15hrs

Concept and Meaning of Environment – Segments of the Earth – Components of the Environment –Types of Environment – Environmental Education: Goals and Objectives of Environmental Education – Need and Importance of Environmental Education -Scope of Environmental Education.

UNIT II NATURAL RESOURCES, PROBLEMS AND SOLUTIONS 15hrs

Natural Resources: Land Resources, Prevention of Soil Erosion – Forest Resources, Prevention of Deforestation – Water Resources, Prevention of Water Scarcity – Mineral Resources, Prevention of Exploitation of Minerals – Food Resources, Food Crisis and Increasing Food Production – Energy Resources – Alternative Energy Resources.

UNIT - III ENVIRONMENTAL POLLUTION, HAZARDS AND DISASTER MANAGEMENT 15hrs

Environmental Degradation – Types of Environmental Degradation – Environmental Pollution – Environmental Pollutants – Types of Pollution: Soil/Land Pollution, Water Pollution, Air Pollution, Radiation/Nuclear Pollution, Light Pollution, Solid Waste Pollution – Prevention and Management of Pollution – Hazards and Disaster Management: Earth Quake, Land Slides, Volcanic Eruption, Forest Fire, Tsunami, Cyclone, Flood - Nuclear and Industrial Accidents – Oil Spill.

UNIT - IV ENVIRONMENTAL PROBLEMS, POLICIES AND PROGRAMMES 15hrs

Major Environmental Problems: Global Warming, Green House Effect, Climate Change, Ozone Layer Depletion, Acid Rain, Extinction of Flora and Fauna – Environmental Policies and Programmes in India: Environmental Legislation, Acts, Rules, Notifications and Amendments.

Unit - V ENVIRONMENTAL MOVEMENTS AND SUSTAINABLE DEVELOPMENT IN INDIA 15hrs

Environmental Movements in India: Bishnoi Movement - Chipko Movement - Narmada Bachao Andolan - Ganga Action Plan – Swachh Bharat Mission - Environment for Sustainable Development: Symptoms of Non-Sustainability - Principles of Sustainable Development - Strategies for Sustainable Development - India’s Initiation for Sustainable Development - UN Sustainable Development Goals(SDG).

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

1. List out any five brand ambassadors to the swachh bharat campaign in India and explain what activities were taken up by them.
2. Write a report about various environmental problems you find in your house or street and what suggestions you make to alleviate the problem.
3. Prepare an album based on UN Sustainable Development Goals(SDG).
4. What are the measures taken up by the Government to curb environmental pollution?
5. Plan and organize the celebration of 'World Environment Day'.

Total 90hrs

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- Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
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- Joy, P., & Neal, P. (1994). The handbook of environmental education: New Fetter Lane, London.
- Kelu, P. (2000). Environmental education: A conceptual analysis, Calicut University. Calicut.
- Malone, K. (1999). Environmental education researchers as environmental activists. Environmental Education Research, 5(2): 163-177.
- Nath, B. (2003). Education for sustainable development: The Johannesburg summit and beyond. Environment, Development and Sustainability, Vol.5, pp.231-254.
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- Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Neelkamal publications. Hyderabad.
- Sharma, R. A. (2008). Environmental Education. R.Lall Books Depot, Meerut.

Subject Code: TBED22ED1	Subject Name: ENGLISH EDUCATION (PART-II)	Ty /Lb/ ETL	L	T / S.L r	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- discuss the content of IX & X standard -Tamilnadu State Govt. School English textbooks
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching English
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

COURSE OUTCOMES (COs)
The students were able to acquire

CO1	recognize the aim, objectives and importance of English curriculum of Tamilnadu State Govt. School English textbooks of IX & X standard
CO2	classify the ICT tool in teaching learning process
CO3	apply the professional ethics, responsibilities and norms involved in teaching process
CO4	associate the dimensions of academic achievement through assessment and evaluation techniques
CO5	identify the skills of student teachers to meet the 21st century challenges.

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	2	3	2	3	3	3	3
CO3	3	3	2	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs/ PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
			✓	

COURSE CODE: TBED22ED1

ENGLISH EDUCATION

OBJECTIVES

At the end of the course, the student-teacher will be able to

- discuss the content of IX & X standard -Tamilnadu State Govt. School English textbooks
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching English
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

Note: The content for IX and X are as per the syllabus prescribed the govt of Tamil Nadu.

45hrs

UNIT – I **9th Standard**

Prose : Learning the Game — I can't Climb Trees Anymore – Old Man River – Seventeen Oranges – Water - The Elixir of Life – From Zero to Infinity – A Birthday Letter

Poetry : Stopping by Woods on a Snowy Evening – A Poison Tree – On Killing a Tree – The Spider and the Fly – The River - The Comet – The Stick-together Families.

Supplementry : The Envious Neighbour – The Fun they Had – Earthquake –The Cat and the Pain -Killer - Little Cyclone: The Story of a Grizzly Cub – Mother's Voice – The Christmas Truce.

UNIT – II **10th Standard** **45hrs**

Prose : The First Flight – The Night the Ghost Got in – Empowered Women Navigating The World – The Attic – Tech Bloomers –The Last Lesson – The Dying Detective.

Poetry : Life – The Grumble Family – I am Every Woman – The Ant and the Cricket – The Secret of the Machines – No Men Are Foreign – The House on Elm Street.

Supplementary Reader : The Tempest – Zigzag – The Story of Mulan – The Aged Mother – A day in 2889 of an American Journalist – The Little Hero of Holland – A Dilemma

Total 90hrs

Subject Code: TBED22ED2	Subject Name: TAMIL EDUCATION	Ty/Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES

- discuss the content of IX & X standard -Tamilnadu State Govt. School Tamil textbooks
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	recognize the aim, objectives and importance of curriculum of Tamilnadu State Govt. School textbooks of IX & X standard
CO2	classify the ICT tool in teaching learning process
CO3	apply the professional ethics, responsibilities and norms involved in teaching process
CO4	associate the dimensions of academic achievement through assessment and evaluation techniques
CO5	identify the skills of student teachers to meet the 21st century challenges.

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	3	3	3	2	3	3	3
CO2	2	2	3	2	3	2	2	3	3	2	2	3
CO3	3	3	2	3	2	3	3	3	2	3	3	3
CO4	2	2	3	2	2	2	2	3	2	2	2	3
CO5	3	3	3	3	3	3	2	2	3	3	2	2

COs/ PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	2	2	3
CO3	3	3	3
CO4	2	2	3
CO5	3	2	2

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
			✓	

COURSE CODE: TBED22ED2
TAMIL EDUCATION

தமிழ் கற்பிக்கும் முறைகள்

நோக்கங்கள்:

- பாடப்பொருளைக் கற்றபின்பு மாணவ – ஆசிரியரின்
- தமிழ்நாடு மாநில அரசு 9ஆம் வகுப்பு மற்றும் 10ஆம் வகுப்பு பாடத்திட்டத்தின் தரநிலையை மதிப்பீடு செய்தல்
- பாடப்புத்தகங்கள் செயலி மூலம் ஆன்லைன் ஆதரவின் மூலம் கற்றல் அனுபவத்தை இணைக்கிறது
- பயனள்ள கற்பித்தல் திறன் மூலம் நேர்மறையான அணுகு முறையை வளர்த்துக் கொள்ளுதல்
- கற்பித்தலில் கற்றல் திறனை மதிப்பீடு செய்தல்
- மாணவர்களின் பல்வகைப்பட்ட தேவைகளை கண்டறிந்து பொருத்தமான செயல் முறையை உருவாக்குதல்
- குறிப்பு: 9-10ஆம் வகுப்பு தமிழ்ப்பாடநூல்கள் தமிழக அரசால் பரிந்துரைக்கப்பட்ட நடைமுறையில் உள்ள பாடத்திட்டம்

அலகு –I 9ஆம் வகுப்பு 45hrs

கவிதைப்பேழை : தமிழோவியம் – தமிழ்விடு தூது –பட்டமரம் - பெரியபுராணம் - புறநானூறு - மணிமேகலை – ஓ, என் சமகாலத் தோழர்களே! – உயிர்வகை - குடும்ப விளக்கு – சிறுபஞ்சமூலம் - இராவண காவியம் - நாச்சியார் திருமொழி – சீவக சிந்தாமணி – முத்தொள்ளாயிரம் – மதுரைக்காஞ்சி – ஒளியின் அழைப்பு – தாவோ தே ஜிங் – யசோதர காவியம் - அக்கறை – குறந்தொகை

உரைநடை : திராவிட மொழிக்குடும்பம் - நீரின்றி அமையாது உலகு – ஏறதழுவுதல் - இயந்திரங்களும் இணையவழிப் பயன்பாடும் - கல்வியிற் சிறந்த பெண்கள் - சிற்பக்கலை – இந்திய தேசிய இராணுவத்தில் தமிழர் பங்கு – பெரியாரின் சிந்தனைகள் – விரிவாகும் ஆளுமை.

விரிவானம் : வளரும் செல்வம் - தண்ணீர் - அகழாய்வுகள் - விண்ணையும் சாடுவோம் - வீட்டிற்கோர் புத்தகசாலை – செய்தி – சந்தை – மகனுக்கு எழுதிய கடிதம் – தாய்மைக்கு வறட்சி இல்லை.

வாழ்வியல் : திருக்குறள்

கற்கண்டு : தொடர் இலக்கணம் – துணைவினைகள் - வல்லினம் மிகும் இடங்கள் -வல்லினம் மிகா இடங்கள் - இடைச்சொல் - உரிச்சொல் – புணர்ச்சி – ஆகுபெயர் - யாப்பிலக்கணம் - அணியிலக்கணம்

அலகு – II 10 ஆம் வகுப்பு 45hrs

கவிதைப்பேழை : அன்னை மொழியே – இரட்டுற மொழிதல் – காற்றே வா! – முல்லைப்பாட்டு - காசிக்காண்டம் - மலைபடுகடாம் – பெருமாள் திருமொழி – பரிபாடல் - நீதி வெண்பா – திருவிளையாடற் புராணம் - பூத்தொடுத்தல் – முத்துக்குமாரசாமி பிள்ளைத்தமிழ் - கம்பராமாயணம் - ஏர் புதிதா? – மெய்க்கீர்த்தி – சிலப்பதிகாரம் - ஞானம் - காலக்கணிதம் - சித்தாளு –தேம்பாவணி

உரைநடை: தமிழ்ச்சொல் வளம் – கேட்கிறதா என்குரல்! – விருந்து போற்றதும்! – செயற்கை நுண்ணறிவு – மொழிபெயர்ப்புக் கல்வி – நிகழ்கலை – சிற்றகல் ஒளி (தன்வரலாறு) – சங்க இலக்கியத்தில் அறம் - ஜெயகாந்தம் (நினைவு இதழ்)

விரிவானம் : உரைநடையின் அணிநலன்கள் - புயலிலே ஒரு தோணி – கோபல்லபுரத்து மக்கள் - விண்ணைத் தாண்டிய தன்னம்பிக்கை – புதிய நம்பிக்கை – பாய்ச்சல் - மங்கையராய்ப் பிறப்பதற்கே – இராமானுசர் (நாடகம்) – ஒருவன் இருக்கிறான்.

கற்கண்டு : எழுத்து, சொல் - தொகைநிலைத் தொடர்கள் - தொகாநிலைத் தொடர்கள் – இலக்கணம் - பொது - வினா-விடை வகைகள, பொருள்கோள் - அகப்பொருள் இலக்கணம் – புறப்பொருள் இலக்கணம் - பா – வகை, அலகிடுதல் – அணிகள்.

Total 90hrs

Subject Code: TBED22ED3	Subject Name: MATHEMATICS EDUCATION (PART-II)	Ty /Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- discuss the content of IX & X standard -Tamilnadu State Govt. School mathematics textbooks
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	recognize the aim, objectives and importance of curriculum of Tamilnadu State Govt. School textbooks of IX & X standard
CO2	classify the ICT tool in teaching learning process
CO3	apply the professional ethics, responsibilities and norms involved in teaching process
CO4	associate the dimensions of academic achievement through assessment and evaluation techniques
CO5	identify the skills of student teachers to meet the 21st century challenges.

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	2	3	2	3	3	3	3
CO3	3	3	2	3	2	3	3	8 3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs/ PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	2	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
			✓	

COURSE CODE: TBED22ED3

MATHEMATICS EDUCATION

OBJECTIVES

At the end of the course, the student-teacher will be able to

- discuss the content of IX & X standard -Tamilnadu State Govt. School mathematics textbooks
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

Note: The content for IX and X are as per the syllabus prescribed the govt of Tamil Nadu.

UNIT – I 9th Standard 45hrs

Set Language – Real Numbers – Algebra - Geometry - Coordinate Geometry – Trigonometry – Mensuration - Statistics - Probability.

UNIT – II 10th Standard 45hrs

Relations and Functions - Numbers and Sequences – Algebra - Geometry - Coordinate Geometry - Trigonometry - Mensuration - Statistics and Probability.

Total 90hrs

Subject Code: TBED22ED4	Subject Name: PHYSICAL SCIENCE EDUCATION	Ty/Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C: Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- discuss the content of IX & X standard -Tamilnadu State Govt. School science textbooks
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	recognize the aim, objectives and importance of curriculum of Tamilnadu State Govt. School textbooks of IX & X standard
CO2	classify the ICT tool in teaching learning process
CO3	apply the professional ethics, responsibilities and norms involved in teaching process
CO4	associate the dimensions of academic achievement through assessment and evaluation techniques
CO5	identify the skills of student teachers to meet the 21st century challenges.

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	2	3	2	3	3	3	3
CO3	3	3	2	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
			✓	

COURSE CODE: TBED22ED4

PHYSICAL SCIENCE EDUCATION

OBJECTIVES

At the end of the course, the student-teacher will be able to

- discuss the content of IX & X standard -Tamilnadu State Govt. School science textbooks
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

Note: The content for IX and X are as per the syllabus prescribed the govt of Tamil Nadu.

UNIT –I 9th Standard 45hrs

Measurement - Motion - Fluids - Electric charge and Electric current - Magnetism and Electromagnetism – Light – Heat – Sound – Universe – Matter Around Us – Atomic Structure – Periodic classification of elements – Chemical bonding – Acids, Bases and Salts – Carbon and its Compounds – Applied Chemistry.

UNIT – II 10th Standard 45hrs

Laws of Motion – Optics – Thermal Physics – Electricity – Acoustics - Nuclear Physics – Atoms and Molecules – Periodic Classification of Elements – Solutions – Types of Chemical Reactions - Carbon and its Compounds.

Total 90hrs

Subject Code: TBED22ED5	Subject Name: BIOLOGICAL SCIENCE EDUCATION	Ty /Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C: Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- discuss the content of IX & X standard -Tamilnadu State Govt. School science textbooks
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	recognize the aim, objectives and importance of curriculum of Tamilnadu State Govt. School textbooks of IX & X standard
CO2	classify the ICT tool in teaching learning process
CO3	apply the professional ethics, responsibilities and norms involved in teaching process
CO4	associate the dimensions of academic achievement through assessment and evaluation techniques
CO5	identify the skills of student teachers to meet the 21st century challenges.

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	2	3	2	3	3	3	3
CO3	3	3	2	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
			✓	

COURSE CODE: TBED22ED5

BIOLOGICAL SCIENCE EDUCATION

OBJECTIVES

At the end of the course, the student-teacher will be able to

- discuss the content of IX & X standard -Tamilnadu State Govt. School science textbooks
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

Note: The content for IX and X are as per the syllabus prescribed the govt of Tamil Nadu.

UNIT – I **9th Standard** **45hrs**

Animal Kingdom – Organization of Tissues – Plant Physiology – Organ Systems in Animals – Nutrition and Health – World of Microbes – Economic Biology – Environmental Science.

UNIT –II **10th Standard** **45hrs**

Plant Anatomy and Plant Physiology – Structural Organization of Animals – Transportation in Plants and Circulation in Animals – Nervous System – Plant and Animal Hormones – Reproduction in Plants and Animals – Heredity – Origin and Evolution of Life – Breeding and Biotechnology – Health and Diseases – Environmental Management.

Total **90hrs**

Subject Code: TBED22ED6	Subject Name: COMPUTER SCIENCE EDUCATION	Ty /Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C: Credits
Ty/Lb/ETL :Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- discuss the content of IX & X standard -Tamilnadu State Govt. School textbooks
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	recognize the aim, objectives and importance of curriculum of Tamilnadu State Govt. School textbooks of IX & X standard
CO2	classify the ICT tool in teaching learning process
CO3	apply the professional ethics, responsibilities and norms involved in teaching process
CO4	associate the dimensions of academic achievement through assessment and evaluation techniques
CO5	identify the skills of student teachers to meet the 21st century challenges.

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	2	3	2	3	3	3	3
CO3	3	3	2	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
			✓	

COURSE CODE: TBED22ED6

COMPUTER SCIENCE EDUCATION

OBJECTIVES

At the end of the course, the student-teacher will be able to

- discuss the content of IX & X standard -Tamilnadu State Govt. School textbooks
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

Note: The content for XI and XII are as per the syllabus prescribed the govt of Tamil Nadu.

Unit -I **11th Standard** **45hrs**

Introduction to Computers – Number System – Computer Organization – Theoretical Concepts of Operating System – Working with typical Operating System Part –I Working with Windows, Part –II Working with Linux – Specification and Abstraction – Composition and Decomposition – Iteration and recursion –Introduction to C++ - Flow of Control – Functions – Arrays and Structures – Introduction to Object Oriented Programming Techniques – Classes and objects – Polymorphism –Inheritance – Computer Ethics And Cyber Security – Tamil Computing

Unit - II **12th Standard** **45hrs**

Function – Data Abstraction – Scoping – Algorithmic Strategies – Python – Variables and Operators – Control Structures – Python functions – Strings and String manipulations – Lists,Tuples,Sets and Dictionary – Python Classes and objects – Database Concepts – Structured Query Language (SQL) – Python and CSV files – Importing C++ programmes in Python – Data manipulation through SQL – Data visualization using pyplot: line chart, pie chart and bar chart.

Total 90hrs

Subject Code: TBED22ED7	Subject Name: SOCIAL SCIENCE EDUCATION	Ty /Lb/ ETL	L	T / S.Lr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C: Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

- discuss the content of IX & X standard -Tamilnadu State Govt. School textbooks
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	recognize the aim, objectives and importance of curriculum of Tamilnadu State Govt. School textbooks of IX & X standard
CO2	classify the ICT tool in teaching learning process
CO3	apply the professional ethics, responsibilities and norms involved in teaching process
CO4	associate the dimensions of academic achievement through assessment and evaluation techniques
CO5	identify the skills of student teachers to meet the 21st century challenges.

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	3	3	3	2	3	3	3
CO2	2	2	3	2	3	2	2	3	3	2	2	3
CO3	3	3	2	3	2	3	3	3	2	3	3	3
CO4	2	2	3	2	2	2	2	3	2	2	2	3
CO5	3	3	3	3	3	3	2	2	3	3	2	2

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	2	2	3
CO3	3	3	3
CO4	2	2	3
CO5	3	2	2

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
			✓	

COURSE CODE: TBED22ED7
SOCIAL SCIENCE EDUCATION

OBJECTIVES

At the end of the course, the student-teacher will be able to

- discuss the content of IX & X standard -Tamilnadu State Govt. School textbooks
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

Note: The content for IX and X are as per the syllabus prescribed the govt of Tamil Nadu.

UNIT - I 9th Standard 45hrs

History : Evolution of Human and Society – Prehistoric Period – Ancient Civilisations – Early Tamil Society and Culture – Intellectual Awakening and Socio-Political Changes – The Classical World – The Middle Ages – State and Society in Medieval India – The Beginning of the Modern Age – The Age of Revolutions – Industrial Revolutions – Colonialism in Asia and Africa

.**Civics**: Forms of Government and Democracy – Election, Political Parties and Pressure Groups – Human Rights – Forms of Government – Local Self Government – Road Safety

Geography : Lithosphere – I Endogenetic Process - Lithosphere – II Endogenetic Process – Atmosphere – Hydrosphere – Biosphere – Man and Environment –Mapping Skills – Disaster management: Responding to Disasters

Economics: Understanding Development: Perspective, Measurement and Sustainability – Employment in India and Tamil Nadu – Money and Credit – Agriculture in Tamil Nadu - Migration

UNIT – II 10th -Standard 45hrs

History: Outbreak of World War I and Its Aftermath – The World between two World Wars - World War II – The World after World War II - Social and Religious Reform movements 19th Century - Early Revolts against British Rule in Tamil Nadu - Anti-Colonial Movements and the Birth of Nationalism-Nationalism: Gandhian Phase- Freedom Struggle in Tamil Nadu - Social Transformation in Tamil Nadu

Civics : Indian Constitution – Central Government – State Government- India's Foreign Policy - India's International Relations.

Geography : India – Location, Relief and Drainage – Climate and Natural Vegetation of India – Components of Agriculture – Resources and Industries – India – Population, Transport, Communication and Trade- Physical Geography of Tamil Nadu - Human Geography of Tamil Nadu.

Economics : Gross Domestic Product and its Growth : an Introduction – Globalization and Trade- Food Security and Nutrition- Government and Taxes - Industrial Clusters in Tamil Nadu

Total 90hrs

Subject Code: TBED22ED8	Subject Name: COMMERCE AND ACCOUNTANCY EDUCATION	Ty /Lb/ ETL	L	T / SLr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C: Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- describe the principles and scope of learning Commerce and Accountancy
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching Commerce and Accountancy
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	recognize the aim, objectives and importance of curriculum of Tamilnadu State Govt. School textbooks of IX & X standard
CO2	classify the ICT tool in teaching learning process
CO3	apply the professional ethics, responsibilities and norms involved in teaching process
CO4	associate the dimensions of academic achievement through assessment and evaluation techniques
CO5	identify the skills of student teachers to meet the 21st century challenges.

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs/ PSOs	PSO1	PSO2	PSO3
CO1	3	2	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
			✓	

COURSE CODE TBED22ED8

COMMERCE AND ACCOUNTANCY EDUCATION

OBJECTIVES

At the end of the course, the student-teacher will be able to

- describe the principles and scope of learning Commerce and Accountancy
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching Commerce and Accountancy
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

Note: The content for XI and XII are as per the syllabus prescribed the govt of Tamil Nadu.

UNIT - I **11th STANDARD** **45hrs**

Fundamentals of Business – Forms of Business Organisation –Service Business I – Service Business -II – Service Business II – Business Finance – Trade – International Business – The Indian Contract Act – Direct and Indirect Taxes.

UNIT - II **12th STANDARD** **45hrs**

Management Process – Financial Markets -I – Financial Markets -II – Human Resources Management – Elements of Marketing – Consumer Protection – Business Environment - The Sale of Goods Act,1930 and the Negotiable Instruments Act,1881- Entrepreneurship Development – Company Law and Secretarial Practice.

Total 90hrs

Subject Code: TBED22ED9	Subject Name: ECONOMICS EDUCATION	Ty /Lb/ ETL	L	T / SLr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C: Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- describe the principles and scope of learning Economics
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching Economics
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	recognize the aim, objectives and importance of curriculum of Tamilnadu State Govt. School textbooks of IX & X standard
CO2	classify the ICT tool in teaching learning process
CO3	apply the professional ethics, responsibilities and norms involved in teaching process
CO4	associate the dimensions of academic achievement through assessment and evaluation techniques
CO5	identify the skills of student teachers to meet the 21st century challenges.

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3

COs/ PSOs	PSO1	PSO2	PSO3
CO1	3	2	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
			✓	

COURSE CODE: TBED22ED9

ECONOMICS EDUCATION

OBJECTIVES

At the end of the course, the student-teacher will be able to

- describe the principles and scope of learning Economics
- connect the learning experience through online support with QR Code app
- develop positive attitude through effective teaching skills
- evaluate the learning ability in teaching Economics
- asses the student teachers to attain integral development
- identify the diversified needs of students and develop suitable programmes

Note: The content for XI and XII are as per the syllabus prescribed the govt of Tamil Nadu.

UNIT – I 11th STANDARD 45hrs

Introduction To Micro Economics – Consumption Analysis – Production Analysis – Cost and Revenue Analysis – Market Structure and Pricing – Distribution Analysis – Indian Economy - Indian Economy Before and After Independence – Development Experiences in India – Rural Economy –Tamil Nadu Economy – Mathematical Methods for Economics.

UNIT – II 12th STANDARD 45hrs

Introduction to Macro Economics – National Income –Theories of Employment and Income – Consumption and Investment Functions – Monetary Economics – Banking – International Economics – International Economics Organisations – Fiscal Economics– Environmental Economics – Economics of Development and Planning – Introduction to Statistical Methods and Econometrics.

Total 90hrs

Subject Code: TBED22E01	Subject Name: EDUCATIONAL MANAGEMENT AND ADMINISTRATION	Ty/Lb/ ETL	L	T / SLr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C: Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- define the concept of educational management
- describe the approaches and trends in management
- identify the different resources in management
- relate the concept of educational administration with its principles and functions
- summarize the specific trends in educational administration

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	enumerate the meaning, scope, need of educational management, concept of TQM, advantages and disadvantages TQM
CO2	classify the various approaches and trends in Educational Management
CO3	infer the resources in Time, Human , ICT and their leadership principles and functions
CO4	explain the meaning, definition, significance, functions and theories of Educational administration
CO5	illustrate the specific trends in management of Objective (MBO), PERT and educational administration in various countries

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	3	2	3	2	3	2	2	3
CO2	2	3	3	3	3	2	3	2	3	2	2	3
CO3	2	3	3	3	3	2	3	2	3	3	2	3
CO4	2	3	2	3	3	2	3	3	3	2	2	3
CO5	2	3	3	3	3	2	3	2	3	2	3	3

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
				✓

COURSE CODE: TBED22E01

EDUCATIONAL MANAGEMENT AND ADMINISTRATION

OBJECTIVES:

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

- define the concept of educational management
- describe the approaches and trends in management
- identify the different resources in management
- relate the concept of educational administration with its principles and functions
- summarize the specific trends in educational administration

UNIT I: EDUCATIONAL MANAGEMENT **15hrs**

Meaning-definition-characteristics-scope-need and significance-levels of management (elementary, secondary and higher education)-concept of Total quality Management (TQM)- TQM in Education-concept of SWOT Analysis in Management - advantages and disadvantages of SWOT.

UNIT II: APPROACHES AND TRENDS IN MANAGEMENT **15hrs**

Management Approaches: Classical approach- human relation approach- system approach -contingency approach. Specific trends in Educational Management: Stress management: definition-Causes-Types and copying Stress, Time Management, Conflict Management: Types- Causes and consequences of Conflict- Change Management

UNIT III: MANAGEMENT OF RESOURCES **15hrs**

Material/Physical Resources- Financial Resources- Time Resources- Human Resources- ICT Resources- Community Resources- Fundamental/Supporting Resources- Leadership: Meaning-Characteristics- Principles and functions- styles of leadership.

UNIT IV: EDUCATIONAL ADMINISTRATION 15hrs

Meaning- definition- characteristics- scope- need and significance- principles and functions of administration- stages of educational administration (centralization and decentralization)-Theories of Educational administration- Process of educational administration (POSDCRB)

UNIT V: SPECIFIC TRENDS IN EDUCATIONAL ADMINISTRATION 15hrs

Decision making, organizational climate, organisational change, organisational compliance, organisational development, Management by objectives (MBO), PERT (Programme, evaluation and review Technique), Educational administration in -India, UK, USA and USSR

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

1. Suggest measures to attain Total Quality Management.
2. Prepare a portfolio on the importance of leadership qualities in school management.
3. Prepare a report on the maintenance of discipline in the school where you were attached for teaching practice.
4. Make a visit to Government / Govt- aided / Private schools and study their maintenance and prepare a report by suggesting measures for improvement.

REFERENCES: Total 90hrs

- The Principles and Practice of Educational Management: Tony Bush, Les Bell, SAGE Publisher, 2002.
- Margaret Preedy, Ron Glatter, Educational Management: Strategy, Quality, and Resources, Publiser Open University Press, 1997.
- J.A. Okumbe, Educational Management: Theory and Practice, Publisher Bairobi University Press, 199
- S. Prakash, et al, Educational Management, Lulu Publication
- Chauhan, S. (2012). *Educational management*. Dorling Kindersley.
- Dash, B.N. (2004). *School organisation, administration and management.* Neelkamal Publications.

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- https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/MA-Edu_IIndSem-EDCN802CEnglish_21072017.pdf
- https://www.academia.edu/33026589/FULL_NOTES_ON_EDUCATIONAL_MANAGEMENT_AND_ADMINISTRATION_What_is_Management
- https://ebooks.lpude.in/arts/ma_education/year_2/DEDU503_EDUCATIONAL_MANAGEMENT_ENGLISH.pdf

Subject Code: TBED22E02	Subject Name: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION	Ty /Lb/ ETL	L	T / SLr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C: Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- acquire the latest resources of Communication and Educational Technologies
- identify the National Policies on ICT and digital resources
- develop the skills of integration of ICT in the teaching-learning process
- acquire the skill of Evaluation, Documentation and Administration
- discuss the virtual communities with ethical and legal ways of using ICT

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	define the meaning, concept of ICT and Educational Technology
CO2	interpret the National Policies in ICT and e-learning resources
CO3	identify ICT based resources in teaching learning
CO4	infer the scope and techniques of ICT Techniques in evaluation process
CO5	summarize the Educational Implications and Ethics in online Teaching

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	3	3	3	3	2	3	2	3	3
CO2	2	3	3	3	3	3	3	2	3	2	3	3
CO3	2	3	3	3	3	3	3	2	3	2	3	3
CO4	2	3	3	3	3	3	3	3	3	2	3	3
CO5	2	3	3	3	3	3	3	3	3	2	3	3

COs/ PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
				✓

COURSE CODE: TBED22E02

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION

OBJECTIVES:

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

- acquire the latest resources of Communication and Educational Technologies.
- identify the National Policies on ICT and digital resources.
- develop the skills of integration of ICT in the teaching-learning process.
- acquire the skill of Evaluation, Documentation and Administration.
- discuss the virtual communities with ethical and legal ways of using ICT.

Unit -I COMMUNICATION AND EDUCATIONAL TECHNOLOGY 15hrs

Meaning, Concept and Characteristics of ICT - Types of Communication - verbal & Non Verbal, Barriers to Communication - Role of Multimedia Approach: Meaning and Significance of Video Lessons and Smart Classroom - Meaning and Importance of Information technology - Meaning, objective and scope of Educational technology, components of educational technology - Hardware, Software and Systems approach.

Unit II: ICT - CONNECTING WITH WORLD 15hrs

Policy perspectives on ICT in Education - National Policy on ICT in School Education - Internet as a Learning Resource: Using Websites, Search Techniques, Browsing e-resources - Features and Educational Applications of Microsoft Office.

Unit III: ICT FOR TEACHING-LEARNING: POSSIBILITIES AND CONCERNS 15hrs

Need, Relevance and Criteria for authenticating of ICT resources - ICT – based teaching-learning approaches in schools - Infusion of ICT in Lesson Planning - Curating digital resources - Digital storytelling and Storyboarding - Cyber Crimes: Concerns and Implications, Software Piracy and Legal Remedies - Plagiarism and Fair Use - Proprietary and Open-Source Software

Unit IV: ICT FOR EVALUATION, DOCUMENTATION AND ADMINISTRATION 15hrs

ICT: Scope and Techniques for Evaluation - Exploring and using appropriate Software tools for Evaluation - Constructing and Implementing ICT based Tests / Quizzes using ICT Resources - Managing Data, Analysis of results and tracking student achievement using ICT Software tools - Role of information management, process and tools in Educational Administration and Management - UDISE: State and National Level Data bases in Education

Unit V: VIRTUAL COMMUNITIES AND ETHICS OF USING ICT 15hrs

Virtual Communities and its Educational Implications - Sharing thoughts and Ideas on Blogs, Social Networking websites and Discussion Forums - Scope and Challenges of Online Teaching Learning - Ethics for Online Teaching Learning

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

1.Create a concept map on any topic.

2.Create a blog and upload the assignments.

3. Prepare a Quiz using any ICT tool

4. Prepare a portfolio based on Evaluation Tools.

Total 90hrs

REFERENCES:

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Subject Code: TBED22E03	Subject Name: PEACE EDUCATION	Ty/Lb/ ETL	L	T / SLr	P / R 0/0
	Prerequisite: Nil	Ty	5	0/0	

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C: Credits
Ty/Lb/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES
Student-teachers will be able to

- define the concept of peace education
- explain the different organizations relevant to peace education
- summarize the philosophical thoughts and ideas on peace education
- infer the peace education in curriculum
- identify the global issues and peace movements

COURSE OUTCOMES (COs)
Students completing this course were able to

CO1	define the aim, objectives, need and importance of peace education
CO2	list out the committees and policies involved in peace education
CO3	enumerate the philosophical ideas and thoughts on peace education
CO4	infer the holistic approach with Peace Education in curriculum
CO5	identify the various organizations working for peace around the world.

Mapping of Course Outcome with Program Outcome (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	3	2	3	2	3	2	2	3
CO2	2	3	3	3	3	2	3	2	3	2	2	3
CO3	2	3	3	3	3	2	3	2	3	2	2	3
CO4	2	3	2	3	3	2	3	3	3	2	2	3
CO5	2	3	3	3	3	2	3	2	3	2	3	3

COs /PSOs	PSO1	PSO2	PSO3
CO1	3	3	3
CO2	3	3	3
CO3	3	3	3
CO4	3	3	3
CO5	3	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program Pedagogy	Program Education	Program Elective
				✓

COURSE CODE: TBED22E03
PEACE EDUCATION

OBJECTIVES:

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

- define the concept of peace education
- explain the different organizations relevant to peace education
- summarize the philosophical thoughts and ideas on peace education
- infer the peace education in curriculum
- identify the global issues and peace movements

Unit – 1: PEACE EDUCATION AND CULTURE **15hrs**

Meaning - Aim and Objectives - Concept – Scope-Need and importance at different levels of Education- Pacifism and Education – Importance of peace education in present scenario - Culture of Peace - Fostering culture of peace for inner peace - Non- violence - International Peace and Security

Unit -2 HISTORICAL DEVELOPMENT OF PEACE EDUCATION **15hrs**

Historical Development of Peace Education – Objectives - Creation of United Nations - Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHIRC - Amnesty International, International Committee of Red Cross and NGOs - Peace Education in India and its development

Unit -3 PHILOSOPHICAL IDEAS AND RESOURCES **15hrs**

Philosophy of Peace Education - Philosophical thoughts: Vivekananda - Gandhi, Tagore, Aurobindo, J.Krishnamoorthy, Russell, Montessori and Dalai lama and Page's Ethics-based Philosophies of Peace

Unit – 4 PEACE EDUCATION IN CURRICULUM **15hrs**

Education for Peace: Holistic Approach – Integration of Peace Education in curriculum – classroom strategies – Role of Teacher, Parents and Peer Community – Promotion of Human rights education

Unit – 5 GLOBAL ISSUES AND PEACE MOVEMENTS **15hrs**

Role of Government and NGO's in promoting Peace Education - Organisations Related to Global Peace: United Nations - International Committee of the Red Cross - Grameen Bank - Nuclear Age Peace Foundation - University of Peace - Realizing the Dream - Peace Pilgrim - Soka Gakkai International - The International Committee of Artists for Peace - The Transnational Foundation for Peace and Future Research

HANDS ON EXPERIENCE AND PRACTICAL WORK (ANY TWO) 15hrs

1.Prepare a collage from newspapers,Magazines etc. to highlight the issues and challenges related to Peace Education.

2. Prepare a Powerpoint Presentation on peace, good intercultural relationships, environmental presentation and other key ideas using Film clips

3.Prepare a report on peace education to become familiar with National and International Initiatives, approaches and strategies using websites.

4. Prepare an album related to Philosophical Ideas and Foundations.

Total 90hrs

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