

---

*Course Code: BED2CC003*

*Core Course*

**B.Ed. Degree Programme**  
**Semester- II**  
**EDUCATION IN CONTEMPORARY INDIA**  
(4 Credits – 120 Hours)

**📖 COURSE LEARNING OUTCOMES:**

*On the successful completion of the course, the student teacher will be able to:*

1. State the preamble of Indian Constitution and its provisions for Education.
2. Correlate the role of central and state governments in the development of education
3. Perceive the Tamil Nadu Uniform System of School Education Act.
4. Tolerate the diversities in Indian society.
5. Illustrate the role of education in addressing the needs of the marginalized
6. Deduce the different types of schools and programmes on education in India
7. Compile the functions of Central and State government organizations of Education.
8. Discuss the policies and commissions on education in India
9. Examine the challenges of education at different levels.
10. Defend the importance of quality assurance in Education

**Unit- I: CONSTITUTIONAL PROVISION ON EDUCATION**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested strategies and Approaches</b>	<b>Assessment</b>
1. Recalls the preamble of Indian constitution 2. Interprets the directive principles of state policy 3. Examines the articles and amendments related to education 4. Discusses the concurrent status of education and RTE 2010. 5. Correlates the role of central and state governments in the development of education 6. Perceives the TamilNadu uniform system of School education Act 2010 .	1.1 Indian Constitution: Preamble 1.1.1 Fundamental Rights and Duties 1.1.2 Directive principles of State Policy 1.1.3 Articles and Amendments related to Education. 1.1.4 Concurrent status of Education. 1.2 Role of Central and State governments in the development of education. 1.3 Right of children to Free and Compulsory Education act 2009(RTE) 1.4 Tamil Nadu Uniform System of School Education Act, (2010).	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Peer learning</li> <li>• Small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Tests (oral &amp; written)</li> <li>• Report of seminar</li> </ul>

---

**Unit-II: SOCIO-CULTURAL REALITIES OF INDIAN SOCIETY**

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
<ol style="list-style-type: none"> <li>1. Identifies the diversity in Indian society.</li> <li>2. Summarises the role of education in addressing diversity.</li> <li>3. Discovers multiculturalism in Indian society.</li> <li>4. Responds to social inequalities, discrimination and marginalization</li> <li>5. Critiques the stratification of Indian society</li> <li>6. Illustrates the role of education in addressing the needs of the marginalized.</li> </ol>	<p>2.1 Diversity in Indian society: Nature, challenges and role of education</p> <p>2.1.1 Linguistic Diversity</p> <p>2.1.2 Regional Diversity</p> <p>2.1.3 Religious Diversity</p> <p>2.2 Multi culturalism-Unity in diversity</p> <p>2.3 Social inequality - Inequality, discrimination and marginalization</p> <p>2.4 Stratification of Indian society with reference to caste, class, gender, region (rural – urban disparity)</p> <p>2.5 Role of education in addressing the needs of marginalized groups in Indian society: SC/ST and women.</p>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Peerlearning</li> <li>• Smallgroup discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Tests (oral &amp; written)</li> <li>• Report of seminar</li> </ul>

---

**UNIT-III: EDUCATION SYSTEM AND STRUCTURES**

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
<p>1. Deduces the different types of schools in India.</p> <p>2. Traces the programmes of government to achieve universalisation of education.</p> <p>3. Compiles the functions of various Central and State government organizations of Education.</p>	<p>3.1 Schools in India:</p> <p>3.1.1 Types and affiliation</p> <p>1.1.2 Schools run by autonomous institutions of the central government (KVS, NVS &amp; Sainik School)</p> <p>1.1.3 Schools run by the State Governments: Government, Aided and Private Schools</p> <p>1.1.4 International Schools.</p> <p>3.2 Programmes to achieve Universalisation of Education.</p> <p>3.2.1. District Primary Education Programme</p> <p>3.2.2. Sarva Shiksha Abhiyan (SSA)</p> <p>3.2.3. Rashtriya Madhyamik Shiksha Abhiyan</p> <p>3.2.4. Mid- day meal programme</p> <p>3.2.5. Samagra Shiksha Abhiyan</p> <p>3.3. Role and functions of NCERT, NIEPA, NCTE, SCERT &amp; DIET</p>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Peerlearning</li> <li>• Smallgroup discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Tests (oral &amp; written)</li> <li>• Report of seminar</li> </ul>

---

**Unit- IV: POLICY FRAMEWORKS AND ISSUES ON EDUCATION**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Recognises education as a key area of public policy. 2. Appraises the implementation of educational Policies 3. Discusses the policies and commissions on education in India 4. Examines the National Educational Policy 2020	4.1 Education as a Key area of public policy: need and relevance. 4.1.2 Implementation of educational policies 4.1.3 Preparing Action Plan - Political Support and Financial Provisions – Involvement of Stakeholder 4.2 Kothari Commission (1964) 4.3 NPE (1986) and 4.4 Yash Pal Committee Report- Learning without Burden. (1993) 4.5 National Knowledge Commission (2005). 4.6 National educational policy 2020	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Peer learning</li> <li>• Small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Tests (oral &amp; written)</li> <li>• Report of seminar</li> </ul>

**Unit- V: CONTEMPORARY ISSUES IN EDUCATION**

<b>Learning OutcomeS</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
<ol style="list-style-type: none"> <li>1. Explains the implications of Liberalisation, Privatization and Globalization of education</li> <li>2. Examines the challenges of education at different levels.</li> <li>3. Defends the importance of quality assurance in Education</li> <li>4. Extrapolates public private partnership in education.</li> <li>5. Justifies the Three language formula in schools.</li> <li>6. Discusses teacher's autonomy and academic freedom</li> </ol>	<p>5.1.Liberalization, privatisation and globalization of education</p> <p>5.2. Challenges of education from preschool to senior secondary.</p> <p>5.3.Universalisation of school education, right to education and universal access issues of</p> <ol style="list-style-type: none"> <li>a) Universal enrolment</li> <li>b) Universal retention</li> <li>c) Universal learning.</li> </ol> <p>5.4.Quality assurance in Education</p> <p>1.5. Public private partnership (PPP) in School education .</p> <p>5.6.Medium of Schooling- Three Language Formula.</p> <p>5.7.Teacher's autonomy and academic freedom.</p>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Peer learning</li> <li>• Small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Tests (oral &amp; written)</li> <li>• Report of seminar</li> </ul>

**SUGGESTED ACTIVITIES (Any two)**

1. Study any one of the Centrally Sponsored schemes of education and submit a report.
2. Analyse the problems of school education in India in terms of policies and present a report on it with suggestive measures to improve the present status.
3. Study the National Educational Policy 2020.
4. Analyse the impact of implementation of Tamil Nadu Uniform System of School Education Act, (2010) in school education.

**PRESCRIBED READINGS**

1. Bhatia, K.K. & Narang, C.L. (2008). *Philosophical And Sociological Bases Of Education*. Ludhiana: Tandon Publications.
2. Dash, B.N. (2011). *Teacher and Education in the Emerging Indian Society*. New Delhi: Neelkamal Publication.
3. Chakarborty, A.K. (2008). *Education In Emerging Indian Society Meerut*: R.Lall Book Depot.
4. Chaube, S.P. & Chaube, A. (2000). *Philosophical And Sociological Foundation of Education*. Agra: Vinod Pusthak Mandir.
5. Dash, B.N. (2002) *Teacher And Education In The Emerging Indian Society* New Delhi: Neelkamal Publications Pvt. Ltd.
6. Gupta, S. (2005). *Education In Emerging India*. New Delhi: Shipra Publications
7. Haseen, Taj. (2008). *Current challenges in Education*. Neelkamal Publication, New Delhi.
8. Khan, M.I. and Sharma, S.R. (1993). *Equality and Education*. New Delhi: Kanishka Publishers.
9. Nagarajan, K. (2007) *Educational challenges in the emerging Indian society*. Ram Publishers, Chennai
10. Nagarajan, K. (2011) *Education in the Emerging Indian Society*. Ram Publishers, Chennai
11. Patrinos HA, Barrera-Osorio F, Guáqueta J (2009). *The role and impact of public-private partnerships in education*. The World Bank
12. Sharma, R.N. (2003). *Philosophy and Sociology of Education*. New Delhi: Surjeet Publications.
13. Sharma, R.S. (2006). *Education In Emerging Indian Society*. New Delhi: Excellent Books,
14. Singaravelu G. (2012). *Education in the Emerging Indian Society*. New Delhi: Neelkamal Publications.
15. Srinivasa M.V. (2019) *Education in Contemporary India* : Pearson Education

16. Sunanda Ghosh. (2009). *Education In Emerging Indian Society*. New Delhi: Phi Learning Private Ltd.
17. Swaroop Saxena N.R & Shikha Chaturvedi. (2013). *Teacher in Emerging Indian Society*. Meerut: R. Lall Book Dep.,

### SUGGESTED READINGS

1. Delors, J. (1996). *Learning: The Treasure Within*- Report to UNESCO of the International Commission on Education for 21st Century: UNESCO
2. Deshpande, S. (2014). *The Problem of Caste*. New Delhi: Orient Blackswan
3. Dube, S.C. (1990, 2005) *Indian Society*. New Delhi: National Book Trust
4. GOI. (1986). *National Policy of Education*. GOI.
5. GOI. (1992, 1998). *National Policy on Education, 1986* (modified in 1992). Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/NPE86-mod92.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf)
6. GOI. (1966). *Report of the Education Commission: Education and National Development*. New Delhi: Ministry of Education.
7. GOI. (2009). *The Right of Children to Free and Compulsory Education Act, 2009*. Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/rte.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf)
8. Govinda, R. (ed.). (2002) *India Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press.
9. Ghosh, S. C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
10. Naik, J.P. (1979) *Education Commission and After*. New Delhi: A P H Publishing Corporation: New Delhi. Also available in Hindi
11. Nambissan, G. B. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*. Indian Institute of Dalit Studies and UNICEF.
12. NCERT. (2006) *National Focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes; National Focus Group Paper on Gender*. New Delhi: NCERT
13. Padma Charan Dhal, Kalyani Jena & Nalini Prava Mohanty. (2013). *Indian Society and Culture*. New Delhi: Atlantic Publishers And Distributors.
14. Rao, P.R. (1988). *Indian Heritage And Culture*. New Delhi: Sterling Publishers Pvt.Ltd.



---

Course Code: BED2CC004

Core Course

**B.Ed. Degree Programme**

**Semester- II**

**PSYCHOLOGICAL PERSPECTIVES IN LEARNING**

(4 Credits -120 Hours)

**✍ COURSE LEARNING OUTCOMES:**

*On successful completion of the course, the student teacher will be able to:*

1. Describe the meaning and characteristics of learning
2. List out various factors affecting learning and various types of learning curves
3. Illustrate different types of transfer of learning and its implementations
4. Categorize various theories of learning with their characteristics
5. Implements the contributions of various theories of learning in the classroom context
6. Categorize different cognitive processes with suitable examples
7. Illustrates concept formation with examples and meta cognition with strategies
8. Explain the meaning and types of memory and forgetting
9. Design strategies to improve memory
10. Analyse the causes of forgetting
11. Generate various strategies to develop achievement motivation among students

**Unit- I: UNDERSTANDING LEARNING**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Defines the meaning, and characteristics of learning 2. Identifies the factors affecting learning 3. Explains the plateau of learning 4. Realizes transfer of learning from one situation to another.	1.1 Learning: definitions and characteristics. 1.2 Factors affecting learning and principles of learning 1.3 Learning curves, types and plateaus in learning 1.4 Transfer of learning: types and implications.	<ul style="list-style-type: none"> <li>• Lecture through visual presentation</li> <li>• briefing</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar</li> <li>• QA session</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Assignment evaluation</li> <li>• Seminar presentation</li> <li>• Observation of classroom behaviour</li> </ul>

**Unit- II: THEORIES OF LEARNING**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Analyses various behaviourists, cognitive, constructive, social and humanistic learning theories 2. Compares and contrasts various theories of learning 3. Identifies the importance of learning theories in classroom	2.1 Behaviourist theories: Thorndike, Pavlov, Skinner, 2.2 Cognitive learning theory: Bruner 2.3 Gestalt learning theory :Kohler 2.4 Constructivist theories: Piaget and Vygotsky 2.5 Social learning theory: Bandura 2.6 Humanistic theories: Carl Rogers and Maslow 2.7 Gagne's hierarchy of learning	<ul style="list-style-type: none"> <li>• Lecture through visual presentation</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Talk by experts</li> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written/ oral)</li> <li>• Assignment evaluation</li> <li>• Report of discussion</li> <li>• Observation of classroom behaviour</li> </ul>

**Unit- III: LEARNING AND COGNITION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Differentiates, sensation and perception 2. Explains attention and its types 3. Evaluates thinking, reasoning and problem solving. 4. Defines meta-cognition, concept formation and concept	3.1 Sensation and perception 3.2 Attention : meaning, types, factors and span of attention 3.3 Thinking, Reasoning and Problem solving. 3.4 Meta-cognition: meaning and strategies to improve meta-cognition 3.5 Concept formation,	<ul style="list-style-type: none"> <li>• Lecture through visual presentation</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar</li> <li>• QA session</li> <li>• Talk by experts</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written/oral)</li> <li>• Assignment evaluation</li> <li>• Report of discussion</li> <li>• Observation of classroom</li> </ul>

mapping	concept mapping		
---------	-----------------	--	--

**Unit- IV: MEMORY, FORGETTING AND MOTIVATION**

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Explains the meaning, types, strategies to improve memory of learner 2. Analyses the causes of forgetting 3. Applies the various motivation techniques in the classroom	4.1 Memory: definitions, types and strategies to improve memory 4.2 Forgetting: definition, causes, and theories of forgetting, 4.3 Curve of forgetting, educational implications 4.4 Motivation - definitions, types and classroom motivation techniques. 4.5 Achievement motivation: meaning and developing achievement motivation.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar through visual presentation</li> <li>• Debate</li> <li>• Q&amp;A session</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written/oral)</li> <li>• Assignment evaluation</li> <li>• Report of discussion</li> </ul>

**Unit-V: FACILITATING LEARNING**

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Explains the concept of group, and its types 2. Applies the socio-metric techniques in the classroom 3. Identifies group dynamics in the classroom 4. Identifies the	5.1 Learning in groups: concept, types and characteristics 5.2 Sociometry: use and importance 5.3 Group dynamics- group cohesion- educational implications 5.4 learning style	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written/oral)</li> <li>• Assignment evaluation</li> <li>• Report of discussion</li> <li>• Seminar presentation</li> </ul>

different learning styles	meaning and characteristics		
5. Analyses learning styles of different learners	Fleming's VAK model. Kolb's theory of learning styles, Dunn and Dunn Learning style model		

**SUGGESTED ACTIVITIES** (any two)

1. Prepare an album of any ten psychologists and their contributions to learning process.
2. Develop concept maps for any one topic of your own choice
3. Prepare a tool to measure achievement motivation
4. Conduct a study on learning style preferences for a group of 30-40 children using any tool on learning style.

**PRESCRIBED READINGS**

1. Agarwal .J.C. (2004). *Essentials of Educational Psychology*, Vikas Publishing House.
2. Aggarwal.J.C (2004). *Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Aggarwal.J.C (2005). *Child Development and Process of Learning*. New Delhi: Shipra Publications.
4. Anupriya, Chadha.(2004). *Causes and Characteristics of Children with Learning Difficulties*. Chandigarh Unistar Book.
5. Bhatia H.R. (2005). *A Text Book of Educational Psychology*. New Delhi: Macmillan India Ltd.
6. Bhatia.K.K.(2001). *Foundations of Teaching Learning Process*. Ludhiana: Tandon Publication.
7. Bhatnagar. S & Saxena. A (2004). *Advanced Educational Psychology*. Meerut: Surya publication.
8. Bhatnagar.A.B & Meenakshi, Bhatnagar(2003). *Psychology of Teaching Learning*. Meerut: Surya Publication.
9. Biranchi Narayan Dash, Kunjalatha Dash(2009). *Essentials of Educational Psychology*. Hyderabad: Neelkamal Publications.
10. Chauhan S.S (2007). *Advanced Educational Psychology*. Vikas publishing house.
11. Clarke Prema.(2001). *Teaching and Learning*. New Delhi:

Sage Publications.

12. Dandapani S. (2007). *Advanced Educational Psychology*, New Delhi: Anmol Publications.
13. Hughes. A.G & Hughes. E.H. (2006). *Learning and Teaching*. Surjeet Publications.
14. Kuppaswamy. B. (2010). *Advanced Educational Psychology*. New Delhi: Sterling publisher's private limited. Legge Karen & Harari Philippe (2000). *Psychology and Education*. London: Heinemann Educational Publishers.
15. Mangal S.K. (2007). *Essentials of Educational Psychology*. New Delhi: Prentice hall of India.
16. Mangal. S.K. (2004). *Psychology of Learning and Development*. Ludhiana: Tandon Publications.
17. Sachedeva. M.S. (2001). *A New Approach to Teaching Learning Process*. Ludhiana: Bharat Book Centre.
18. Sharma .S.K. (2005). *Learning and Teaching*. New Delhi: Gyan books.
19. Sharma. Y (2004). *A Textbook of Educational Psychology*. New Delhi: kanishka publisher.

#### 📖 SUGGESTED READINGS

1. Anastasi, Anne (1989). *Psychology Testing*. New York: Macmillan Publishing Company.
2. Ausubel David. P & Floyd. G. Robinson (1985). *Educational Psychology*, Holt Rinehart and Winston Inc.
3. Benjafield. J.G. (1992). *Cognition*, Prentice Hall, Englewood Cliffs.
4. Kauffman, et al. (1993). *Exceptional Children*. USA: Allyn & Bacon: Boston.
5. Gardner, Howard (1989). *Frames of Mind. The Theory of Multiple Intelligences*. New York: Basic Books.

Course Code: BED2PC007

Pedagogic Course

**B.Ed. Degree Programme**  
**Semester-II**  
**PEDAGOGY OF BIOLOGICAL SCIENCE EDUCATION**

(4 Credits - 120 Hours)

**COURSE LEARNING OUTCOMES:**

*On successful completion of the course the student teacher will be able to:*

1. Analyze the content area of Biology text books of class IX and X
2. Recognize the meaning, scope and methodology of pedagogic content analysis
3. Evaluate the Biology text book of class IX and X standard
4. Prepare lesson plans for teaching Biology content of IX and X class

**CONTENT ANALYSIS OF BIOLOGY TEXT BOOK**

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the content area of Biology text book of class IX and X 2. Develops lesson plans for teaching of Biology content of class IX and X	1.1 Pedagogic analysis— meaning scope, and methodology of pedagogic analysis 1.2 Pedagogic analysis of Biology content in text books of Tamil Nadu State Board for class IX and X	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Interactive learning</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Tests (written/oral)</li> <li>• Observation</li> </ul>

**SUGGESTED ACTIVITIES** (any two)

1. Critically evaluate science text book for any one class.
2. Prepare different types of test items for any one unit in Biology.
3. Select a unit and prepare an achievement test in Biology.
4. Compare the Science text books of Tamil Nadu State Board and CBSE and prepare a report.

Course Code: BED2PC008

Pedagogic Course

B.Ed. Degree Programme

Semester-II

**PEDAGOGY OF ENGLISH EDUCATION**

(4 Credits - 120 Hours)

**📖 COURSE LEARNING OUTCOMES:***On successful completion of the course the student teacher will be able to:*

1. Analyzes the content area of English text books of class IX and X
2. Recognizes the meaning and methodology of pedagogic content analysis
3. Evaluates the English text book of class IX and X class
4. Prepares lesson plans for teaching English content of IX and X class

**CONTENT ANALYSIS OF ENGLISH TEXT BOOK**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Analyses the content area of English text book of class IX and X 2. Develops lesson plans for teaching of English content of class IX and X	1.1 Pedagogic analysis – meaning scope, and methodology 1.2 Pedagogic analysis of English prose, poetry, non-detailed and grammar of class IX and X text books of Tamil Nadu State Board syllabus.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Interactive learning</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Tests (written/oral)</li> <li>• Observation</li> </ul>

**SUGGESTED ACTIVITIES (Any two)**

1. Critically evaluate the English text book for any one class.
2. Prepare different types of test items for any one unit of English.
3. Select a unit and prepare an achievement test in English.
4. Prepare a report on the best practices you have observed in school during internship.



Course Code: BED2PC009

Pedagogic Course

**B. Ed. Degree Programme**  
**Semester - II**  
**PEDAGOGY OF HISTORY EDUCATION**  
 (4 Credits – 120 Hours)

**COURSE LEARNING OUTCOMES:**

*On successful completion of the course the student teacher will be able to:*

1. Analyses the content area of history text books of class IX and X
2. Recognizes the meaning, scope and methodology of pedagogic analysis
3. Evaluates the history text book of class IX and X
4. Prepares lesson plans for teaching history content of IX and X class

**CONTENT ANALYSIS OF HISTORY TEXT BOOK**

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the content area of history text book of class IX and X 2. Develops lesson plans for teaching of history content of IX and X class	1.1 Pedagogic analysis- meaning, scope and methodology. 1.2 Relevance and methodology of pedagogic analysis in History. 1.3 Analysis of the content in History text book of class IX and X of Tamil Nadu State Board.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Interactive session</li> <li>• Analysis of text book content</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/ written)</li> <li>• QA Session</li> <li>• Evaluation of content analysis report</li> </ul>

**SUGGESTED ACTIVITIES** (any two)

1. Critically evaluate the social studies text book of class IX.
2. Compare the Social Studies text book of CBSE and Tamil Nadu State Board.
3. Select a unit and prepare an achievement test in History.
4. Prepare different types of test items for any one unit in Social science.

Course Code: BED2PC010

Pedagogic Course

**B.Ed. Degree Programme**  
**Semester – II**  
**PEDAGOGY OF MATHEMATICS EDUCATION**

(4 Credits – 120Hours)

**📌 COURSE LEARNING OUTCOMES:**

*On successful completion of the course, the student teacher will be able to:*

1. Analyzes the content area of Mathematics text books of class IX and X
2. Recognizes the meaning, scope and methodology of pedagogic analysis
3. Evaluates the Mathematics text book of class IX and X standard
4. Prepares lesson plans for teaching Mathematics content of IX and X class

**CONTENT ANALYSIS OF MATHEMATICS TEXTBOOK**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Analyses the content area of Mathematics text book of class IX and X 2. Develops lesson plans for teaching of Mathematics content of class IX and X	1.1 Pedagogic analysis: meaning, scope and methodology. 1.2 Analysis of the content in Mathematics text book of class IX and X of Tamil Nadu State Board.	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Discussions</li> <li>• Interactive Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Document analysis</li> <li>• Questioning</li> <li>• Participant observation</li> </ul>

**SUGGESTED ACTIVITIES (any two)**

1. Evaluate mathematics textbook of any class.
2. Prepare an achievement test in Mathematics for any topic in class IX mathematics.
3. Prepare different types of test items for any one unit in Standard IX Mathematics.
4. Prepare a report on the comparison of mathematics textbooks of state board and CBSE syllabus.

Course Code: BED2PC011

Pedagogic Course

**B.Ed. Degree Programme****Semester-II****PEDAGOGY OF PHYSICAL SCIENCE EDUCATION**

(4 Credits - 120 Hours)

**COURSE LEARNING OUTCOMES:***On successful completion of the course the student teacher will be able to:*

1. Analyse the content area of physical science text book of class IX and X.
2. Recognize the meaning, scope and methodology of pedagogic analysis
3. Evaluate the physical science text book of class IX and X
4. Prepare lesson plans for teaching physical science content of IX and X class

**CONTENT ANALYSIS OF PHYSICAL SCIENCE TEXT BOOK**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Analyse the content area of science text book of class IX and X 2. Develops lesson plans for teaching science content of IX and X class	1.1 Pedagogic analysis: meaning, scope and methodology. 1.2 Analysis of the content in Physics and Chemistry text book of class IX and X of Tamil Nadu State Board.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Interactive Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Documentary analysis</li> <li>• QA Session</li> <li>• Observation</li> </ul>

**SUGGESTED ACTIVITIES (any two):**

1. Critically analyse the school science text book of any one class
2. Prepare different types of test items in any one unit of physical science
3. Observe the best practices in your teaching practice school and prepare a report.
4. Select a unit and prepare an achievement test

**B.Ed. Degree Programme**  
**Semester-II**  
**ENHANCING DIGITAL SKILLS**  
(2 Credits- 60 Hours)

**✍ COURSE LEARNING OUTCOMES**

*On successful completion of the course, the student teacher will be able to:*

1. Explain the concept of information and communication technology
2. Create blog and post content related to education and field of action
3. Select related content, prepare video and upload on the youtube.
4. Develop grade sheet by using spread sheet.
5. Identify the webquest in their subject in school.
6. Prepare slides for power point presentation
7. Create online groups for sharing ideas and discussions
8. Discover different teaching apps for teaching learning process.

***Content***

1. Computer, laptop and related accessories.
2. Blog creation and posting contents in Blog.
3. Spreadsheet basics.
4. Webquest.
5. Slide preparation using Powerpoint.
6. Google groups.
7. Online meeting platforms.
8. Teaching apps.

***Activities (any five)***

1. Hands on practice in using computer, laptop, projector, interactive white board, printer.
2. Create educational blogs for individual/ group students for strengthening sharing and learning.
3. Shoot a video related to the lesson and upload to youtube.
4. Develop a grade sheet using spread sheet.
5. Identify and using a webquest in any of the school subject.
6. Presentation on any unit using PowerPoint.
7. Embed the learning materials and educational videos created by the student teachers in their respective blog.

8. Create online groups (Google Groups) and share ideas/discussion.
9. Use platforms like Google meet, Google classroom, Zoom etc. to conduct online classes.
10. Identify few teaching apps and make a report on them with screenshots and descriptions.