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Course Code: *BED2CC003*

*Core Course*

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

**📖 COURSE OBJECTIVES:**

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

1. understand the salient features of our Constitution and constitutional provision pertaining to education.
2. appreciate the unity and strengths of Indian diversities based on region, religion, languages, political, caste, and community.
3. understand education system and structures in India
4. comprehend the working and recommendations of various Commissions and Committees constituted and policies developed for improving education in India.
5. analyse the various issues in education

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

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested strategies and Approaches</b>	<b>Assessment</b>
1. Recognises the preamble of Indian constitution. 2. Explains the articles and amendments related to education. 3. Discusses the Concurrent status of education and RTE2010 4. Discusses the Tamilnadu uniform system of school education (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>

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

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the diversity in Indian society and significance of education for containing social diversity  2. Explains the social inequality  3. Recognizes the stratification of Indian Society  4. Discusses the role of education in addressing the needs of marginalized groups in Indian society	2.1 Diversity in Indian society: Nature, challenges and role of education 2.1.1 Linguistic Diversity 2.1.2 Regional Diversity 2.1.3 Religious Diversity  2.2 Multi culturalism -Unity in diversity 2.3 Social inequality - Inequality, discrimination and marginalization 2.4 Stratification of Indian society with reference to caste, class, gender, region (rural – urban disparity) 2.5 Role of education in addressing the needs of marginalized groups in Indian society: SC/ST and women.	<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-III: EDUCATION SYSTEM AND STRUCTURES**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
<p>1. Recognizes the different types of schools and affiliation</p> <p>2. Explains the flagship programmes on education by government of India.</p> <p>3. Recognizes the functions of central and state apex bodies of education</p>	<p>3.1 Schools in India:</p> <p>3.1.1 Types and affiliation</p> <p>3.1.2 Schools run by autonomous institutions of the central government (KVS, NVS &amp; Sainik School)</p> <p>3.1.3 Schools run by the State Governments: Government, Aided and Private Schools</p> <p>3.1.4 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>• 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>

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

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Explains educational is a key area of public policy 2. Explains the implementation of educational policies 3. Analyses the educational policies and commissions in India 4. Describes the NCF2005 5. Analyses 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 4.4Yash 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 Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Analyses the implications of liberalization, privatization and globalization. 2. Discuss the Universalisation of School Education 3. Recognizes the Importance of Quality assurance in education. 4. Explains PPP 5. Discuss the Medium of Schooling 6. Explains Teacher's autonomy and academic freedom.	5.1.Liberalization, privatisation and globalization of education 5.2. Challenges of education from preschool to senior secondary. 5.3.Universalisation of school education, right to education and universal access issues of a) Universal enrolment b) Universal retention c) Universal learning. 5.4.Quality assurance in Education 5.5. Public private partnership (PPP) in School education . 5.6.Medium of Schooling- Three Language Formula. 5.7.Teacher's autonomy and academic freedom.	<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. Analyse 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. Chakaraborty, 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 OBJECTIVES:***On successful completion of the course, the student teacher will be able to*

1. understand the concept, nature and principles of learning
2. apply the implications of learning theories in the classroom context
3. develop various cognitive skills
4. apply the concept of memory, forgetting and motivation in the classroom
5. apply the concept of group dynamics and learning styles in the classroom context

**Unit- I: UNDERSTANDING LEARNING**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Defines the meaning, concept and definitions of learning 2. Identifies the factors affecting learning of the learner 3. Explains the plateaus 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 Outcome</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 metacognition , concept formation and concept mapping	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, concept mapping	<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>

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

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
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>• QA 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 Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the concept of group, and its types	5.1 Learning in groups: concept, types and characteristics	• Lecture	• Test (written/oral)
2. Applies the socio-metric techniques in the classroom	5.2 Sociometry: use and importance	• Group discussion	• Assignment evaluation
3. Identifies group dynamics in the classroom	5.3 Group dynamics- group cohesion- educational implications	• Assignment	• Report of discussion
4. Identifies the different learning styles	5.4 learning style meaning and characteristics	• Seminar	• Seminar presentation
5. Analyses learning styles of different learners	Fleming's VAK model. Kolb's theory of learning styles. Dunn & Dunn learning style model	• Peer learning	

**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*. NewDelhi: Shipra Publications.
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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.
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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*. Surgeet Publications.
14. Kuppuswamy. 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.

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**📖 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, Engle wood 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 OBJECTIVES:**

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

1. attain content mastery in Biological science.
2. analyze the content area of Biology text books for Standard IX and X.
3. develop skill in preparation of lesson plans.

**CONTENT ANALYSIS OF BIOLOGY TEXT BOOK**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Analyses the content area of Biology text books for Standard 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 Tamilnadu State Board for standard 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 standard.
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 Tamilnadu 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 OBJECTIVES:***On successful completion of the course the student teacher will be able to:*

1. attain content mastery in English language.
2. analyse the content area of English for Standard IX and X.
3. develop skill in preparation of lesson plans.

**CONTENT ANALYSIS OF ENGLISH TEXT BOOK**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Analyses the content area of English text books for Standard IX and X	1.1 Pedagogic analysis – meaning scope, and methodology 1.2 Pedagogic analysis of English prose, poetry, non-detailed and grammar of standard 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 standard.
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 OBJECTIVES:**

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

1. attain content mastery in Social Science.
2. analyse the content area of History text books for standard IX and X.
3. develop skill in preparation of lesson plans.

**CONTENT ANALYSIS OF HISTORY TEXT BOOK**

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the key aspects involved in content analysis 2. Selects the content from social studies text book for analysis.	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 standard 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>

**SUGESTED ACTIVITIES (Any Two)**

1. Critically evaluate the social studies text book of standard IX.
2. Compare the Social Studies text book of CBSE and Tamilnadu 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 – 120 Hours)

**✍ COURSE OBJECTIVES:**

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

1. attain content mastery in Mathematics.
2. analyse the content area of Mathematics text books for standard IX and X.
3. develop skill in preparation of lesson plans.

**CONTENT ANALYSIS OF MATHEMATICS TEXTBOOK**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the topics involved in the content of mathematics. 2. Analyse the content area of mathematics text book of standard IX and X	1.1 Pedagogic analysis: meaning, scope and methodology. 1.2 Analysis of the content in Mathematics text book of standard 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 standard.
2. Prepare an achievement test in Mathematics for any topic in Standard 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 OBJECTIVES:**

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

1. attain content mastery in physical science.
2. analyze the content area of physical text books for standard IX and X.
3. develop skill in preparation the lesson plans.

**CONTENT ANALYSIS OF PHYSICAL SCIENCE TEXT BOOK**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Analyses the content area of science text books for standard IX and X	1.1 Pedagogic analysis: meaning, scope and methodology. 1.2 Analysis of the content in Physics and Chemistry text book of standard 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 standard
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

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*Course Code: BED2EPC01*

*Enhancing Professional Capacities*

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

**✍ COURSE OBJECTIVES**

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

1. familiarize with the concept of Information and communication technology
2. achieve practice skills and presentation skills in ICT.
3. use various digital technologies for creating resources and providing learning experiences for all types of learners.

***Content***

1. Computer, laptop and related accessories.
2. Blog creation and posting contents in Blog.
3. Spreadsheet basics.
4. Web quest.
5. Slide preparation using Power point.
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 their subject in the school.
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 sharing ideas/discussion.
9. Use resources 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.