

## PART A: THEORY

### 1. LIST OF THE CORE PAPERS

S.NO	PAPER CODE	PAPER TITLE	MARKS
1	BEDN 101	Teacher in Emerging Indian Society	100
2	BEDN 102	Psycho Pedagogy	100
3	BEDN 103	Curriculum Development	100
<b>TOTAL MARKS OF THE CORE COURSES</b>			<b>300</b>

### 2. LIST OF THE ELECTIVE PAPERS

(NOTE: only one of the below five courses is to be selected by the candidate.)

S.NO	PAPER CODE	PAPER TITLE	MARKS
1	BEDN 111	Teacher Education and Educational Technology	100
2	BEDN 112	Pre – primary Education	100
3	BEDN 113	Guidance and Counseling	100
4	BEDN 114	Educational Management	100
5	BEDN 115	Environment Education	100
<b>TOTAL MARKS OF THE ELECTIVE PAPERS</b>			<b>100</b>

### 3. LIST OF THE OPTIONAL PAPERS

(NOTE: one from the first two and one from the last six courses is to be selected by the candidate.)

S.NO	PAPER CODE	PAPER TITLE	MARKS
1	BEDN 121	Methods of Teaching English	100
2	BEDN 122	Methods of Teaching Tamil	100
3	BEDN 131	Innovations, Trends and Approaches in English	100
4	BEDN 132	Innovations, Trends and Approaches in Tamil	100
5	BEDN 133	Methods of Teaching Mathematics	100
6	BEDN 134	Methods of Teaching Physical Sciences	100
7	BEDN 135	Methods of Teaching Biological Sciences	100
8	BEDN 136	Methods of Teaching History	100
9	BEDN 138	Methods of Teaching Computer Science-I	100
<b>TOTAL MARKS OF THE OPTIONAL PAPERS</b>			<b>200</b>

### 4. LIST OF INSTUTIONAL PAPERS

S.NO	PAPER CODE	PAPER TITLE	MARKS
1	BEDN 1Z1	Indian Culture	000
<b>TOTAL MARKS OF THE INSTITUTIONAL PAPERS</b>			<b>000</b>

The Students will be allotted the optional subject combinations in accordance with the major/ancillary subjects of the Graduate/ Post Graduate level subject to existing school curriculum (Secondary Level / Higher Secondary Level)

**NOTE: -**

1. Graduates and Post Graduates in Tamil would be offered **BEDN 122** and **BEDN 132** as Optional – I & Optional – II respectively.
2. Graduates and Post Graduates in English would be offered **BEDN 121** and **BEDN 131** as Optional – I & Optional – II respectively.
3. Graduates and Post Graduates in Mathematics would be offered **BEDN 121 / 122** and **BEDN 133** as Optional – I & Optional – II respectively.
4. Graduates and Post Graduates in Physics / Chemistry/Bio-Chemistry would be offered **BEDN 121 / 122** and **BEDN 134** as Optional – I & Optional – II respectively.
5. Graduates and Post Graduates in Zoology / Botany/Micro Biology would be offered **BEDN 121 /122** and **BEDN 135** as Optional – I & Optional – II respectively.
6. Graduates and Post Graduates in History would be offered **BEDN 121 /122** and **BEDN 136** as Optional – I & Optional – II respectively.
7. Graduates of computer Science (B.Sc/B.C.A) would be offered **BEDN 121 /122** and **BEDN 138** as Optional – I & Optional – II respectively.

**PART B: SCHOOL EXPERIENCE & PRACTICUM**

All student teachers have to teach both the optional subjects as per the theoretical basis provided by the institute in the allotted schools for 30 working days under the supervision of both the teacher educators and the mentor teachers of the respective schools. And also they have to complete the necessary record work and observations.

**1. TEACHING COMPETENCY**

<b>S.NO</b>	<b>PAPER CODE</b>	<b>PAPER TITLE</b>	<b>MARKS</b>
1	BEDN 121 TC	Teaching Practice and Internship Record (Optional – I)	100
		Observation Record (Optional – I)	10
		Practical Examination(Optional – I)	50
2	BEDN 131TC	Teaching Practice and Internship Record (Optional – II)	100
		Observation Record (Optional – II)	10
		Practical Examination (Optional – II)	50
3	BEDN 111TC	Computer Practical Examination	20
<b>TOTAL MARKS</b>			<b>340</b>

## 2. RECORD WORK:

S.NO	PAPER CODE	PAPER TITLE	MARKS
1	BEDN 121SAR	Scholastic Achievement Record (Optional – I)	50
2	BEDN 131SAR	Scholastic Achievement Record (Optional – II)	50
3	BEDN 102CSR	Case Study Record	40
4	BEDN 111AVR	Audio – Visual Aids & Computer Education Record	30
5	BEDN 191 SSR	School Study Record	30
6	BEDN 192 PER	Physical Education Record	30
7	BEDN 193 SUPR	S.U.P.W and Cultural Heritage Record	15
8	BEDN 194 MTR	Micro – Teaching Record	15
TOTAL MARKS			<b>260</b>

## TOTAL MARKS REQUIREMENT FOR THE DEGREE IN EDUCATION

S.NO	CATEGORY OF PAPERS	MARKS
1	CORE PAPERS	300
2	ELECTIVE PAPERS	100
3	OPTIONAL PAPERS	200
4	SCHOOL EXPERIENCE AND PRACTICUM	600
TOTAL MARKS FOR THE DEGREE IN EDUCATION		<b>1200</b>

## OTHER PROGRAMS TO BE ORGANIZED BY S.O.E IN EACH SUBJECT AREA.

1. Extension lectures (4 in each paper)
2. Tutorials: (5 in each paper)
3. Seminars / paper presentations: (2 in each paper)
4. Demonstration lessons (3 in each optional)
5. Micro – teaching (3 skills to be practiced)
6. Consultation hours (one in fortnight)
7. Mentoring ( one period per week)

## DETAILS OF CONTENT OF THE PAPERS

### PART A (THEORY)

#### CORE PAPERS

**PAPER I: TEACHER IN EMERGING INDIAN SOCIETY**  
**CODE: BEDN 101**

**LO / W – 4**

**OBJECTIVES: At the end of this paper the student – teacher should be able to**

1. Understand the relation between Philosophy and Education
2. Understand the Philosophical bases provided by different schools of thought.
3. Compare the views of different schools of thought with regards to problems of education.
4. Acquire the knowledge of the contributions of different thinkers of India and west in education.

5. Understand the process of Socialization.
6. Understand the process of social change, and modernization.
7. Appreciate the role of education in preserving, promoting and transmitting our national cultural heritage from generation to generation.
8. Sensitize towards the promotion of national integration, international peace and protection of human rights.

#### **A). PAPER DESCRIPTION**

This paper aims to introduce the concept of education, meaning, and forms of education and aims of education. Major schools of thought viz., Naturalism, Idealism and Pragmatism and their educational significance are introduced to the students in view of providing the Philosophical foundations of education. Concept of sociology of education, agencies of education, education and modernization, education as a means to social change, education and culture, equality of educational opportunities with special emphasis on gender parity, national integration etc., are the contents of this course. Upon the completion of this course students should be able to address various issues of education such as the role of the teacher, teacher student rapport, the type of discipline to be maintained in the classroom, methodology to be used and curriculum to be adopted. They should understand the relationship between education and society, impact of various agencies on the society and education, need for maintaining gender parity in the society and how an education changes the society towards growth and prosperity.

#### **B). CONTENT OF THE PAPER:**

This paper consists of the following **TEN** units covering most important philosophical and sociological foundations of education. The details of each unit with its sub – units are furnished hereunder.

#### **UNIT I: PHILOSOPHY OF EDUCATION**

- a. Meaning of Philosophy and Education.
- b. Nature and Scope of Philosophy of Education
- c. Relationship between Philosophy and Education
- d. Types of Education
- e. Aims of education

#### **UNIT II: SCHOOLS OF EDUCATIONAL THOUGHT**

- a. Idealism
- b.** Naturalism
- c. Pragmatism

#### **UNIT III: THINKERS ON EDUCATION**

- a Mahatma Gandhi
- b Robindranath Tagore
- c Sri Aurobindo
- d Vivekananda
- e J.J. Rousseau
- f Frederick Herbert

#### **UNIT IV: A BRIEF INTRODUCTION TO THE HISTORY OF INDIAN EDUCATION**

- a Education in Ancient India
- b Education in Medieval India

- c Education in modern and contemporary India.
- d Values in education.

#### **UNIT V: SOCIOLOGY OF EDUCATION**

- a. Meaning and Scope of Sociology of Education
- b. Socialization and role of education in the process of Socialization.
- c. Agencies of Education with special emphasis on Home, School, and Mass Media

#### **UNIT VI: EDUCATION AND CULTURE**

- a Meaning and characteristics of culture
- b Culture growth and development
- c Cultural pluralism, cultural relativism, cultural lag, cultural conflict, ambivalence and tolerance, enculturalism through education.

#### **UNIT VII: SOCIAL CHANGE AND EDUCATION**

- a. Meaning and Factors of Social Change
- b. Education as a facilitator of Social Change

#### **UNIT VIII: EDUCATION AND MODERNIZATION**

- a Meaning and attributes of Modernization.
- b The Role of Education in the process of Modernization

#### **UNIT IX: EQUALITY OF EDUCATIONAL OPPORTUNITIES**

- a. Constitutional frame of reference for Indian education
- b. Concept of social equity and educational opportunities
- c. Measures to promote equal educational opportunities – women, SC & ST, Disabled, and Minorities.
- d. Human rights education with reference to child rights

#### **UNIT X: EDUCATION AND INTEGRATION**

- a International peace and understanding
- b Role of the teacher and educational institutions in securing National Integration and promoting International Understanding.

#### **C). LIST OF TEXT & REFERENCE BOOKS:**

1. B.N.Dagh: (1995) **Foundations of Educational Thought and Practice**, Kalyani Publishers.
2. Bhatia& Bhatia: (1997) **Theory & Principles of Education** Doaba house.
3. Bhatia&Bhatia: (1990) **A Book of Education for Beginners**, Kalayani Publishers.
4. Biswa Ranjan Purohit: (1992) **Milestones in Modern Indian Education**, New Central Book Agency
5. Castle.E.B (1969), **Principles of Education for Teachers in Africa**, London: Oxford University Press
6. Chaube. S.B. (1993) **Philosophies of Education**
7. Dutta.D.Chatterjee.S. (1984): **An Introduction To Indian Philosophy**, Calcutta university press, Calcutta – 19.
8. **Encyclopedia of Britannica**
9. Farrant, J.S., (1991) **Principles and Practice** (2<sup>nd</sup> Edition) London; Longman

10. G.Max Wingo (1975): **Philosophies Of Education: An Introduction**, sterling publishers Pvt., Ltd., AB/9,Safdarjung enclave, new Delhi
11. Gomathi Mani: (1991) **Education in the Internal Context**, Sterling.
12. J. Mohanty: (1992) **Current Issues in Education**, cosmos publications.
13. J.C. Aggarwal: (1992) **Theory & Principles of Education: Philosophical and sociological Bases of Education**, Vikas publishing house Pvt., Ltd.
14. J.C.Aggarwal: (1985) **Theory and Principles of Education**, Vikas Publishing House Pvt., Ltd.
15. J.S.Ross: **Educational Theory**
16. John.S.Brubacher (1962): **Eclectic Philosophy of Education** – a book of reading prentice – Hall inc., Englewood cliffs, N.J.
17. John.S.Brubacher: **Modern Philosophy of Education**, Tata McGraw Hill House Pvt., Ltd., Sterling, New Delhi
18. K.K. Bhatia Trinath Purohit: (1989) **Principles & Practice of Education**, Kalayani.
19. Murthy.S.K (1982): **Philosophical And Sociological Foundations Of Education**, Prakash brother, Jull under
20. **Philosophical Dimensions of Education, the Indian publications**, Ambala Court
21. Prem Nath (1979): **The Bases of Education – a Philosophical and Sociological Approach**, S.Chand and company ltd., Ramnagar, New Delhi.
22. Richanr Cheerver Wallace and Wendy dre Wallace (1985): **Sociology**, Allyn and Bacan inc., Norton
23. S. Lakshmi: (1992) **Challengers in Indian Education**, Sterling revised.
24. S.P. Ruhela :( 1989) **Human Values And Education**, Sterling.
25. Seetharamu.A.S (1985): **Philosophies Of Education**, Ashish publishing house, New Delhi.
26. Smith, Tom E.C. **An Introduction to Education**, ISBN:0314715371, West Publishing Company,
27. T.D. Shukla: (1989) **The New Educational Policy In India**, Sterling.
28. **The Hindu Speak On Education, 2006 Kasturi & Sons Ltd, Chennai.**
29. V.R.Taneja: (1990) **Educational Thought and Practice**, Sterling.

## **PAPER VII: INDIAN CULTURE**

**CODE: BEDN 1Z1**

**LO/W**

**- 2**

### **A) PAPER DESCRIPTION**

**This** paper deals with the elements of Indian Cultural Heritage and Science and Technology. Various aspects right from the origin of man, Evolution of cultures and Civilization, Chronology of Indian culture, their spread, general features, Chronology of Indian literature, Early Indian education, evolution of script and language, early writing materials, significance of worship and ritual practices, symbolism of rituals, Art forms as cultural expression, Technology and Aesthetics, important manuscripts that includes Amsu Bhodhini, Yantrasarvasva etc, Upaveda with special reference to Aurveda and Arthasastra, Yoga, Vedic Mathematics, Astrology, Astronomy, Jyotism etc are dealt briefly to impart the basic knowledge to all the student-teachers to foster the spirit of belongingness and patriotic fervour.

## **B) CONTENT OF THE PAPER.**

This paper consists of the following **TWO** parts and **FIVE** units covering most important aspects of Indian Culture and Science and Technology. The details of each unit with its sub-units are furnished hereunder.

### **PART-I (INDIAN CULTURAL HERITAGE)**

#### **UNIT-I INTRODUCTION**

- a. Origin of man and Evolution of cultures and Civilization
- b. Significance of Indian Culture
- c. Chronology of Indian Cultures- Origin and spread
- d. General features of Indian cultures, Unity in Diversity.

#### **UNIT-II LITERATURE**

- a. Chronology of Indian Literature, Early Indian literature in Sanskrit and other languages
- b. Early Indian Education, Gurukulas and Guru-sishya parampara
- c. Evolution of script and languages
- d. Important early scripts and writing materials
- e. Important early educational centers (ghattikas)

#### **UNIT-III WORSHIP AND ART FORMS**

- a. Significance of worship and ritual practices
- b. Evolution of religious establishments, worship in temples,
- c. Ritual requirements, daily rituals, symbolism of rituals
- d. Art forms as cultural expression, Technology and Aesthetics, their relation to the social structure

### **PART-II (SCIENCE AND TECHNOLOGY)**

#### **UNIT-IV SCIENTIFIC HERITAGE OF INDIA**

- a. Scientific Heritage of India
- b. Important manuscripts – Amsu Bhodhini, Yantrasarvasva, Krisiparasara, Sulvasutra, Lohatantara etc,
- c. Importance and significance of Upavedas, special reference to Ayurveda and Arthasastra, Significance of Yoga in daily life

#### **UNIT-V EARLY INDIAN WORKS**

- a. Significance of Yoga in daily life.
- b. Vedic Mathematics, Astrology, Astronomy, Jyotism, etc, early Indian works and its importance in day-to-day life.

## **C) LIST OF TEXT & REFERENCE BOOKS:**

1. Joshi.K., *The Veda and Indian Culture*, Rastriya Veda Vidya Pratisthana, New Delhi, 1992.
2. Majumdar, R.C., *Ancient India*, Motilal Banarasidas Publishers, Delhi, 1994.
3. Patel. I.S., *Science and the Vedas*, Bombay, 1984.
4. Sri Chandrasekharendra Saraswati Swamiji., *The Guru Tradition*, Bharatiya Vidya Bhavan, Bombay, 1991.
5. Sri Jayendra Saraswatiiji Maharaj., *The Vedas and Vedangas*, Prakashan Kendra, Lucknow, 1951.
6. Vartak, P.V., *Scientific Knowledge in the Vedas*, Delhi, 1986.
7. Winternize, M., *History of Indian Literature*, Delhi, 1996.