



All India Mahila Sangh

Registered Under Societies Registration Act 27 of 1975 Govt of Tamilnadu
Recognized by Women's Empowerment Act



BACCALAUREATE OF TEACHER EDUCATION (B.T.Ed.)

1. EDUCATIONAL PSYCHOLOGY

UNIT –I

Psychology of teaching: meaning, scope, Indian & Western concept and its relevance from the point of view of teachers, Stages in teaching: Pre active, Interactive & Post active, Levels in teaching: memory level, understanding level and reflective level. Psychology of development: meaning of development, difference between development & growth, characteristics related to cognitive, social and emotional development during childhood & adolescence and their educational implications.

UNIT –II

- ★ Psychology of learning: meaning, factors affecting learning, transfer of learning: meaning, types and its educational implications, Motivation: meaning, various techniques for motivating the students.
- ★ Theories of learning: Classical, Operant, Gestalt and Cognitive theory of Piaget and Bruner, Main features and their educational implications..

UNIT –III

- ★ Psychology of intelligence: meaning, concept, theories of intelligence: cognitive, associative and punitive. IQ, EQ and SQ: their implications for organizing teaching learning processes. Use of intelligence tests and its limitations. Indian concept of intelligence.
- ★ Psychology of Adjustment: meaning, process of adjustment, characteristics of a well-adjusted person. Stress: concept, coping mechanism and its educational

implications for teacher & learner .Ensuring wellness life style: determinants of wellness and scales to measure wellness life style..

UNIT –IV

★ Psychology of personality: meaning, its Indian and Western conceptualizations: development of personality, measurement of personality.

★ Psychology of exceptional children: creative, gifted, slow learner and mentally retarded children their characteristics and implications for providing education.

2. CONTEMPORARY INDIA AND EDUCATION

UNIT-I Concept and Aims of Education

Meaning and definitions of Education-Formal, non-formal and informal education
Various levels of Education-Objectives-pre-primary, primary, secondary and higher secondary education and various statutory boards of education -Aims of Education in Contemporary Indian society Determinants of Aims of Education.

UNIT-II Social Realities of Indian Society and Education

Rich Cultural Heritage - Diversity in Indian Society; Inequality and Marginalization
Schisms in terms of Caste, Religion, Language, Region and their demands on Education-
Forms and Bases of Social Stratification -Impact of Social Stratification on Education and
Vice versa ;Culture and Education - Meaning and definitions of culture - Characteristics
of culture Dimensions of culture, cultural lag, cultural pluralism - Role of Education in
preservation, transmission and promotion of culture.

UNIT-III Education, Social Change and Social Transformation

The concepts of social change –Technology Factors of social change -Role of education
in the process of social change - Agencies of Socialization -Factors influencing the
Learner –Socio-Cultural factors: Family, School environment, Community, Peer group -
Political: policies, provisions -Socio-Economic: Poverty, Gender, Religion, Caste and
Class -Psycho-Social: Parents, Teachers. Classroom Climate, School, Ethnicity

UNIT-IV Indian and western Thinkers and their Contribution to Education

Gandhiji's Basic Education-Concept of Education-Gandhiji's conception of knowledge-
method of instruction and evaluation-Tagore-Tagore's conception of knowledge-values-

Freedom and discipline-method of instruction and evaluation-John Dewey-Dewey's concept of knowledge values-method of instruction and evaluation-Rousseau - Rousseau's concept of knowledge -method of instruction and evaluation-J. Krishnamoorthy- concept of knowledge and freedom in learning-Sri Aurobindo-Sri Aurobindo's concept of knowledge-method of instruction and evaluation.

UNIT-V Issues in Indian Society and Education

Equalization of Educational Opportunities — SC/ ST, OBC, Women, Handicapped and religious minorities-Population, poverty-illiteracy-measures adopted for eradicating illiteracy Child labour-causes for child labour-government measures of child labour- Transit schools Unemployment and under employment-Privatization in Education.

UNIT-VI Policy Framework for Public Education in India

Education in Pre-Independent India — significant recommendations of commissions and committees -Education in Post-Independent India — Significant recommendations of Commissions and Committees-National Policy on Education — 1986, 1992 - Universalization of Elementary Education — Sarva Shiksha Abhiyan, RTE ACT 2009, RMSA, MHRD and Elementary education, Major functions of UGC, NUPEA, NCTE, NCERT, SCERT and TANSCH in relation to the development of education.

UNIT-VII Innovative Trends

Introduction- objectives-community schools; Distance Education-need- objectives and features of distance education; Open –learning-common barriers to learning-open school system open university and the major functions of DEB/DEC, Schools for the challenged-Adopting instruction-school education Globalization/Liberalization-Factors behind-Globalization and Education.

3. TEACHING AND LEARNING

UNIT I: Understanding the Learner

- ★ Dimensions of differences in psychological attributes-cognitive abilities, interest, aptitude, creativity, personality, values & Self Esteem.
- ★ Understanding learners from the perspective of multiple intelligences with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- ★ Differences in learners based on predominant 'learning styles'.
- ★ Differences in learners based on socio-cultural contexts: Impact of home language of learners and language of instruction, impact of differential 'cultural capital' of learners.
- ★ Understanding differences based on range of cognitive abilities---learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of difference rather than 'deficit' perspective.

UNIT II: Understanding Learning

- ★ Implicit knowledge and beliefs about learning (demystifying misconceptions).
- ★ Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
 - (i) Concepts and principles of each perspective and their applicability in different learning situations.
 - (ii) Relevance and applicability of various theories of learning for different kinds of learning situations.
 - (iii) Role of learner in various learning situations, as seen in different theoretical perspectives.
 - (iv) Role of teacher in teaching-learning situations: as a) transmitter of knowledge, b) facilitator, c) negotiator, d) co-learner.

UNIT III: Learning in 'Constructivist' Perspective

- ★ Distinctions between learning as _construction of knowledge 'and learning as _transmission and reception of knowledge'.

- ★ Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- ★ Processes to facilitate _construction of knowledge :
 - (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship
 - (v) Meta-cognition
- ★ Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning.
- ★ Utilizing learners experiences (in and outside school) in classroom process.

UNIT IV: Understanding Teaching

- ★ What is meant by teaching (teaching as a practice, activity and performance).
- ★ Teaching as a complex activity

Reflective Teaching to enhance learning - teaching in a diverse classrooms (addressing the diversity of student in classroom. Diversity in cognitive abilities learning styles diversity due to socio-cultural context language diversity, differences resulting from disabilities, gender difference, diversity of student at risk). - Teacher as a critical pedagogue.

UNIT V: Teaching as a Profession

- ★ Teaching as profession (basic characteristics of teaching qualifying it as a profession.

- ★ Professional development of teachers :

-Need (link between professional development of teacher and substantial school improvement and student learning). -Phases of Professional Development (Pre-service and In-service). -Approaches

(i) Conventional face to face (through various institutions).

(ii) School based INSET

(iii) Action Research

(iv) Professional Learning Communities (PLC)

(v) Self-initiated learning

(vi) Professional Development through distance mode - Facilitating professional development

- ★ Teacher Autonomy and Accountability.

4. LANGUAGE ACROSS CURRICULUM

UNIT – I: Conceptualization and Principles of Language across the Curriculum

Language across the Curriculum, meaning, concept goals, aims, needs and importance of Plurilingualism. - Modes of human activities involving language -Language Objectives: relationship between language and thinking – development of conceptual literacy – Basic tenets of language across the curriculum. - Principles of language across the curriculum – integration across the curriculum: personal and pedagogical integration.

UNIT - II: Academic and Social Language

Language: meaning, concept, definitions, aims, objectives functions and importance – proficiency of home language and school language - Strategies for Enhancing Language proficiency: drama, essay, storytelling, group discussion, peer tutoring - nature of expository texts Vs. narrative texts - transactional Vs. reflexive texts. Reading comprehension skills, language skills and literacy skills - linguistic education: academic language and social language, CALP skills, BICS skills, conceptual literacy.

UNIT-III: Integrated Curriculum and Language Education

Integrated Curriculum types, meaning, key features, objectives types of integration – levels of curriculum integration – Models of curriculum integration: Multidisciplinary interdisciplinary trans disciplinary and spiral curricula – Coyle's 4C's of curriculum. – Content and language integrated learning approach in the classroom - National Curriculum Framework (NCF-2005) - Recognition of mother tongue.

UNIT - IV: Theories of Language Learning

Plato's problem theory of language – Cartesian theory of language production – Locke's theory of tabula rasa – Skinner's imitation theory of language acquisition – Chomsky's

universal grammar theory – Schumann's cultural theory – Krashen's monitor theory – Piaget's views on language learning – Vygotsky's cultural tools for language learning.

UNIT - V: Language Related Issues

Bilingualism - Multilingualism - Challenges of teaching language in multicultural classroom.

Linguistic interdependence and the educational development of bilingual and multi-lingual children - Nature of reading comprehension in the content areas - Developing writing skills in specific content areas. - Strategies for developing oral language for promoting learning across the subject areas - Reading in the content areas – social sciences, science and mathematics.

5. UNDERSTANDING DISCIPLINES AND SUBJECTS

UNIT- I Disciplines and Subjects

Disciplines and subjects- meaning, definition and concept - 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- II Disciplines and Subjects in Socio-Cultural Perspectives

Emergence and development of knowledge, subject and curriculum in social, political and intellectual contexts - Changes in social science, natural science and linguistics – Concept of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - School subjects and social justice

UNIT- III: Disciplinary Knowledge and School Education

Disciplinary knowledge and pedagogical approaches in school subjects - Pedagogical Concerns of Disciplinary Knowledge at Different Stages of School Education: - Core Subjects in School Curriculum: Languages, Social Science, Humanities, Science, Maths, Art and Craft, Work Education, Peace Education, Life Skills Education, Health and Physical Education and Value Education; Need of Reframing School Subjects; Recent development in school subjects.

UNIT- IV: Learner-Centred Curriculum

Basics of learner-centred approach; The Importance of Learner-centred Evaluation and Assessment; Grades; Feedback mechanism; Evaluation; Learning outcomes; Curriculum and

its importance in learner-centred approach; Advantages of learner-centred approach; Disadvantages of learner-centred approach; Social oriented curriculum for social reconstruction.

UNIT –V: Life-oriented Curriculum

Life-oriented curriculum – Inter-disciplinary curriculum: the growing need for inter-disciplinary curriculum- Broadfield curriculum- Need for curriculum integration - Teaching of science and mathematics for national development - Selection of content- Based on the experiences of children- communities- their natural curiosities- their subjects.

6. ASSESSMENT OF LEARNING

UNIT–I Overview of Assessment and Evaluation

- ★ Perspective on assessment and evaluation of learning in a constructivist paradigm
- ★ Distinction between 'Assessment of Learning' and 'Assessment for Learning'
- ★ Purpose of assessment in a 'constructivist' paradigm
- ★ Engage learners' minds in order to further learning in various dimensions.
- ★ Promote development in cognitive, social and emotional aspects.
- ★ Developing distinctions between the terms
 - assessment, evaluation, test, examination, measurement
 - formative and summative evaluation
 - continuous and comprehensive assessment
- ★ Understanding notions of 'Subject-based Learning' in a constructivist Perspective

UNIT–II Dimensions to Consider for Assessment

- ★ Dimensions and levels of learning
- ★ Retention/recall of facts and concepts; Application of specific skills
- ★ Manipulating tools and symbols; Problem-solving; applying learning to diverse situations
- ★ Meaning-making propensity; Abstraction of ideas from experiences;
- ★ Seeing links and relationships; Inference; Analysis; Reflection
- ★ Originality and initiative, Collaborative participation, Creativity, Flexibility
- ★ Contexts of assessment- Subject-related, Person-related

UNIT–III Teacher Competencies in Evolving Appropriate Assessment Tools

- ★ Visualizing appropriate assessment tools for specific contexts, Content, and student
- ★ Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Scope for original responses
- ★ Evolving suitable criteria for assessment
- ★ Organizing and planning for student portfolios and developing rubrics for portfolio assessment
- ★ Using assessment feedback for furthering learning.

UNIT-IV Examination System: Reforms

- ★ Place of marks, grades and qualitative descriptions
- ★ Examination for social selection and placement
- ★ Introducing flexibility in examination-taking requirements
- ★ Improving quality and range of questions in exam papers school-based credits
- ★ Examination management
- ★ Role of ICT in examination

UNIT-V Data Analysis, Feedback and Reporting

- ★ Statistical tools, Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation
- ★ Graphical representation of results.
- ★ Feedback as an essential component of formative assessment
- ★ Use of assessment for feedback; For taking pedagogic decisions
- ★ Types of teacher feedback (written comments, oral); Peer feedback
- ★ Developing and maintaining a comprehensive learner profile

- ★ Purposes of reporting: To communicate
- ★ Progress and profile of learner
- ★ Basis for further pedagogic decisions
- ★ Reporting a consolidated learner profile.

7. ENVIRONMENTAL EDUCATION

UNIT –I Nature and scope of environmental education

- ★ Nature, need and scope of environmental education and its conservation
- ★ Environmental education: a way of implementing the goals of environmental protection.
- ★ Present status of environmental education at various levels
- ★ India as a mega biodiversity Nation, Different ecosystems at national and global level.
- ★ Role of individual in conservation of natural resources: water, energy and food
- ★ Role of individual in prevention of pollution: air and water
- ★ Equitable uses of resources for sustainable livelihoods
- ★ Environmental legislation: awareness and issues involved in enforcement
- ★ Role of information technology and media in environment awareness/consciousness

UNIT –II Community Participation and Environment

- ★ Community participation in natural resource management ñ water, forests, etc.
- ★ Change in forest cover over time
- ★ Deforestation in the context of tribal life
- ★ Sustainable land use management
- ★ Traditional knowledge and biodiversity conservation
- ★ Developmental projects, including Government initiatives and their impact on biodiversity
- ★ Conservation
- ★ Issues involved in enforcement of environment legislations
- ★ Role of media and ecotourism in creating environmental awareness
- ★ Role of local bodies in environmental management
- ★ Shifting cultivation and its impact on environment

UNIT –III Environmental Issues and concerns

- ★ Consumerism and waste generation and its management
- ★ Genetically-modified crops and food security: Impacts positive and negative
- ★ Water consumption pattern in rural and urban settlement
- ★ Ethno-botany and its role in the present day world
- ★ Environmental degradation and its impact on the health of people
- ★ Economic growth and sustainable consumption
- ★ Organic farming
- ★ Agricultural waste: Their impact and management
- ★ Rain water harvesting and water resource management
- ★ Biomedical waste management
- ★ Changing patterns of energy and water consumption.

UNIT IV Initiatives by various agencies for Environment Education

- ★ Environmental conservation in the globalised world in the context of global problem
- ★ Alternative sources of energy
- ★ Impact of natural-disaster/man-made disaster on environment
- ★ Biological control for sustainable agriculture
- ★ Heat production and greenhouse gas emission
- ★ Impact of industry/mining/transport on environment
- ★ Sustainable use of forest produces.
- ★ Governmental and non-government initiatives.
- ★ Supreme Court order implementation of Environmental Education(Ee)