

---

Course Code:BED4CC008

Core Course

**B.Ed. Degree Programme**  
**Semester- IV**  
**KNOWLEDGE AND CURRICULUM**  
(2 credits-60 hours)

**Preface**

The course delves into the intricate relationship between knowledge and curriculum development. It explores the nature of knowledge, its role in shaping educational goals and its translation into effective curriculum design. Prospective Teachers will develop a deep understanding of curriculum theories, principles and processes, enabling them to critically analyze existing curricula and design innovative learning experiences.

 **COURSE OUTCOMES**

*On successful completion of the course, the Prospective Teacher*

1. Summarizes the sources and forms of knowledge
2. Identifies the need and principles of curriculum
3. Differentiates curriculum from syllabus
4. Integrates the different types of curriculum
5. Analyses the process of curriculum implementation

**UNIT- I: FOUNDATIONS OF KNOWLEDGE (10 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Examines the meaning and nature of knowledge.</li> <li>2. Differentiates between knowledge and information</li> <li>3. Explains the sources and forms of knowledge</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Knowledge Meaning Definition Nature</li> <li>1.2 Difference between Knowledge and Information</li> <li>1.3 Role of Culture in Knowledge</li> <li>1.4 Sources of Knowledge</li> <li>1.5 Forms of Knowledge and its Organization in Schools</li> </ol>	<ul style="list-style-type: none"> <li>• Planned lectures infused with multimedia presentations</li> <li>• Small group discussion</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Group discussions</li> <li>• Cooperative teaching</li> <li>• Team teaching</li> </ul>

**UNIT-1I: CURRICULUM AND ITS DEVELOPMENT (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Identifies the need and principles of curriculum</li> <li>2. Integrates the different types of curriculum</li> <li>3. Differentiates between curriculum and syllabus</li> <li>4. Explains the basic principles of curriculum development</li> <li>5. Categorises the implications of perspectives on learning to curriculum development</li> <li>6. Detects the concerns for developing curriculum</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Curriculum: meaning, need</li> <li>2.2 Types of Curriculum: subject-centered, activity-centered, environmental-centered, community-centered</li> <li>2.3 Relationship between curriculum and syllabus</li> <li>2.4 Basic principles of curriculum development</li> <li>2.5 Concerns for developing the curriculum: aims to be achieved, structure and nature of discipline, different perspectives on learning and their implications for curriculum development, socio-cultural aspects and aspirations of society, value transitions, social efficiency and needs, environmental concerns, gender concerns, inclusiveness, technological advancement</li> </ol>	<ul style="list-style-type: none"> <li>• Peer Learning</li> <li>• Digital Presentation</li> <li>• Group Discussion</li> <li>• Theme-based seminars</li> <li>• Panel interactions</li> <li>• Selections from theoretical readings</li> </ul>

**UNIT- I11: APPROACHES, PLANNING AND IMPLEMENTATION OF CURRICULUM (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Enumerates the approaches to Curriculum Development</li> <li>2. Describes the process of curriculum development</li> <li>3. Analyses the process of Curriculum Implementation</li> <li>4. Outlines the role of school at different levels for curriculum implementation</li> <li>5. Predicts the role of teachers in operationalizing and evaluating the curriculum</li> </ol>	<ol style="list-style-type: none"> <li>3.1 Approaches to Curriculum Development: Learner and activity centered, Knowledge construction</li> <li>3.2 Curriculum planning as a cyclic process</li> <li>3.3 Curriculum Implementation: Operationalizing curriculum into learning situations, Curriculum and syllabus, Curriculum engagement activities, Role of school at Regional, State and National level for implementation</li> <li>3.4 Role of teachers in operationalizing and evaluating the curriculum with special reference to: textbooks and teachers handbooks, source books, workbooks and manuals, other learning material such as kits, AV and software materials, library, laboratory, playground, neighbourhood etc.</li> </ol>	<ul style="list-style-type: none"> <li>• Peer Learning</li> <li>• Digital Presentation</li> <li>• Lecture</li> <li>• Assignment</li> <li>• Hands on experience of engaging with diverse communities, children and schools</li> <li>• Small group discussion</li> </ul>

**ASSESSMENT**

1. Assignments and projects
2. Classroom participation and discussions
3. Quizzes
4. Case study analysis
5. Presentations
6. Reflective journals
7. Tests

**SUGGESTED ACTIVITIES (Any one)**

1. Analyse the Guidelines of NEP, 2020 in the context of principles of developing the Curriculum and make a presentation.
2. Prepare a report based on observation of facilities and infrastructure to implement the present curriculum.
3. Interview teachers to understand their role in implementing and evaluating the curriculum.

**📖 PRESCRIBED READINGS**

- Chisholma, Rodrick. M. (1987). *Theory of Knowledge*. Prentice Hall of India Pvt.
- Minalini, T. (2007). *Curriculum Development*. Neelkamal Publications Pvt. Ltd.
- Mohan, N., & Kamala, Kannan, R. (2016). *Knowledge and Curriculum*. Thiruvalluvar Publications.
- Tagore, R. (2003). *Civilization and Progress*. In *Crisis in Civilization and Other Essays*. Rupa & Co.
- Vashist, S. R. (2004). *The Theory of Curriculum*. Anmol Publication Pvt.

**📖 SUGGESTED READINGS**

- Badheka, G. (1999). *Montessori Paddhati*. Montessori Shalaka Vatavaran. Vaagdevi Prakashan.
- Badheka, G. (2001). *Bala Shiksha aur Shikshak*. Vaagdevi Prakashan.
- Dewey, J. (1952). *The School and the Child*. The Macmillan Company. (Also available in Hindi: *School and Bachche*, Translation: RRCEE).
- Dewey, J. (2009). *School aur Samaj*. Chapter 2: *School aur Bachche ka Jeevan*. Aakar. (Also available in English: Dewey, J. (2007, 1899). *The School and Society*. Cosimo).
- Krishnamurti, J. (2006). *Krishnamurti on Education*. Part I: Talks to Students. Chapter 1: *On Education*, Chapter 4: *On Freedom and Order*, Part II: Discussions with Teachers: *On Right Education*. Krishnamurti Foundation of India.
- NCERT. (2014). *Basics in Education - Textbook for B.Ed. Course*. NCERT.
- Palmer, Joy A., et al. (2001). *Jean-Jacques Rousseau, John Dewey, Rabindranath Tagore, M.K. Gandhi, Maria Montessori: Fifty Major Thinkers on Education from Confucius to Dewey*. Routledge.
- Rousseau, Jacques J. (1979). *Emile or On Education*, translated by Allan Bloom. Basic.
- Shulman, L. S. (1986). *Those who Understand: Knowledge Growth in Teaching*. Educational Researcher.
- Sternberg, R. J. (2013). *Intelligence, Competence and Expertise*. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of Competence and Motivation*. Guilford Publications.
- Stiggins, R. (2005). *From Formative Assessment to Assessment for Learning: A Path to Success in Standards-Based Schools*. Phi Delta Kappan.
- Sykes, M. (1988). *The Story of Nai Taleem*. Nai Taleem Samiti. Chapter 3: *The Seed Germinates*, Chapter 4: *Basic National Education*. (Also available in Hindi: *Nai Taleem Ki Kahani*, Translation: RRCEE).
- Thakur, R. (2004). *Ravindranath ka Shikshadarshan*. Chapter 1: *Tote ki Shiksha*, Chapter: *Aashram Shiksha*, Granthshipli. Weir (Eds.), *Curriculum, Syllabus Design and Equity: A Primer and Model*, Routledge.
- The PROBE Team. (1999). *Public Report on Basic Education in India*. Oxford.
- *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History and Politics*. Oxford University Press.

Course Code:BED4CC009

Core Course

**B.Ed. Degree Programme**  
**Semester-IV**  
**CHILD RIGHTS EDUCATION**  
(2 credits-60 hours)

**Preface**

The course is a critical component of teacher preparation that equips future educators with the knowledge, skills and values necessary to create a safe, nurturing and rights-based learning environment for all children. This course is designed to instill in Prospective Teachers a deep understanding of children's rights, their significance and the role of educators in protecting and promoting these rights

** COURSE OUTCOMES**

*On successful completion of the course, the Prospective Teacher*

1. Constructs his/her own conception and meaning on Child Rights
2. Distinguishes various forms of violence and abuse and relate the factors of vulnerability
3. Examines the factors leading to vulnerability of children
4. Builds child friendly environment in schools
5. Executes the skills of child protection and participation

**UNIT- I: FOUNDATIONS OF CHILD RIGHTS AND LEGAL FRAMEWORK  
(10 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Describes the concept of a child under various laws in India, including Child Rights 2. Explains the significance of ensuring child rights 3. Enumerates the United Nations Convention on the Rights of the Child (UNCRC) and Sustainable Development Goals (SDGs) related to Children's Rights 4. Analyzes key Child Rights Legislation in India	1.1 Concept and definition of a child (under various laws in India) and child rights. Significance and need for ensuring children's rights. United Nations Convention on the Rights of the Child (UNCRC), Sustainable Development Goals (SDGs) - Children's rights 1.2 Child Rights Legislation: Constitutional provisions, overview of significant laws - Child Labour (Prohibition and Regulation) Act, 1986, The Prohibition of Child Marriage Act, 2006, Rights to Free and Compulsory Education Act, 2009, The Protection of Children from Sexual Offences Act (POCSO), 2012, Juvenile Delinquency, Juvenile Justice and Protection of Children Act, 2015, Chapter-V of the Bharatiya Nyaya Sanhita, 2023	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Debates</li> <li>• Seminar</li> <li>• Small group discussion</li> </ul>

**UNIT-II: CHILD ABUSE: IMPACTS, VULNERABILITIES AND PROTECTION SYSTEMS (15 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Identifies various forms of violence and abuse. 2. Analyzes the psychological and social impacts of violence and abuse on children., 3. Examines the factors leading to the vulnerability of children in Tamil Nadu 4. Compares the roles and functions of national and international organizations involved in protecting child rights, 5. Explains the provisions and significance of key child protection policies and frameworks	2.1 Forms of Violence and Abuse: physical, psychological, emotional, sexual and online. Child neglect, discrimination and drug dependency 2.2 The psychological and social impact of violence and abuse on children. 2.3 Factors leading to the vulnerability of children in Tamil Nadu 2.4 Overview of national and international bodies, policies and organizations in protecting child rights: Child Protection System in India - The National Commission for Protection of Child Rights (NCPCR), Child Line 1098, Village Level Child Protection Committee (VLCPC), District Child Protection Unit, Child Welfare Committee (CWC), Juvenile Justice Board (JJBs), One Stop Centres, Tamil Nadu State Commission for Protection of Children's Rights (TNSCPCR), The National Policy for Children – 2013, Tamil Nadu State Policy for Children 2021 2.5 The United Nations (UN) Human Rights Council, UN Committee on the Rights of Children and Special Rapporteurs on issues related to children	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Debates</li> <li>• Seminar</li> <li>• Small group discussion</li> </ul>

**UNIT-III: CREATING CHILD-FRIENDLY SCHOOLS: ENSURING PARTICIPATION, PROTECTION AND SUPPORT (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Describes the importance of Child Rights Education,</li> <li>2. Explains the concept and significance of child-friendly schools</li> <li>3. Articulate the roles and responsibilities of teachers .</li> <li>4. Demonstrates the skills required to support children affected by violence,</li> <li>5. Analyzes the roles of teachers and other professionals in diagnosing and reporting suspected cases of child abuse and neglect</li> <li>6. Evaluates best practices for effective intervention.</li> </ol>	<ol style="list-style-type: none"> <li>3.1 Concept, definition, importance of Child Rights Education</li> <li>3.2 Child-friendly schools and learning environment – Concept and importance</li> <li>3.3 Child Rights Clubs: Promoting child participation in schools</li> <li>3.4 Roles and responsibilities of teachers, School Management Committees (SMCs) in safeguarding the rights of children in schools</li> <li>3.5 Identifying and recognizing child abuse and neglect – Indicators and factors</li> <li>3.6 Skills for teachers in supporting children affected by violence</li> <li>3.7 Role of teachers and other professionals in diagnosing and reporting suspected cases of child abuse and neglect</li> <li>3.8 Psycho-social support and referral services for vulnerable children. Teachers as mentors: Ensuring children's participation and protection. Positive discipline techniques and skills for upholding child rights</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion and Presentation</li> <li>• Panel Discussion</li> <li>• Debates</li> <li>• Seminar</li> <li>• Small group discussion</li> </ul>

**ASSESSMENT**

1. Tests
2. Assignments and projects
3. Quizzes
4. Reflective journals
5. Seminar presentation
6. Debate



**SUGGESTED ACTIVITIES (Any one)**

1. Conduct awareness programmes / debates and discussions on child rights and child protection in school and write a report.
2. Visit to Child Helpline / District Child Protection Unit / Child Welfare Committee / Juvenile Justice Board and write a report on the visit.
3. Produce audio-visual materials / documentary videos / short videos / YouTube videos / songs / cartoon / comic books / performing arts on child rights.

**PRESCRIBED READINGS**

- Ahmad, A., & Mitra, P. P. (2021). *Child Rights in India*. Satyam Law International.
- Ali, M. W., Khanam, D., & Khanday, S. A. (2023). *Child Rights and the Law: Socio-economic, Digital and Social Media Perspectives*. New Century Publications.
- Bajaj, M. (2012). *Righting Wrongs: A Handbook of Child Rights for Teachers*. Tulika Publishers.
- Bajpai, A. (2017). *Child Rights in India*. Oxford University Press.
- Boarh, R. (Ed.). (2017). *Violation of Women and Child Rights in India*. DVS Publishers.
- Chinnappan. (2013). *Teaching of the Child Rights*. Akaram.
- Chopra, G. (2021). *Child Rights in India: Challenges and Social Action*. Rawat Publications.
- Falch-Eriksen, A., & Toros, K. (Eds.). (2024). *Professional Practice in Child Protection and the Child's Right to Participate (The Focus On Series)*. Routledge.
- Kanmony, C. (2012). *Child Labour Rights and Violations*. Mittal Publications.
- Kapoor, A. (2021). *The Rights of a Child: From Compassion to Conventions*. Notion Press.
- Kulandai Paathugaappu Oru Arimugam (For: Indian Council for Child Welfare – Tamil Nadu). (Dec 2019). *Child Protection*. Retrieved from [http://iccwtn.org/uploads/publication\\_gallery/ChildProtection.pdf](http://iccwtn.org/uploads/publication_gallery/ChildProtection.pdf)
- Kumar, A., & Gupta, S. (2021). *Protecting Little Angels - An Insight into Child Rights and Laws*. Walnut Publication.
- Kumari, N. (2020). *Rights of the Girl Child in India*. SAGE Publications India Pvt Ltd.
- Nagarajan, K. (2024). *Child Rights and Protection*. Sriram Publishers.
- National Commission for the Protection of Child Rights (NCPCR). (2016). *Resource Book for Commissions for Protection of Child Rights*. NCPCR.
- Panda, B. K., & Sarkar, S. (2024). *Vulnerable Children: Human Rights Perspectives*. Kalpaz Publications.
- Pandey, P. K. (2013). *Children's Rights: Laws, Policies and Practice*. Regal Publications.
- Pudumai Doss, J. (2015). *Child Protection Laws in India*. Don Bosco Youth Animation.
- Reddy, S., & Rashid, J. (2023). *Child Protection and Child Rights in India*. Anthropos Books.
- Sharma, S. (2023). *Child Rights and Laws: International and National Perspective (2023 ed.)*. Whitesmann Publishing.

- Sitaram, & Khan, M. A. (2021). *Child Rights and Child Protection: Issues, Challenges and Strategies*. Satyam Law International.
- Smith, A. B. (2015). *Children's Rights: Towards Social Justice (Psychology Collection)*. Momentum Press.
- Tamil Nadu Teachers Education University. *Child Rights and Protection*. [https://www.tneuu.ac.in/admin/file\\_storage/cms/Child%20Rights%20and%20Protection%20-%20English%20\(Final\).pdf](https://www.tneuu.ac.in/admin/file_storage/cms/Child%20Rights%20and%20Protection%20-%20English%20(Final).pdf)
- UNICEF. (2014). *Child-friendly Schools and Systems*. UNICEF. <https://www.unicef.org/media/66486/file/Child-Friendly-Schools-Manual.pdf>

### SUGGESTED READINGS

- Aarthy, G. (2023). *Rights of Orphaned Children Born out of Wedlock*. Notion Press.
- Ajithkumar, U. (2012). *Child and Human Rights*. Himalayan Books.
- Bhabha, J. (2016). *Child Migration and Human Rights in a Global Age (Human Rights and Crimes Against Humanity, Vol. 25)*. Princeton University Press.
- Chakrabarti, H. K. (2023). *On Child Rights and Related Issues in a Global Framework*. Raghav Publication.
- Commercial's. (2024). *Right of Children to Free and Compulsory Education Act, 2009 along with Rules, 2010*. Commercial Law Publishers (India) Pvt. Ltd.
- Cowden, M. (2015). *Children's Rights: From Philosophy to Public Policy*. Palgrave Macmillan.
- Desai, M. (2018). *Introduction to Rights-Based Direct Practice with Children*. Springer Verlag.
- Falch-Eriksen, A., & Backe-Hansen, E. (Eds.). (2023). *Human Rights in Child Protection: Implications for Professional Practice and Policy*. Rawat Publications/Springer.
- Fenton-Glynn, C. (Ed.). (2022). *Children's Rights and Sustainable Development: Interpreting the UNCRC for Future Generations (Treaty Implementation for Sustainable Development)*. Cambridge University Press.
- Ganga, R., & Suppathai, E. M. (2007). *Children's Rights as Basic Human Rights: Sensitization of Stakeholders*. Reference Press.
- Ganguly. (2019). *The Protection of Children from Sexual Offences Act, 2012*. Sweet & Soft.
- Kumar, S. (2024). *Child Trafficking: The Fight for Freedom*. Notion Press.
- Kumari, N. (2024). *Rights of the Girl Child in India: Struggle for Existence and Well-being (2nd ed.)*. Routledge.
- Rakshit, S. (2021). *Child Rights in India 1947-79*. Bluerose Publishers Pvt. Ltd.
- Sacotte, K., Tomlin, B., Judkins, A., Brunelli, L., Persson, S., & Giovanelli, M. (2023). *The Evolution of Global Child Rights: Protecting the Vulnerable (Springer Briefs in Child Health)*. Springer International Publishing AG.
- Sagade, J. (2011). *Child Marriage in India: Socio-Legal and Human Rights Dimensions*. Oxford University Press.
- Sanghera, G. S. (2016). *Child Labour in India*. Oxford University Press.

- 
- Stoecklin, D., & Bonvin, J.-M. (Eds.). (2014). *Children's Rights and the Capability Approach: Challenges and Prospects (Children's Well-Being: Indicators and Research, Vol. 8)*. Springer.
  - Sunny, A. M., Majumdar, B., & Deb, S. (2022). *Disadvantaged Children in India: Empirical Evidence, Policies and Actions*. Springer.
  - Surendra Kumar. (2019). *Role of Duty Bearers in Child Protection*. Faircrow Art House.
  - Sutherland, E. E., & Macfarlane, L.-A. B. (Eds.). (2018). *Implementing Article 3 of the United Nations Convention on the Rights of the Child: Best Interests, Welfare and Well-being*. Cambridge University Press.
  - Wall, J. (2016). *Children's Rights: Today's Global Challenge*. Rowman & Littlefield.
  - Yadav, R. P. (2013). *Child Labour: Violation of Child Rights*. Aaviskar Publishers.

---

Course Code:BED4CC010

Core Course

**B.Ed. Degree Programme**  
**Semester- IV**  
**INCLUSIVE EDUCATION**  
(2 Credits – 60 Hours)

**Preface**

The course is a paradigm shift in education that seeks to accommodate all students, regardless of their abilities or disabilities, within regular classrooms. This course is designed to equip Prospective Teachers with the knowledge, skills and attitudes necessary to create inclusive learning environments that cater to the diverse needs of all learners.

 **COURSE OUTCOMES**

*On successful completion of course, the Prospective teacher*

1. Explains the nature of differently abled children
2. Determines the assessment strategies for the differently abled
3. Plans intervention programmes for the differently abled
4. Analyses the need of collaborating with various professionals and agencies for support and resources to facilitate inclusion
5. Formulates the strategies for dealing with diversity in the classroom

**UNIT- I: DIVERSITY AND INCLUSION (10 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Outlines the historical perspectives of Inclusive Education.</li> <li>2. Distinguishes inclusive, integrated and segregated education</li> <li>3. Justifies the need of inclusive schools</li> <li>4. Examines the strengths and limitations of inclusive schools</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Historical perspective of Inclusive Education: from exclusion to inclusion</li> <li>1.2 Concept, meaning and definition of inclusion</li> <li>1.3 Inclusive, integrated and segregated education: differences</li> <li>1.4 Need and importance of inclusive schools in view of Right to Education in India</li> <li>1.5 Inclusive schools: strengths and limitations</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Power point presentations</li> <li>• Invited lectures</li> <li>• Brainstorming</li> <li>• Netsurfing</li> <li>• Field visit</li> </ul>

**UNIT-II: ASSESSMENT AND INTERVENTION STRATEGIES FOR THE DIFFERENTLY ABLED (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Describes the concept of sensory impairment, neuro-developmental, loco motor, multiple disabilities and intellectual impairment.</li> <li>2. Explains the nature of differently abled children.</li> <li>3. Identifies the assessment strategies for the differently abled.</li> <li>4. Plans intervention programmes for the differently abled.</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Nature, assessment and intervention strategies for the differently abled Children with sensory impairment: visual impairment, hearing impairment and speech impairment</li> <li>2.2 Children with Neuro-developmental disabilities: intellectual disability (cerebral palsy), learning disability and autism spectrum disorder</li> <li>2.3 Children with loco-motor and multiple disabilities-Interventions</li> <li>2.4 Children with intellectual impairment-Classification and interventions</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Debates</li> <li>• Seminar</li> <li>• Small group discussion</li> </ul>

**UNIT- III: ADDRESSING LEARNERS' DIVERSITY IN SCHOOLS (15 Hours)**

Learning Outcomes	Content	Suggested strategies and Approaches
<ol style="list-style-type: none"> <li>1. Appraises the inclusive learning environment</li> <li>2. Explains Curriculum adaptation.</li> <li>3. Analyses the need of collaborating with various professionals and agencies for support and resources to facilitate inclusion</li> <li>4. Examines the strategies for dealing with diversity in the classroom.</li> </ol>	<ol style="list-style-type: none"> <li>3.1 Inclusive learning environment</li> <li>3.2 Curriculum adaptation: concept, need and principles</li> <li>3.3 Concept of resource teacher, parents and communities in schools Resource mobilization Collaborating with other professionals and institutions Parents and community as resources</li> <li>3.4 Strategies for dealing with diversity in the classroom</li> <li>3.5 Individualized Education Plan (IEP) Universal Design for Learning (UDL) Differentiated Instruction (DI) Collaborative teaching</li> <li>3.6 Assistive and adaptive devices for differently abled</li> <li>3.7 Alternative means of assessment and evaluation in inclusive classrooms</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion and Presentation</li> <li>• Panel Discussion</li> <li>• Debates</li> <li>• Seminar</li> <li>• Small group discussion</li> </ul>

**ASSESSMENT**

1. Assignments
2. Presentation
3. Observation
4. Tests
5. Assignment
6. Seminar
7. Discussion

**SUGGESTED ACTIVITIES (Any one)**

1. Develop an IEP for a student with special needs. Include specific goals, strategies and assessments.
2. Create a timeline or info graphic that illustrates the evolution of inclusive education practices globally and in India.
3. Develop differentiated instructional strategies to cater to diverse learners.

## PRESCRIBED READINGS

- Asthana, N. (2023). *Creating an Inclusive School*. PHI Learning Pvt. Ltd.
- Balsara, M. (2018). *Inclusive Education for Children with Disabilities*. Kanishka Publishers.
- Bhushan, K. V. (2021). *Practices and Challenges of Inclusive Education with Disabilities*. Gyan Pod.
- Biswas, P., Pandey, P., & Mete, J. (2020). *Creating an Inclusive School*. Rita Publications.
- Das, P., Sinha, S., & Kumari, S. (2024). *Inclusive Education: It's Contemporary Perspectives*. Redshine Publication.
- Deshpriya, S. (2019). *Inclusive Education in India: An Overview*. Kanishka Publishers.
- K.K., A., & James, C. S. (2024). *Inclusive Education: Perspectives, Practices and Progress in India*. Kanishka Publishers.
- Kaushik, B. (2019). *Creating Inclusive Schools*. SAGE Publications India Pvt Ltd.
- Kumari, B. (2018). *Inclusive Education: Importance and Benefits*. Sonali Publications.
- Mangal, S. K., & Mangal, S. (2019). *Creating an Inclusive School*. PHI Learning Pvt. Ltd.
- Mohanty, P. (2022). *Inclusive Education in India*. Akhand Publishing House.
- Mohapatra, N. (2019). *Inclusive Education through Sarva Shiksha Abhiyan*. National Book Stall.
- Mullick, S., Mete, J., & Talukdar, D. (2021). *Handbook on Perspectives of Inclusive Education*. Redshine Publication Pvt. Ltd.
- Nagarajan, K. (2016). *Anaivarukkaana palliy aiuruvaakuthal*. SreeramPathipakam.
- Pathak, R. P., & PandeyBhardwaj, A. (2018). *Foundations of Inclusive Education: Part I*. Kanishka Publishers.
- Paul, S. (2018). *Inclusive Education*. Lakshay Publication.
- Puri, M. (2019). *Major Trends in Inclusive Education*. Kanishka Publishers.
- Ramaswamy, B., & Sethi, D. (2017). *Integrated and Inclusive Education: Focus on Children with Low Vision*. Kanishka Publishers.
- Ramr, R., Lalitha Lakshmi, K., & Sivaraman, T. (2018). *Gender, School and Society*. Discovery Publishing House.
- Rani, R. (2018). *Inclusive education: Inclusion and Psycho-Educational Assessment of Visually Challenged*. APH Publishing Corporation.
- Rao, U. (2012). *Inclusive Education*. Himalaya Publishing House.
- Rekha, U., & Murthy, R. K. (2017). *Inclusive Practices*. Neelkamal Publications Pvt. Ltd.
- Rekha. (2018). *Inclusive Education*. APH Publishing Corporation.
- Renuka, A. K., & Aswathy, S. (2024). *Inclusive Education: A Holistic Approach to Diversity*. Kanishka Publishers.
- Sharm, Y. (2021). *Inclusive education: Perspectives, Praxis and Pedagogy (1st ed.)*. Pearson Education.
- Sharma, Y. K., & Sharma, M. (2019). *Inclusive Education*. Kanishka Publishers.
- Sharmista, D. (2019). *Semantics of Inclusive Education*. Kunal Books.

- Singh, C., Yadav, M. K., & Kushwaha, R. K. (2024). *Inclusive Education*. Bluerose Publishers Pvt. Ltd.
- Singh, K. (Ed.). (2024). *Inclusive pedagogies: Teaching & Learning Practices in Higher Education in India*. Primus Books.
- Singh, N., Singh, K. P., & Yadav, C. (2019). *Inclusive Education*. Anu Books.
- V.S., S., & P.J., M. (2024). *Inclusive education: Embracing Diversity and Empowering Communities*. Kanishka Publishers.
- Yadav, H. K. (2024). *Inclusive Education*. P.K. Publishers and Distributors.
- Yadav, H. K., & Pandey, B. (2024). *Policy, Provision and Practice for Inclusive Education*. P.K. Publishers and Distributors.

### SUGGESTED READINGS

- Alur, M., & Bach, M. (2010). *The Journey for Inclusive Education in the Indian Sub-Continent*. Routledge & Kegan Paul Ltd.
- Aow, A., Hollins, S., & Whitehead, S. (2022). *Becoming a Totally Inclusive School: A Guide for Teachers and School Leaders*. Taylor & Francis Ltd.
- Armstrong, A. C., Armstrong, D., & Spandagou, I. (2010). *Inclusive Education: International Policy & Practice*. SAGE Publications Ltd.
- Asian Development Bank. (2022). *Inclusive Education with Differentiated Instruction for Children with Disabilities: A Guidance Note*. Asian Development Bank.
- Eredics, N. (2018). *Inclusion in action: Practical Strategies to Modify your Curriculum*. Brookes Publishing Co.
- Graham, L. J. (Ed.). (2023). *Inclusive Education for the 21st Century: Theory, Policy and Practice*. Routledge.
- Hammeken, P. A. (2008). *The Teacher's Guide to Inclusive Education: 750 Strategies for Success*. Corwin Press.
- Hornby, G., & Gordon-Gould, P. (2023). *Inclusive Education at the Crossroads: Exploring Effective Special Needs Provision in Global Contexts*. Taylor & Francis Ltd.
- Knowles, G. (Ed.). (2017). *Supporting Inclusive Practice and Ensuring Opportunity is Equal for All*. Routledge.
- Kurth, J. A., & Gross, M. N. (2014). *The Inclusion Toolbox: Strategies and Techniques for All Teachers*. Corwin Press.
- La Salle-Finley, T. P. (Ed.). (2023). *Creating an Inclusive School Climate: A School Psychology Model for Supporting Marginalized Students*. Routledge.
- Loreman, T., Deppler, J., & Harvey, D. (2006). *Inclusive Education: A Practical Guide to Diversity in the Classroom*. Allen & Unwin.
- Maanum, J. L. (Ed.). (2009). *The General Educator's Guide to Special Education*. Corwin Press.
- Mitchell, D. (2018). *The Ecology of Inclusive Education: Strategies to Tackle the Crisis in Educating Diverse Learners*. Routledge.
- Mohanty, P. (2022). *Inclusive Education in India*. Akhand Publishing House.
- Murphy, A., & Conn, C. (Eds.). (2022). *Inclusive Pedagogies for Early Childhood Education: Respecting and Responding to Differences in Learning*. Routledge.



- 
- Niland, A., Huhtinen-Hildén, L., & Cologon, K. (Eds.). (2024). *Inclusive Education Through the Creative Arts in the Early Years*. SAGE Publications Ltd.
  - Perzigian, A., & Aziz, N. (Eds.). (2022). *Multicultural Special Education for Inclusive Classrooms: Intersectional Teaching and Learning*. Routledge.
  - Postiglione, E. (2023). *Fostering Inclusion in Education: Alternative Approaches to Progressive Educational Practices*. Palgrave Macmillan.
  - Rogers, C. (2007). *Parenting and Inclusive Education: Discovering Difference, Experiencing Difficulty*. Palgrave Macmillan.
  - Rose, R., & Howley, M. (2007). *The Practical Guide to Special Educational Needs in Inclusive Primary Classrooms*. Sage Publications India Pvt Ltd.
  - Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2011). *Teaching Students with Special Needs in Inclusive Settings*. PHI Learning Private Ltd.
  - Todd, L. (2006). *Partnerships for Inclusive Education: A Critical Approach to Collaborative Working*. Routledge.

---

Course Code:BED4CC011

Core Course

**B.Ed. Degree Programme**

**Semester- IV**

**GENDER, SCHOOL AND SOCIETY**

(2 credits, 60 Hours)

**Preface**

The course aims to equip Prospective Teachers with a critical understanding of gender, its construction and its implications for education. By examining the interplay between gender, school and society, the course will enable Prospective Teachers to identify and challenge gender stereotypes, inequalities and biases prevalent in educational settings. It will empower teachers to create inclusive and equitable classrooms, fostering respect, diversity and gender equality.

** COURSE OUTCOMES**

*On successful completion of the course, the Prospective Teacher*

1. Analyzes gender issues in curriculum, pedagogy and environment
2. Facilitates gender-inclusive classrooms and school communities
3. Conducts gender-related research and evaluation
4. Examines the role of family, caste, class, religion, culture and media in identifying gender role and gender socialization
5. Investigates the pedagogical implementation in reinforcing gender equality

**UNIT I :GENDER AND SOCIALIZATION (10 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Distinguishes Gender and Sex 2. Justifies the need of gender awareness among students 3. Examines gender roles in family, caste, class, religion, culture and media 4. Identifies gender issues and gender based violence 5. Suggests measures to prevent gender based violence	1.1 Concept of Gender: Difference between Gender and Sex 1.2 Transgender: Problems of transgender individuals 1.3 Gender-related concepts: Patriarchy, matriarchy, masculinity, femininity and sexuality 1.4 Gender role: Gender roles in family, caste, class, religion, culture and media 1.5 Gender identity and socialization practices: Role of family, school, peer group, community and media 1.6 Gender Issues: Gender bias, gender stereotyping and gender inequalities 1.7 Gender-Based Violence (GBV): Violence against women in Indian society, offences against women and girls 1.8 Meaning and concept of body objectification: Combating female body objectification 1.9 Gender stereotypes in mass media and objectification of the female body in mass media	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Power point presentations</li> <li>• Invited lectures</li> <li>• Brainstorming</li> <li>• Field visit</li> </ul>

**UNIT- II: GENDER AND EDUCATION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<p>1 Analyses Gender bias</p> <p>2 Justifies the need of Gender Education</p> <p>3 Infers the role of school, parents, peers, teachers, curriculum and textbooks in reinforcing gender equality.</p> <p>4 Examines the role of teachers in addressing Sexual Harassment and Abuse</p> <p>5 Identifies various schemes for gender parity</p>	<p>2.1 Gender disparities and parity in education (access, participation, achievement)</p> <p>2.2 Gender-based violence in schools (sexual harassment, bullying)</p> <p>2.3 Gender-sensitive pedagogy</p> <p>2.4 Curriculum analysis from a gender perspective: Curriculum and hidden curriculum Classroom interactions Rituals and school routines Curriculum, textbooks, discipline and teachers' attitude</p> <p>2.5 Gender issues in schools: Bullying, eve teasing, sexual abuse</p> <p>2.6 Influence of education on gender equality: Gender fair school environment, access to basic amenities and other instructional resources for girls, measures to achieve gender equality</p> <p>2.7 Role of school, parents, peers, teachers, curriculum and textbooks in reinforcing gender equality</p> <p>2.8 Gender parity in education: Ways to achieve; Mahila Samakhya, National Programme for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBV), National Scheme of Incentives to Girls for Secondary Education, UDAAN, Beti Bachao Beti Padhao scheme</p>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Power point presentations</li> <li>• Invited lectures</li> <li>• Brainstorming</li> <li>• Field visit</li> <li>• Film shows</li> </ul>

**UNIT- III: PEDAGOGICAL IMPLICATIONS AND ACTION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1 Analyses teaching strategies for Gender Equity	3.1 Gender-Sensitive Pedagogy: Teaching strategies for gender equality Using inclusive language and materials Addressing gender bias in the classroom	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Power point presentations</li> <li>• Invited lectures</li> </ul>
2 Justifies the need of Gender Education	3.2 Student Empowerment: Developing critical consciousness among students	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Netsurfing</li> <li>• Field visit</li> </ul>
3 Analyses the role of teachers in reinforcing gender equality.	Fostering gender-equitable leadership Student-led initiatives for gender equality	<ul style="list-style-type: none"> <li>• Film shows</li> </ul>
4 Identifies the need for fostering gender-equitable leadership	3.3 Teacher as an Agent of Change: Role of teachers in addressing sexual harassment and abuse in family, community and other formal and informal institutions	
5 Analyses SDG 5	Challenging gender stereotypes in professional practice Advocacy for gender equality Collaboration with the community	
	3.4 Sustainable Development Goal 5 : Gender Equality and Gender Champion	

**ASSESSMENT**

1. QA session
2. Analysis of digital documents
3. Projects
4. Seminar Presentations
5. Reflective journals
6. Tests

**SUGGESTED ACTIVITIES (Any one)**

1. Conduct an audit of a school to identify areas where gender discrimination may occur, such as school facilities, classroom interactions, rituals and routines.
2. Interview teachers, students and parents to gather insights on their perceptions of gender bias. Prepare a detailed report with your findings and suggestions for creating a more gender-equitable environment.
3. Conduct gender audits of their school or community, identifying gender biases and inequalities.

**📖 PRESCRIBED READINGS**

- Asthana, N. (2023). *Creating an Inclusive School*. PHI Learning Pvt. Ltd.
- Balsara, M. (2018). *Inclusive Education for Children with Disabilities*. Kanishka Publishers.
- Bhushan, K. V. (2021). *Practices and Challenges of Inclusive Education with Disabilities*. Gyan Pod.
- Husain, N. (2018). *Gender, School and Society*. Shipra.
- Jain, S., & Sarohe, P. (2022). *Gender, School and Society*. Pearson Education.
- K.K., A., & James C., S. (2024). *Inclusive Education: Perspectives, Practices and Progress in India*. Kanishka Publishers.
- Kaushik, B. (2019). *Creating Inclusive Schools*. SAGE Publications India Pvt Ltd.
- Mago, R., & Aggarwal, D. (2018). *Gender, School and Society*. Neelkamal Publications.
- Mahdi, A. (2016). *Gender School and Society: Concepts, Issues and Options*. Kanishka Publishers.
- Makol, R., & Makol, L. (2018). *Gender School and Society*. Kala Mandir.
- Nagarajan, K. (2020). *Gender School and Society*. Sri Ram Publications.
- Nayak, R. K., & Panda, P. K. (2018). *Inclusive School: An Indicator of Success*. APH Publishing Corporation.
- Oomen, N. M. (2016). *Gender and Education: Insightful Gleanings*. NVKS Publications.
- Padhi, I. (2016). *Gender, Society and Culture*. Mangalam Publishers and Distributors.
- Purohit, B. (2023). *Gender Issues and Inclusive Education*. Notion Press.

**📖 SUGGESTED READINGS**

- Aow, A., Hollins, S., & Whitehead, S. (2022). *Becoming a Totally Inclusive School: A Guide for Teachers and School Leaders*. Taylor & Francis Ltd.
- Khan, M. A. (2020). *Gender, School, Society and Inclusive Education*. Neelkamal Publications Pvt. Ltd.
- Kumar, S. (2018). *Gender Socialization and the Making of Gender in the Indian Context*. SAGE Publications India Pvt. Ltd.
- Kumar, S. (2019). *Gender, School and Society*. S Chand and Publishing.

---

*Course Code: BED4PC016**Pedagogic Course***B.Ed. Degree Programme****Semester-IV****EMERGING TRENDS IN BIOLOGICAL SCIENCE EDUCATION**

(4 Credits – 120 Hours)

**Preface**

The course is designed to equip Prospective Teachers with the knowledge and skills to navigate the rapidly evolving landscape of biological science education. It explores contemporary trends, pedagogical approaches and technological advancements that are reshaping how biology is taught and learned. By understanding these emerging trends, Prospective Teachers can create engaging, relevant and effective learning experiences for their students.

** COURSE OUTCOMES**

*On successful completion of the course, the Prospective Teacher*

1. Discusses the emerging innovative strategies in teaching Biology
2. Uses ICT integration in teaching Biology
3. Categorises the digital resources
4. Identifies the social networking sites for teaching and learning Biology
5. Uses different apps in Biological Science learning
6. Performs the competencies required for a Biology teacher
7. Judges the qualities and professional skills of Biology teacher
8. Designs innovative teaching methodologies aligned with global trends
9. Analyses the research trends in Biological Science Education
10. Explores the global trends in Biological Science Education

**UNIT- I: EMERGING STRATEGIES IN TEACHING AND LEARNING  
BIOLOGICAL SCIENCE (20 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Identifies various emerging strategies in teaching Biological Science 2. Discusses the importance of innovative strategies in teaching Biological Science 3. Determines the appropriate innovative strategy in teaching Biological Science 4. Outlines the different strategies in teaching Biological Science	1.1 Constructivist learning 1.2 Problem-based learning 1.3 Brain-based learning 1.4 Cooperative learning 1.5 Collaborative learning 1.6 Concept mapping 1.7 Flipped learning 1.8 Blended learning	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentation</li> <li>• Seminar</li> <li>• Discussion</li> <li>• assignment</li> </ul>

**UNIT- II: ICT INTEGRATION IN LEARNING BIOLOGICAL SCIENCE (20 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Analyses the recent trends in Biological Science Education 2. Identifies the various digital resources for teaching Biological Science 3. Prepares modules for teaching Biological Science 4. Uses various apps for teaching Biological Science	2.1 ICT based teaching and learning 2.2 E-learning 2.3 M-learning 2.4 E-content development – concept, format, steps for preparation, script writing for e-content. 2.5 Web based learning 2.6 Learning Management System (LMS) 2.7 MOODLE 2.8 Digital resources in Biological Science Education – Websites, Web tools, blogs, E-books, E-journals, wikis, discussion forums and Apps	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Brainstorming</li> <li>• Collection of reviews related to classroom teaching</li> </ul>



**UNIT- III: NETWORKING IN BIOLOGICAL SCIENCE EDUCATION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Analyses the importance of Networking in learning Biology 2. Identifies the various Social networking sites in teaching and learning Biology 3. Adopts social networking in teaching Biology	3.1 Networking –Meaning, scope and importance 3.2 Different types of networking – Social networking, student institution networking 3.3 Social networking sites for teaching and learning Biological Science – YouTube, Facebook, WhatsApp, Instagram, Twitter 3.4 Professional and institutional growth through networking 3.5 Tools of social networking 3.6 Applications of social networking in Biological Science	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Brainstorming</li> <li>• Collection of reviews related to classroom teaching</li> </ul>

**UNIT-IV: PROFESSIONAL DEVELOPMENT OF BIOLOGICAL SCIENCE TEACHER (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1 Infers the importance of professional development 2 Examines the importance of professional development of Biological Science teacher 3 Discusses the special qualities of Biological Science teacher 4 Identifies the professional skills of Biological Science teacher	4.1 Professional Development: meaning and importance, Teaching as a profession 4.2 Pre-service and in-service programmes 4.3 Qualities of a Biology teacher: Professional competencies, soft skills, technological skills 4.4 Role of reflective practices in professional development	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Discussions</li> </ul>

### UNIT- V: GLOBAL TRENDS IN BIOLOGICAL SCIENCE EDUCATION (10 Hours)

Learning Outcomes	Content	Suggested strategies and approaches
1. Analyses the global trends in Biological Science Education 2. Compares different educational systems and curricula	5.1 Recent developments in Digital technology 5.2 STEAM Education-Concept and Significance 5.3 Science Education in Finland, Korea	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Discussion</li> </ul>

#### ASSESSMENT

1. Assignments
2. Classroom participation and discussions
3. Quizzes
4. Presentations
5. Reflective journals
6. Professional development plan presentation
7. Tests

#### SUGGESTED ACTIVITIES (Any two)

1. Develop technology-enhanced Biology lessons or units.
2. Identify five websites promoting Biological Science Education and write a report.
3. Engage in discussions on ethical issues related to biology and biotechnology.
4. Visit scientific institutions or natural environments to enhance learning experiences.
5. Develop curriculum units incorporating emerging trends in biology education.

#### PRESCRIBED READINGS

- Ameeta, P. (2010). *Techniques of Teaching Biological Science*. Neel Kamal Publications Pvt. Ltd.
- AnjuSoni. (2005). *Teaching of Biological Science*. Tandon Publications.
- Das, R. C. (1992). *Teaching of Science*. M/S Krishna Bros.
- Jasim, A. (2011). *Teaching of Biological Science*. PHI Learning.
- Mangal, S. K. (2005). *Teaching of Biology*. Chandigarh Loyalk Publications.
- Mangal, S. K., & Mangal, S. (2023). *Learning and Teaching*. PHI Learning Private Limited.
- Mangal, S. K., & Mangal, U. (2022). *Essentials of Educational Technology*. PHI Learning Private Limited.
- Mrunalini, T., & Ramakrishna, A. (2016). *Information and Communication Technology (ICT) in Education*. Neelkamal Publications.
- Sharma, R. C. (1984). *Modern Science Teaching*. Dhanpat Rai and Sons.

- Sivarajan&Faziluddin, A. (2005). *Science Education*. Calicut University Central Co-operative Stores Ltd.
- Sood, J. K. (1985). *Teaching Life Science*. Kohli Publications.
- Sudha, Pahuja. (2010). *Teaching of Biological Sciences*. R. Lall Book Depot.
- Vanaja, M. (2010). *Educational Technology*. Neelkamal Publishers.
- Yadav, M. S. (2003). *Teaching of Science*. Anmol Publication.

### 📖 SUGGESTED READINGS

- Bhatnagar, A. B., &Bhatnagar, S. S. (2010). *Teaching of Science*. R. Lall Book Depot.
- Bhuvanewara, L., SubbaRao, K., &DigumartiBhaskaraRao. (2006). *Methods of Teaching Biology*. Discovery Publishing House.
- Buffaloe, N., &Thronberry, J. B. (1972). *Principles of Biology*. University Press.
- Ediger, M., &BhaskaraRao, D. (2005). *Teaching Science Successfully*. Discovery Publishing House.
- Kulshreshtha, S. P. (2010). *Teaching of Science*. R. Lall Book Depot.
- Saunders, H. N. (1967). *The Teaching of General Science in Tropical Secondary Schools*. Oxford University Press.

*Course Code:BED4PC017**Pedagogic Course***B.Ed. Degree Programme****Semester-IV****EMERGING TRENDS IN ENGLISH EDUCATION**

(4 Credits – 120 Hours)

**Preface**

The course is designed to equip Prospective Teachers with a comprehensive understanding of the dynamic landscape of English education. It explores the latest advancements, theories and practices in the field, enabling educators to stay at the forefront of language teaching and learning. The course delves into the impact of technology, globalization and diversity on English education and provides practical strategies for integrating innovative approaches into classroom instruction.

** COURSE OUTCOMES**

*On successful completion of the course, the Prospective Teacher*

1. Discusses the emerging innovative strategies in teaching English
2. Analyzes the importance of networking learning English
3. Uses ICT integration in teaching English
4. Categorises the digital resources
5. Identifies the Social networking sites for teaching and learning English
6. Performs the competencies required for an English teacher
7. Practices different apps for transacting the content
8. Examines the research trends in English Education
9. Extrapolates the importance of professional development of English teacher
10. Analyses the global trends in English Education

**UNIT- I: EMERGING STRATEGIES IN TEACHING AND LEARNING ENGLISH**  
(15 Hours)

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Identifies the various innovative strategies in teaching English 2. Discusses the importance of innovative strategies in teaching English 3. Determines the appropriate innovative strategy in teaching English	1.1 E-learning 1.2 Constructivist learning 1.3 Brain-based learning 1.4 Cooperative learning 1.5 Collaborative learning 1.6 Concept mapping 1.7 Blended learning 1.8 Flipped learning 1.9 Video conferencing	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentation</li> <li>• Seminar presentation</li> <li>• Discussion</li> <li>• Group Assignment</li> </ul>

**UNIT- II: ICT INTEGRATION IN LEARNING ENGLISH (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Analyses the recent trends in English Education 2. Identifies the various digital resources for teaching English 3. Prepares modules for teaching English 4. Uses various apps for teaching English	2.1 ICT-based teaching and learning 2.2 E-learning 2.3 M-learning 2.4 E-content development: concept, format, steps for preparation, script writing for e-content 2.5 Using the internet for accessing information 2.6 Websites for authoritative information like ERIC, INFLIBNET, SWAYAM and their uses 2.7 Learning Management System (LMS) 2.8 Digital resources in English education: Websites, web tools, blogs, e-books, e-journals, wikis, discussion forums and apps like Grammarly, ELL, TESOL, HelloTalk, etc.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Seminar presentation</li> <li>• Brainstorming</li> <li>• Collection of reviews related to classroom teaching</li> <li>• Group Assignment</li> </ul>

**UNIT- III: NETWORKING IN ENGLISH EDUCATION (20 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Analyzes the importance of networking for personal and professional development.</li> <li>2. Examines the role of student-institution networking in enhancing educational experiences.</li> <li>3. Explains how networking contributes to professional growth for educators.</li> <li>4. Analyzes the role of social networking applications in enhancing English language instruction.</li> <li>5. Suggests strategies for integrating social networking applications into the English curriculum.</li> <li>6. Assesses the outcomes of using social networking applications in improving students' English language proficiency.</li> </ol>	<ol style="list-style-type: none"> <li>3.1 Networking –Meaning, scope and importance</li> <li>3.2 Different types of networking – Social networking, student institution networking</li> <li>3.3 Social networking sites for teaching and learning English – YouTube, Facebook, WhatsApp, Instagram, Twitter, Podcasts, LinkedIn, Pinterest etc.</li> <li>3.4 Tools of social networking</li> <li>3.5 Applications of social networking in English</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentation</li> <li>• Seminar presentation</li> <li>• Discussion</li> <li>• Group assignment</li> <li>• Invited talks</li> </ul>

**UNIT-IV: PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHER (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Examines the importance of professional development</li> <li>2. Discusses the special qualities of English teacher</li> <li>3. Identifies the professional skills of English teacher</li> </ol>	<ol style="list-style-type: none"> <li>4.1 Professional Development: meaning and importance</li> <li>4.2 Teaching as a profession</li> <li>4.3 Nature of professionalism demanded by technology</li> <li>4.4 In-service education of teachers</li> <li>4.5 Professional skills of English teachers</li> <li>4.6 Role of reflective practices in professional development</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar presentation</li> <li>• Individual written Assignment</li> <li>• Discussion</li> </ul>

**UNIT- V: GLOBAL TRENDS IN ENGLISH LANGUAGE EDUCATION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Analyses the global trends in English language Education</li> <li>2. Identifies Interdisciplinary Education and the efforts to reform and renovate education</li> <li>3. Familiarizes with English language proficiency tests</li> <li>4. Compares English education system in India with that of Developed countries like Finland and Korea</li> </ol>	<ol style="list-style-type: none"> <li>5.1 Recent developments in digital technology: Digital learning AI in ELT Content creation Translation as a creative activity</li> <li>5.2 STEM and STEAM education</li> <li>5.3 IELTS</li> <li>5.4 TOEFL</li> <li>5.5 English education in Finland, Korea</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentation</li> <li>• Seminar presentation</li> <li>• Discussion</li> <li>• Group assignment</li> </ul>

**ASSESSMENT**

1. Assignments and projects
2. Classroom participation and discussions
3. Quizzes
4. Seminar Presentations
5. Reflective journals
6. Professional development plan presentation
7. Tests

**SUGGESTED ACTIVITIES (Any two)**

1. Select any five websites that promotes English language learning and write a report with pictures.
2. Highlight the educational system of India with reference to ELT.
3. Attend any one seminar or webinar and submit the report with certificate.
4. Develop a content based on modern instructional strategies of teaching English and present to peer group.
5. Prepare a report on various programmes for professional development of English teachers.

**📖PRESCRIBED READINGS**

- Adams, M. J. (1990). *Thinking and Learning about Print*. MA: MIT Press.
- Alexander, L. G. (1975). *A First Book in Comprehension, Précis and Composition*. Longman.
- Boswood, T. (1997). *New Ways of Using Computers in Language Teaching*. TESOL.
- Brewster, J., Ellis, G., & Giraf, D. (1992). *The Primary English Teachers' Guide*. Penguin Books.
- Cameron, L. (2001). *Teaching Language to Young Learners*. Cambridge University Press.
- Choudhary, N. R. (2002). *English Language Teaching*. Himalaya Publishing House.
- Egbert, J., & Hanson-Smith, E. (1999). *CALL Environments: Research, Practice and Critical Issues*. Internet for English Teaching.
- Mangal, S. K., & Mangal, S. (2023). *Learning and Teaching*. PHI Learning Private Limited.
- Mangal, S. K., & Mangal, U. (2022). *Essentials of Educational Technology*. PHI Learning Private Limited.
- Mrunalini, T., & Ramakrishna, A. (2016). *Information and Communication Technology (ICT) in Education*. Neelkamal Publications.
- Sperling, D. (1997). *The Internet Guide for English Language Teachers*. Prentice-Hall Regents. (1998 edition also available). *Dave Sperling's Internet Activity Workbook*. Prentice-Hall Regents. ISBN 0-13-010325-X, 1999.
- Vanaja, M. (2010). *Educational Technology*. Neelkamal Publishers.

**📖SUGGESTED READINGS**

- Amritavatli, R. (1999). *Language as a Dynamic Text: Essays on Language, Cognition and Communication*. CIEFL Akshara Series. Allied Publishers.
- Bond, L. G. (1980). *Reading Difficulties – Their Diagnosis and Correction*. Appleton-Century-Crafts.



- Dave, P. S. (2002). *Communicative Approach to the Teaching of English as a Second Language*. Himalaya Publishing House.
- Ibrahim, A. M. (2010). Information & Communication Technologies in ELT. *Journal of Language Teaching and Research*, 1(3), 211-214. Academy Publisher. ISSN 1798-4769.
- Kohli, A. L. (2001). *Techniques of Teaching English in the New Millennium*. Dhanpat Rai.
- Singh, Y. K. (2005). *Teaching of English*. APH Publishing Corporation.

Course Code:BED4PC018

Pedagogic Course

**B.Ed. Degree Programme**  
**Semester-IV**  
**EMERGING TRENDS IN HISTORY EDUCATION**  
(40 credits-120 Hours)

**Preface**

The course delves into the evolving landscape of history education, exploring contemporary challenges and opportunities. It equips future teachers with the knowledge and skills to engage students in critical thinking, historical inquiry and digital literacy. By understanding emerging trends, teachers can create dynamic and relevant history classrooms that foster a deep appreciation for the past and its connection to the present.

 **COURSE OUTCOMES**

*On successful completion of the course, the Prospective Teacher*

1. Demonstrates the modern instructional strategies in History Education
2. Discusses the emerging innovative strategies in teaching History
3. Illustrates appropriate strategies for teaching History
4. Uses the various ICT platforms in learning
5. Explains the need for networking in professional and institutional development
6. Performs the competencies required for a History teacher
7. Examines the rationale of professional development of History teachers
8. Practices different apps for transacting the content
9. Judges the qualities and professional skills of History teacher
10. Analyses the global trends in History Education

**UNIT- I: EMERGING INSTRUCTIONAL STRATEGIES IN HISTORY (20 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Identifies various innovative strategies in teaching.</li> <li>2. Discusses the importance of innovative strategies in teaching history.</li> <li>3. Determines the appropriate innovative strategy in teaching history</li> <li>4. Outlines the different innovative strategies in teaching history</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Innovative Strategies: Meaning, Need and Importance</li> <li>1.2 Constructivist learning</li> <li>1.3 Problem-based learning</li> <li>1.4 Brain-based learning</li> <li>1.5 Cooperative learning</li> <li>1.6 Collaborative learning</li> <li>1.7 Concept mapping</li> <li>1.8 Mind mapping</li> <li>1.9 Blended learning</li> <li>1.10 Flipped learning</li> <li>1.11 Video conferencing</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentation</li> <li>• Seminar</li> <li>• Discussion</li> <li>• Assignment</li> </ul>

**UNIT- II: ICT INTEGRATION IN LEARNING HISTORY (20 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Analyses the recent trends of ICT Integration in history education</li> <li>2. Identifies the various digital resources for teaching History.</li> <li>3. Uses various apps for teaching History.</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Using presentation software</li> <li>2.2 E-learning</li> <li>2.3 Digital resources in History education – CD, DVD, websites, digital textbooks</li> <li>2.4 Smart classroom</li> <li>2.5 Learning Management System (LMS)</li> <li>2.6 M-learning</li> <li>2.7 Social networking: Facebook, WhatsApp, Twitter, YouTube</li> <li>2.8 Apps for teaching and learning</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentation</li> <li>• Seminar</li> <li>• Discussion</li> <li>• Assignment</li> </ul>

**UNIT- III: NETWORKING IN HISTORY EDUCATION (15 Hours)**

Learning Outcome	Content	Suggested Strategies and Approaches
1. Identifies the different types of networking 2. Analyzes the professional and institutional growth in networking 3. Lists out the various social networks	3.1 Networking - Meaning and importance 3.2 Different types of networking Technical networking Institutional networking Personal networking 3.3 Professional and institutional growth through networking 3.4 Social networking in classroom education- Merits and Demerits	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentation</li> <li>• Seminar</li> <li>• Discussion</li> <li>• Assignment</li> </ul>

**UNIT-IV: PROFESSIONAL DEVELOPMENT OF HISTORY TEACHERS (15 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Infers the importance of professional development. 2. Discusses the special qualities of a history teacher 3. Examines the importance of professional development of history teacher 4. Identifies the professional skills required for a history teacher.	4.1 Professional Development: meaning and importance 4.2 Need for continuous professional development 4.3 Teaching as a profession 4.4 Various programmes for professional development 4.5 In-service education of teachers 4.6 Qualities of a History teacher Professional competence: soft skills and technological skills 4.7 History teacher and reflective practices in professional development	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Discussions</li> </ul>

**UNIT- V: GLOBAL TRENDS IN HISTORY EDUCATION (10 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Analyses the recent development in social science education 2. Identifies the curricular trends in Social Science Education over developing countries	5.1 Online pedagogy 5.2 Recent developments in digital technology: Artificial Intelligence, Intelligence Augmentation STEAM Education-Concept and significance 5.3 Curriculum trends in social science education in developing countries: Finland Australia	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentation</li> <li>• Seminar</li> <li>• Discussion</li> <li>• Assignment</li> </ul>

**ASSESSMENT**

1. Assignments and projects
2. Classroom participation and discussions
3. Quizzes
4. Reflective journals
5. Networking portfolio
6. Professional development plan presentation
7. Tests
8. Seminars

**SUGGESTED ACTIVITIES (Any two)**

1. Use LMS for teaching social science content and submit its screen shot.
2. Analyse the in-service programme given by Tamil Nadu Government to secondary school teachers and prepare a report.
3. Compare the education system of any two countries and prepare a report.
4. Prepare a report on various programmes for professional development of History teachers.
5. Shoot a video related to any lesson in History and upload in YouTube.

**PRESCRIBED READINGS**

- Arulsamy, S., & Sivakumar, P. (2012). *Application of ICT in Education*. Neelkamal Publications.
- Das, A., & Bag, R. (2020). *Digital Pedagogy*. CCBS Publications & Distributions Pvt. Ltd.
- Das, A., & Bay, R. (2020). *Digital Pedagogy with ICT and Learning Technologies*. CBS Publishers.
- Kochhar, S. K. (2020). *Teaching of Social Studies*. Sterling Publishers.

- Kumar, S. P. K., & Nowshad, P. P. (2009). *Social Studies in the Classroom: Trends and Methods*.
- Madhukumar, I. (2005). *Internet-Based Distance Education*. Global Network.
- Mangal, S. K., & Mangal, S. (2023). *Learning and Teaching*. PHI Learning Private Limited.
- Mangal, S. K., & Mangal, S. (2023). *Learning and Teaching*. PHI Learning Private Limited.
- Mangal, S. K., & Mangal, U. (2022). *Essentials of Educational Technology*. PHI Learning Private Limited.
- Mangal, S. K., & Mangal, U. (2023). *Pedagogy of Social Science*. PHI Learning Pvt. Ltd.
- Mrunalini, T., & Ramakrishna, A. (2016). *Information and Communication Technology (ICT) in Education*. Neelkamal Publications.
- Ramakrishna, A., Sujatha, M., & Arjunand, A. (2018). *ICT Mediation in Teaching Learning*. Neelkamal Publications.
- Sharma, R. D. (2008). *Technological Foundation of Education*. R. Lall Books Depot.
- Shastri, V. K. (2017). *Emerging Technologies in Education*. Authors Press.
- Siddiqui, M. H. (2009). *Techniques of Classroom Teaching*. APH Publishing Corporation.
- Singh, Y. K. (2009). *Teaching of History: Modern Methods*. APH Publishing Corporation.
- Sivarajan, K., & Happy, P. V. (2022). *Methodology of Teaching Social Science*. Calicut University Co-operative Store.
- SrinivasMurthi, R., Rao, I. Prasad, & Rao, Digumarti Bhaskara. (2004). *Methods of Teaching History*. Discovery Publishing.

#### SUGGESTED READINGS

- Mangal, S. K., & Mangal, S. (2023). *Learning and Teaching*. PHI Learning Private Limited.
- Mangal, S. K., & Mangal, U. (2022). *Essentials of Educational Technology*. PHI Learning Private Limited.
- Mrunalini, T., & Ramakrishna, A. (2016). *Information and Communication Technology (ICT) in Education*. Neelkamal Publications.
- Vanaja, M. (2010). *Educational Technology*. Neelkamal Publishers.

---

Course Code:BED4PC019

Pedagogic Course

**B.Ed. Degree Programme**  
**Semester-IV**  
**EMERGING TRENDS IN MATHEMATICS EDUCATION**  
(4 Credits – 120 Hours)

**Preface**

The course aims to equip prospective and practicing mathematics teachers with a comprehensive understanding of the latest trends and innovations in mathematics education. By exploring emerging technologies, pedagogical approaches and research findings, Prospective Teachers can enhance their teaching practices and prepare students for the challenges and opportunities of the 21st century.

 **COURSE OUTCOMES**

*On successful completion of course, the Prospective Teacher*

1. Discusses the emerging innovative strategies in teaching Mathematics
2. Suggests the appropriate strategies for teaching Mathematics
3. Acquaints with ICT integration in teaching Mathematics
4. Categorizes the digital resources in teaching Mathematics
5. Analyses Networking in learning Mathematics
6. Performs the competencies required for a Mathematics teacher
7. Describes the importance of professional development of Mathematics teacher
8. Substantiates the qualities and professional skills of Mathematics teacher
9. Examines the recent trends in teaching Mathematics
10. Analyses the research trends in Mathematics Education

**UNIT- I: EMERGING STRATEGIES IN LEARNING MATHEMATICS (20 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Identifies various innovative strategies in teaching Mathematics</li> <li>2. Discusses the importance of innovative strategies in teaching Mathematics</li> <li>3. Determines the appropriate innovative strategy in teaching Mathematics</li> <li>4. Outlines the different innovative strategies in teaching Mathematics</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Concept of Innovative Strategies</li> <li>1.2 Constructivist Learning</li> <li>1.3 Problem-Based Learning</li> <li>1.4 Brain-Based Learning</li> <li>1.5 Cooperative Learning</li> <li>1.6 Collaborative Learning</li> <li>1.7 Concept Mapping</li> <li>1.8 Flipped Learning</li> <li>1.9 Blended Learning</li> <li>1.10 Videoconferencing</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentation</li> <li>• Seminar</li> <li>• Discussion</li> <li>• Assignment</li> </ul>

**UNIT- II: ICT INTEGRATION IN LEARNING MATHEMATICS (20 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Analyses the recent trends in Mathematics Education</li> <li>2. Identifies the various digital resources for teaching Mathematics</li> <li>3. Prepares modules for teaching Mathematics</li> <li>4. Uses various apps for teaching Mathematics</li> </ol>	<ol style="list-style-type: none"> <li>2.1 ICT-Based Teaching and Learning</li> <li>2.2 E-Learning – Concept and Importance</li> <li>2.3 M-Learning – Concept and Importance</li> <li>2.4 E-Content Development – Concept, Format, Steps for Preparation, Script Writing for E-Content</li> <li>2.5 Using the Internet for Accessing Information</li> <li>2.6 Websites for Authoritative Information like ERIC, INFLIBNET</li> <li>2.7 Learning Management Systems – Concept and Significance</li> <li>2.8 Digital Resources in Mathematics Education – Websites, Blogs, E-Books, E-Journals and Apps</li> <li>2.9 Identification of ICT Resources – Web 2.0 Tools</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Brainstorming</li> </ul>



**UNIT- III: NETWORKING IN MATHEMATICS EDUCATION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Analyses the importance of Networking in learning Mathematics 2. Identifies the various Social networking sites in teaching and learning Mathematics 3. Identifies the applications of social networking in Mathematics	3.1 Networking – Meaning, Scope and Importance 3.2 Networking in Learning Mathematics 3.3 Different Types of Networking – Social Networking, Student-Institution Networking 3.4 Social Networking Sites for Teaching and Learning Mathematics – YouTube, Facebook, WhatsApp, Instagram, Twitter 3.5 Professional and Institutional Growth through Networking 3.6 Tools of Social Networking 3.7 Applications of Social Networking in Mathematics	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Brainstorming</li> </ul>

**UNIT-IV: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHER (10 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Identifies the importance of professional development 2. Discusses the special qualities of Mathematics teacher 3. Examines the importance of professional development of Mathematics teacher 4. Identifies the professional skills of Mathematics teacher	4.1 Professional Development: Meaning and Importance 4.2 Teaching as a Profession 4.3 Nature of Professionalism Demanded by Technology 4.4 In-Service Education of Teachers 4.5 Special Qualities of a Mathematics Teacher 4.6 Professional Skills of Mathematics Teachers 4.7 Role of Reflective Practices in Professional Development 4.8 Mathematics Teacher as a Reflective Practitioner	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Discussions</li> </ul>

**UNIT- V: GLOBAL TRENDS IN MATHEMATICS EDUCATION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Analyses the global trends in Mathematics Education.</li> <li>2. Examines various on line tools</li> <li>3. Identifies various research trends in Mathematics</li> <li>4. Investigates Various important projects for the development of curriculum</li> </ol>	<ol style="list-style-type: none"> <li>5.1 Recent developments in Digital technology</li> <li>5.2 STEAM Education</li> <li>5.3 Online assessment and usage of online tools</li> <li>5.4 Comparison of Mathematics education worldwide</li> <li>5.5 Mathematics teaching in developed countries – Finland, Korea</li> <li>5.6 Research trends in Mathematics education Action researches in Mathematics Thrust areas of researches in Mathematics education</li> <li>5.7 Recent projects in Mathematics teaching in India, IT@school, OFSET, GURU</li> <li>5.8 Study of certain important projects for the development of Curriculum, SMSG, SMP, NCERT Curriculum</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Discussion</li> <li>• Seminar presentation</li> </ul>

**ASSESSMENT**

1. Assignments and projects
2. Classroom participation and discussions
3. Quizzes
4. Reflective journals
5. Networking portfolio
6. Professional development plan presentation
7. Seminar
8. Tests

**SUGGESTED ACTIVITIES (Any two)**

1. Prepare a concept map for any lesson in Mathematics.
2. Create a blog for any one lesson in Mathematics.
3. Prepare a report on various programmes for professional development of Mathematics teachers.
4. Shoot a video related to any lesson in Mathematics and upload to YouTube.
5. Identify few teaching apps and make a report on them with screenshots and descriptions.

**📖 PRESCRIBED READINGS**

- Arulsamy, S., & Sivakumar, P. (2012). *Application of ICT in Education*. Neelkamal Publications.
- Bishnoi, U. (2008). *Teaching of Mathematics*. Lal Book Depot.
- Das, A., & Bay, R. (2020). *Digital Pedagogy with ICT and Learning Technologies*. CBS Publishers.
- James, A. (2006). *Techniques of Teaching of Mathematics*. Neelkamal Publications.
- Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. R. Lall Books Depot.
- Mangal, S. K. (2000). *Teaching of Mathematics*. R. P. FadonPrakash Brothers.
- Mangal, S. K., & Mangal, S. (2023). *Learning and Teaching*. PHI Learning Private Limited.
- Mangal, S. K., & Mangal, U. (2022). *Essentials of Educational Technology*. PHI Learning Private Limited.
- Mrunalini, T., & Ramakrishna, A. (2016). *Information and Communication Technology (ICT) in Education*. Neelkamal Publications.
- Ramakrishna, A., Sujatha, M., & Arjunand, A. (2018). *ICT Mediation in Teaching Learning*. Neelkamal Publications.
- Sharma, R. D. (2008). *Technological Foundation of Education*. R. Lall Books Depot.
- Shastri, V. K. (2017). *Emerging Technologies in Education*. Authors Press.
- Sivarajan, K., & Wahid, A. A. (2022). *Teaching of Mathematics*. Lal Book Depot.
- Soman, K., & Sivarajan, K. (2014). *The Methodology of Teaching Mathematics*. Lal Book Depot.
- Vanaja, M. (2010). *Educational Technology*. Neelkamal Publishers.
- Wadhwa, S. (2008). *Modern Methods of Teaching Mathematics*. Karan Papers.

**📖 SUGGESTED READINGS**

- Aggarwal, S. M. (2001). *A Course in Teaching of Modern Mathematics*. Dhanpat Rai Publishing House.
- Bhasin, S. (2005). *Teaching of Mathematics - A Practical Approach*. Himalaya Publishing House.
- Ediger, M., & Rao, D. B. (2000). *Teaching Mathematics Successfully*. Discovery Publishing House.
- Siddiqui, M. H. (2007). *Teaching of Mathematics*. APH Publishing House.

Course Code:BED4PC020

Pedagogic Course

**B.Ed. Degree Programme**  
**Semester-IV**  
**EMERGING TRENDS IN PHYSICAL SCIENCE EDUCATION**

**Preface**

The course aims to equip Prospective Physical Science Teachers with a comprehensive understanding of the latest advancements and challenges in the field. By exploring emerging technologies, pedagogical approaches and global trends, Prospective Teachers can enhance their teaching practices to prepare students for the demands of the 21st century.

 **COURSE OUTCOMES**

*On successful completion of course, the Prospective Teacher*

1. Discusses the emerging innovative strategies in teaching Science
2. Selects appropriate strategies for teaching Science
3. Uses various ICT platforms in learning
4. Explains the need for networking in professional and institutional development
5. Uses different apps for transacting the content
6. Performs the competencies required for a Physical Science teacher
7. Explores the modern instructional strategies in physical Science Education
8. Operates the various ICT platform in learning Physical Science
9. Explains the need for networking in professional and institutional development
10. Analyses the global trends in Physical Science Education

**UNIT- I: EMERGING INSTRUCTIONAL STRATEGIES IN LEARNING  
PHYSICAL SCIENCE (15 hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Uses the emerging techniques in teaching 5. Illustrates the various emerging strategies 6. Practices the strategies in the class room	1.1 Innovative Strategies Need and Importance 1.2 Different Innovative Strategies Collaborative learning Cooperative learning Problem-based learning Concept mapping Mind mapping Experiential learning Brain-based learning Flipped learning	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Group Discussion</li> <li>• Brainstorming</li> <li>• Digital Presentation</li> </ul>

**UNIT- II: ICT INTEGRATION IN LEARNING PHYSICAL SCIENCE (20 hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Lists out various ICT platform for learning 2. Prepares e-content 3. Analyses the various digital resources	2.1 Learning Management System (LMS) 2.2 MOODLE 2.3 E-content – Steps in e-content development 2.4 M-learning – Strengths and limitations 2.5 Resource Mapping 2.6 Digital Resources E-journal Discussion forum E-book reader Free software in science Blog creation 2.7 Web 2.0 Tools Edublogs Hot Potatoes Edjudo Teacher Tube Edmodo	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Digital presentation</li> <li>• Hands on experience</li> <li>• Seminar</li> </ul>

**UNIT- III: NETWORKING IN PHYSICAL SCIENCE EDUCATION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Identifies the different types of networking 2. Analyses the professional and institutional growth in networking 3. Lists out the various social network	3.1 Networking – Meaning and importance 3.2 Different types of networking Technical networking Institutional networking Personal networking 3.3 Professional and institutional growth through networking 3.4 Social networking in classroom education Merits Demerits	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Seminar</li> </ul>

**UNIT-IV: PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER (15 Hours)**

<b>Learning outcomes</b>	<b>Content</b>	<b>Suggested strategies and approaches</b>
1. Appraises the teaching profession 2. Identifies the qualities of a science teacher 3. Participates in various activities	4.1 Teaching as a profession 4.2 Pre-service and in-service programs 4.3 Role of reflective practices in professional development 4.4 Qualities of a science teacher Professional competencies Soft skills Technological skills	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Debate</li> <li>• Discussion</li> <li>• Assignment</li> <li>• Brain-storming</li> <li>• Comparative analysis</li> </ul>

**UNIT- V: GLOBAL TRENDS IN PHYSICAL SCIENCE EDUCATION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Analyses the recent development in science education 2. Compares physical science curricula from different countries	5.1 Recent developments in digital technology Artificial Intelligence Augmentation STEAM Education 5.2 Curriculum trends in science education in developing countries Finland Australia	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Assignment</li> <li>• Brain-storming</li> <li>• Comparative analysis</li> </ul>

**ASSESSMENT**

1. Assignments and projects
2. Classroom participation and discussions
3. Quizzes
4. Reflective journals
5. Networking portfolio
6. Professional development plan presentation
7. Seminar
8. Tests

**SUGGESTED ACTIVITIES (Any two)**

1. Develop a content based on modern instructional strategies and present to peer group.
2. Use LMS for teaching Physical science content and submit its screen shot.
3. Analyse the in-service programme given to Tamil Nadu Government to secondary school teacher and prepare a report.
4. Compare the education system of any two countries and prepare a report.
5. Prepare a concept map for any lesson in Physics or Chemistry.

** PRESCRIBED READINGS**

- Gupta, S. K. (1985). *Teaching of Physical Science in Secondary Schools*. Sterling Publication Pvt. Limited.
- Mangal, S. K., & Mangal, S. (2023). *Learning and Teaching*. PHI Learning Private Limited.
- Mangal, S. K., & Mangal, U. (2022). *Essentials of Educational Technology*. PHI Learning Private Limited.
- Mathew, M. (2023). *Instructional Strategies and Techniques in Science Education*. By the Author.
- Mrunalini, T., & Ramakrishna, A. (2016). *Information and Communication Technology (ICT) in Education*. Neelkamal Publications.
- Radha, M. (2010). *Teaching of Physical Science*. Neelkamal Publishers.
- Sharma, R. C. (2006). *Modern Science Teaching*. Dhanpat Rai Publications.
- Sivarajan, K., & Faziluddin, A. (2006). *Science Education*. Calicut University, Central Co-operative Press.
- Vanaja, M. (2010). *Educational Technology*. Neelkamal Publishers.

** SUGGESTED READINGS**

- Bhatnagar, A., & Bhatnagar, B. (2014). *Teaching of Science*. Lall Book Depot.
- Dutta, T. (2005). *Teaching of Physics*.
- Ediger, M., & Bhaskara Rao, D. (1996). *Science Curriculum*. Discovery Publishing.
- Ediger, M., & Bhaskara Rao, D. (2011). *Essays on Teaching Science*. Discovery Publishing.
- Joshi, S. R. (2005). *Teaching of Science*. APH Publishing.
- Kaur, M. K. (2012). *Modern Approach to Teaching Science*. Tandon Publications.
- Kumar, A. (1995). *Teaching of Physical Sciences*. Anmol Publications.

- Lassard, J., & Dias, M. (2009). *The Art of Teaching Science*.
- Liveridge, M., Cochrane, B., Kerkot, J., & Thomas, J. (2010). *Teaching Science*. Sage Publications.
- Materanri, V. K., & Mateswari, V. (2010). *Teaching of Science*. Vayu Rakheja.
- Mathew, T. K., & Molly Kutty, T. M. (2011). *Science Education: Theoretical Bases of Teaching and Pedagogic Analysis*. Chenganoor: Rainbow Book Publishers.
- Mohan, R. (2004). *Innovative Science Teaching*. Prentice-Hall of India Private.
- Nawale, D., & Garg, S. (2014). *Teaching Techniques in Science*. Books International.
- Nayak, A. (2019). *Teaching of Physics*. APH Publishing.
- Paddy, R. S. (1997). *Physics Education*. Commonwealth Publishers.
- Pajasekar, D. (2005). *Methods of Teaching Physical Science*. Neelkamal Publications.
- Pajasekar, D. (2008). *Methods of Teaching Physical Science*. Neelkamal Publications.
- Panner, Selvam. A. (1976). *Teaching of Physical Science Tamil*. Government of Tamil Nadu.
- Photon, J., & Shreve, P. (2017). *Teaching Science in the 21st Century*. Viva Books.
- Rao, A. (1995). *Teaching of Physics*. Armed Publication.
- Ravikumar, B. K. (2000). *Teaching of Science*. Mangal Deep.
- Sundar, P. (2016). *Teaching of Chemistry*. KSK Publications.
- Tripathi, S. (n.d.). *Teaching of Physics*. Dominant Publishers.
- Venkat, N., & Ramulu, D. C. A. (2016). *Pedagogy of Physical Sciences*. Neelkamal Publications.
- Yadav, M. S. (2004). *Teaching Science at Higher Level*. Anmol Publications.



*Course Code:BED4EC001**Elective Course*

**B.Ed. Degree Programme**  
**Semester-IV**  
**EARLY CHILDHOOD CARE AND EDUCATION**  
(4 Credits – 120 Hours)

**Preface**

The course is a foundational stage in a child's life, shaping their cognitive, physical, social and emotional development. This course provides Prospective Teachers with a comprehensive understanding of child development, learning theories and effective pedagogical practices for this crucial age group. It emphasizes the creation of nurturing and stimulating learning environments that support holistic child development.

** COURSE OUTCOMES**

*On successful completion of course, the Prospective Teacher*

1. Diagnoses the various issues of Early Childhood Care and Education
2. Compares the contributions of western and Indian thinkers to Early Childhood Care and Education
3. Examines the role played by Early Childhood Care and Education in the holistic development of children
4. Summarises child development in the early childhood period
5. Creates developmentally appropriate learning environments
6. Plans effective early childhood curriculum
7. Establishes strong parent-teacher relationships
8. Plans programme for pre-school children
9. Acquaints with the different techniques of teaching children
10. Uses appropriate assessment tools to monitor children's progress

**UNIT- I: INTRODUCTION TO EARLY CHILDHOOD CARE AND EDUCATION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Analyses the need of ECCE 2. Diagnoses the various issues of ECCE 3. Discusses the policies of ECCE	1.1 Early Childhood Care and Education: concept, need and objectives of ECCE 1.2 Early Childhood Education trends in India: public, private and voluntary sector initiatives in India 1.3 Issues and concerns of ECCE in India 1.4 Policies in ECCE in India: National Focus Group on ECCE (2006) 1.5 ECCE in National Education Policy 2020	<ul style="list-style-type: none"> <li>• Introductory Lecture</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Brainstorming</li> <li>• Seminar and discussion</li> </ul>

**UNIT- II: CONTRIBUTIONS OF EDUCATIONAL THINKERS TO EARLY CHILDHOOD CARE AND EDUCATION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Compares the contributions of western and Indian thinkers to ECCE 2. Appraises the contributions of Educational thinkers	2.1 Contributions of Western thinkers: Froebel, McMillan Sisters, Montessori, Piaget and Vygotsky 2.2 Indian thinkers: Gijubhai Badeka, Mahatma Gandhi and Tarabai Modak	<ul style="list-style-type: none"> <li>• Introductory lecture</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Brainstorming</li> <li>• Seminar and discussion</li> </ul>

**UNIT- III: DEVELOPMENT DURING EARLY CHILDHOOD (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Describes the factors influencing development during early childhood 2. Examines the role played by ECCE centers in the holistic development of children.	3.1 Development during early childhood period: physical, motor, cognitive, social, emotional, language and moral development 3.2 Factors influencing early childhood development 3.3 Role of early childhood centers in promoting harmonious development of children	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminars</li> <li>• Interactive session</li> <li>• Discussion</li> <li>• Assignment</li> </ul>

**UNIT- IV: ORGANIZING ECCE PROGRAMME (17 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Designs the building plan and areas of ECCE centre 2. Suggests programme for pre- school children	4.1 Design of an ECCE center: building plan, different areas in an ECCE center, safety precautions 4.2 Planning programs for children: principles and factors of program planning (yearly, monthly, weekly and daily plans)	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Field visit</li> <li>• Development of weekly /daily schedules</li> <li>• Seminar and discussions</li> <li>• Discussion</li> <li>• Visual presentations</li> </ul>

**UNIT- V: PEDAGOGIC APPROACHES TO ECCE PROGRAMME (18 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Practices different techniques of teaching children. 2. Identifies the role of ECCE teacher. 3. Uses appropriate assessment techniques	5.1 Strategies for involvement of children in learning activities: sensory training, rhymes, storytelling, dramatization, puppetry, nature walk and play way method 5.2 Evaluation of children's development and learning: principles of assessment and reporting 5.3 Informal assessment strategies: observation, portfolio, checklist 5.4 Role of caregiver/ECCE teacher: partnership with parents and family	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Field visit</li> <li>• Observation of Programs</li> <li>• Seminar and discussions</li> <li>• Role play</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Visual presentations</li> <li>• Peer learning</li> </ul>

**ASSESSMENT**

1. Assignments and projects
2. Classroom participation and discussions
3. Reflective journals
4. Assessing weekly / daily schedule
5. Assignments
6. Tests
7. Seminar

**SUGGESTED ACTIVITIES (Any two)**

1. Conduct a study of present status of Early Childhood Care and Education in one district.
2. Prepare materials and activities for any two aspects of development:
  - 2.1 Motor development (gross motor skills and fine motor skills)
  - 2.2 Cognitive development
  - 2.3 Language development
  - 2.4 Social development
3. Prepare a report on the daily routine of an Early Childhood Education Centre.
4. Prepare booklets with: Illustrations, Stories (5), Rhymes (5).
5. Prepare a resource file on different types of traditional games for children.

**PRESCRIBED READINGS**

1. Devadhas, & Rajammal, P. (1984). *A Textbook on Child Development*. McMillan India Ltd.
2. Halse, S. V., & Rathod, R. (2022). *National Education Policy 2020: Guidelines, Application and Implementation Strategies* (Vol. 1). Current Publication.
3. Hurlock, E. B. (2001). *Child Growth and Development*. Tata McGraw-Hill Publishing Company.
4. Kaul, V. (1997). *Early Childhood Education Programme*. NCERT.

5. Kaul, V., & Sankar, D. (2009). *Early Childhood Care and Education in India: Mid-Decade Assessment*. NUEPA.
6. Kaul, V., et al. (2004). *Reaching Out to the Child*. Oxford University Press.
7. Mohanty, J., & Mohanty, B. (2000). *Early Childhood Care and Education*. Deep and Deep Publication.
8. Montessori, M. (1962). *The Discovery of the Child*. Kalakshetra Publications.
9. National Curriculum Framework. (2005). *Early Childhood Care and Education*. NCERT.
10. National Focus Group. (2006). *Position Paper on Early Childhood Care and Education*. NCERT.
11. Pankajam, G. (1994). *Pre-School Education: History and Philosophy*. The Indian Publication.
12. Santrock, J. W. (2010). *Child Development: An Introduction*. McGraw-Hill Education.
13. Shanmugavelayudham, K., & Bhuvanewari. (2003). *The 'Must' for Nursery Education*. TN-FORCES.
14. Soni, R. (2015). *Theme-Based Early Childhood Care and Education Programme: A Resource Book*. NCERT.
15. UNESCO. (2007). *Strong Foundations: Early Childhood Care and Education*.

### SUGGESTED READINGS

1. Austin, G. R. (1976). *Early Childhood Education: An International Perspective*. Academic Press.
2. Banta, T. (1966). *Are These Really a Montessori Method?* Ohio Psychological Association and Ohio Psychiatric Association.
3. David, T. (1989). *Teaching Young Children*. Sage Publications.
4. Essa, E. (1990). *Introduction to Early Childhood Education*. Delmar.
5. Ministry of Women and Child Development. (2013). *Early Childhood Curriculum Framework*. Government of India.
6. Montessori, M. (1996). *The Secret of Childhood*. Orient Longman Limited.
7. Vygotsky, L. (1986). *Thought and Language*. MIT Press.

---

Course Code:BED4EC002

Elective Course

**B.Ed. Degree Programme**  
**Semester- IV**  
**GUIDANCE AND COUNSELLING**  
(4 Credits -120 Hours)

**Preface**

The course aims to equip Prospective Teachers with the knowledge and skills necessary to provide effective guidance and counselling services to students. It will enable them to identify student needs, develop supportive relationships and implement appropriate interventions to promote students' academic, social, emotional and career development.

 **COURSE OUTCOMES**

*On successful completion of the course, the Prospective Teacher*

1. Describes Guidance and Counselling
2. Identifies the various types of Guidance and Counselling services
3. Conducts needs assessments to identify student needs and concerns
4. Designs Guidance and counseling programmes
5. Practices Counselling techniques and strategies effectively
6. Collaborates with parents, teachers and other professionals to support student development
7. Suggests strategies to promote mental health and well-being among students
8. Analyses the qualities of a good counselor
9. Identifies delinquent and children with special needs
10. Suggests intervention strategies and remedial measures

**UNIT- I: INTRODUCTION TO GUIDANCE (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Defines Guidance 2. Explains different types of guidance 3. Analyses the characteristics of guidance 4. Compares individual and group guidance	1.1 Guidance -Need and significance, -aims and purpose, nature and characteristics, basic assumptions, basic principles 1.2 Types of guidance- Educational, vocational and personal guidance – objectives and guidance at various stages.-Individual and Group guidance – concept and techniques	<ul style="list-style-type: none"> <li>• Lecture through visual presentation</li> <li>• Briefing</li> <li>• Group</li> <li>• Discussion</li> <li>• Assignment</li> <li>• Seminar</li> <li>• QA session</li> <li>• Peer learning</li> </ul>

**UNIT- II: INTRODUCTION TO COUNSELLING (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Defines Counselling, and characteristics of Counselling 2. Explains different types of Counselling 3. Analyses the qualities of a good counsellor 4. Differentiates between Guidance and Counselling	2.1 Counseling - Meaning, need, aims and objectives, significance of counselling 2.2 Types of counselling - Directive, Non-directive and Eclectic counselling - basic assumptions and steps – role of counsellor 2.3 Procedure of Counselling 2.4 Qualities of a good counsellor 2.5 Difference between Guidance and Counselling	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Talk by experts</li> <li>• Panel discussion</li> </ul>

**UNIT- III: GUIDANCE SERVICES IN SCHOOLS (20 Hours)**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Explains scope of guidance 2. Analyses different Counselling services 3. Organises Guidance service in schools	3.1 Pre-admission service - orientation service, self-inventory service, guidance service, educational service, counselling service, support service, placement service, follow-up service 3.2 Scope of guidance programme in schools: Organisation of Guidance programmes in schools	<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>

**UNIT- IV: SCHOOL COUNCELLING PROGRAMME (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Analyses the role and function of school counselor 2. Identifies children with special needs 3. Appraises the role of Heads and teachers in school Counselling programmes.	4.1 Role and functions of school counsellors: Special skills and problems in school counselling – counselling exceptional students 4.2 Delinquency among students - causes, identification and Counselling for Delinquent students 4.3 Role of Heads and teachers in school Counselling programmes	<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>• Peer learning</li> <li>• Lecture, Group discussion</li> <li>• Lecture-cum discussion</li> </ul>



### UNIT- V: GUIDANCE AND COUNSELLING FOR CHILDREN WITH SPECIAL NEEDS (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Explains the concept of children with special needs 2. Categorises slow learners, back ward children and gifted children 3. Analyses disabilities in children children with special needs	5.1 Concept of children with special needs and types of special needs 5.2 Children with learning disabilities, underachievers, slow learners, backward children, gifted children – identification and educational provisions	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Peer learning</li> <li>• Panel discussion</li> <li>• Symposium</li> <li>• Reading of research journals</li> </ul>

#### ASSIGNMENTS

1. Projects
2. Presentations
3. Case analysis
4. Role-play assessment
5. Class participation
6. Tests
7. Assignment
8. Seminar presentation

#### SUGGESTED ACTIVITIES (Any two)

1. Identification of the cases for counseling from an nearby school by discussing with teachers.
2. Exploring the possibilities for peer counseling in the institutions.
3. Visiting a school counsel and writing a report on the process of counselling (mention at least five cases).
4. Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counsel or and prepare a brief report.
5. Prepare a detailed outline of a class talk on ‘Need for guidance services in schools’.

#### PRESCRIBED READINGS

- Anastasi, A. (1966). *Differential psychology: Individual differences*. Van Nostrand.
- Chauhan, S. S. (2006). *Advanced educational psychology*. Vikas Publishing House.
- Dandapani, S. (2001). *Advanced educational psychology* (2nd ed.). Anmol Publications Pvt Ltd.

- Daniels, H., & Edwards, A. (2004). *Psychology of education*. Routledge Falmer.
- Fontana, D. (1995). *Psychology for teachers*. Macmillan Press Ltd.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.
- Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
- Good, T. L., & Brophy, J. E. (1990). *Educational psychology: A realistic approach*. Longman.
- Kagan, J., & Lang, C. (1978). *Psychology and education: An introduction*. Harcourt Brace Jovanovich.
- Klausmeier, H. J. (1985). *Educational psychology*. Harper & Row.
- Lindgren, H. C. (1980). *Educational psychology in the classroom* (6th ed.). Oxford University Press.
- Mangal, S. K. (1997). *Advanced educational psychology*. Prentice-Hall.
- Patterson, C. H. (1971). *An introduction to counselling in schools*. Harper & Row.
- Rao, S. N. (1981). *Counselling psychology*. Tata McGraw-Hill.
- Sivarajan, K., & Ilusthafa. (2013). *Psychology of the learner and learning*. Calicut University Central Co-operative Stores.
- Skinner, C. E. (Ed.). (1974). *Educational psychology*. Prentice-Hall of India Private Limited.
- Sprinthall, R. C., Sprinthall, N. A., & Oja, S. N. (1981). *Educational psychology: A developmental approach*. Addison-Wesley.
- Sternberg, R. J. (1985). *Beyond IQ: A triarchic theory of human intelligence*. Cambridge University Press.

### SUGGESTED READINGS

- Bhatnagar, A., & Gupta, N. (Eds.) (1999). *Guidance and Counseling, Vol. II: A Practical Approach*. Vikas.
- Carson, R. C., Butcher, J. N., & Mineka, S. (1996). *Abnormal Psychology and Modern Life* (10th ed.). Harper Collins.
- Carson, R. C., Butcher, J. N., Mineka, S., & Hoolcy, J. M. (2008). *Abnormal Psychology* (13th ed.). Harper Collins Inc.
- Comer, R. J. (2008). *Fundamentals of Abnormal Psychology* (5th ed.). Worth Publishers.
- Cormier, L., & Hackney, H. (1987). *The Professional Counsellor*. Prentice Hall.
- Dave, I. (1984). *The Basic Essentials of Counselling*. Sterling Pvt. Ltd.
- Egan, G. (1994). *The Skilled Helper* (5th ed.). Brookes Cole Publishing Co.
- Gazda, G. R. M. (1989). *Group Counselling: A Development Approach*. Allyn and Bacon.
- Geldand, K., & Geldand, D. (2004). *Counseling Adolescents*. Palgrave Macmillan.
- Gelso, C. J., & Fretz, B. R. (1995). *Counseling Psychology*. Prism Books Pvt. Ltd.
- Gladding, S. T. (1996). *Counselling: A Comprehensive Profession*. Prentice Hall Inc of India Pvt. Ltd.
- Glickman, C., & Wolfgang, C. (1981). *Solving Discipline Problems: Strategies for Classroom Teachers*. Allyn and Bacon.

- Hallahan, D. P., & Kauffman, J. M. (1978). *Exceptional Children: An Introduction to Special Education*.
- Jones, R. (2001). *Theory and Practice of Counseling and Therapy* (3rd ed.). Continuum.
- Mallon, B. (1987). *An Introduction to Counseling Skills for Special Educational Needs - Participants Manual*. Manchester University Press.
- Mangal, S. K. (2007). *Essentials of Educational Psychology*. Prentice Hall Pvt. Ltd.
- Mathewson, R. H. (1962). *Guidance Policy and Practice* (3rd ed.). Harper and Row.
- Nugent, F. A. (1990). *An Introduction to the Profession of Counselling*. Merrill Publishing Co.
- Patterson, L. E., & Welfel, E. R. (2000). *The Counseling Process* (5th ed.). Brooks/Cole.
- Pietrofesa, J. J., Bernstein, B., & Stanford, S. (1980). *Guidance: An Introduction*. Rand McNally.
- Rao, S. N. (1981). *Counselling Psychology*. Tata McGraw Hill.
- Rao, S. N. (2008). *Counseling and Guidance* (2nd ed.). Tata McGraw Hill Publishing Co. Ltd.
- Sarason, I. G., & Sarason, B. R. (2005). *Abnormal Psychology: The Problem of Maladaptive Behavior* (11th ed.). Prentice Hall Pvt. Ltd.
- Sarason, I. G., & Sarason, R. B. (2002). *Abnormal Psychology: The Problem of Maladaptive Behaviour* (9th ed.). Prentice Hall.
- Saraswat, R. K., & Gaur, J. S. (1994). *Manual for Guidance Counsellors*. NCERT.
- Sharry, J. (2004). *Counseling Children, Adolescents and Families*. Palgrave Macmillan.
- Shertzer, B., & Stone, S. C. (1974). *Fundamentals of Counseling*. Houghton Mifflin Co.

---

Course Code:BED4EC003

Elective Course

**B.Ed. Degree Programme**  
**Semester-IV**  
**ADOLESCENCE EDUCATION**  
(4 Credits -120 Hours)

**Preface**

This course is a specialized field within education that focuses on understanding and addressing the unique needs, challenges and opportunities of adolescents. This program is designed to equip Prospective Teachers with the knowledge, skills and attitudes necessary to effectively teach and support adolescent learners. By completing this course, students will be well-prepared to work with adolescent learners and make a positive impact on their lives

 **COURSE OUTCOMES**

*On successful completion of the course, the Prospective Teachers*

1. Detects the concerns and challenges in adolescent education
2. Discusses on the various aspect of Adolescent Education Programme (AEP)
3. Analyses the adolescent education programme, approaches, strategies and implementation
4. Determines the suitable pedagogical approach to adolescents education
5. Prepares different innovative strategies for adolescent education
6. Diagnoses various psycho - physiological related problems and suggests solutions
7. Integrates different life skills for adolescent education
8. Examines the role of life skills education in adolescent behavior and teacher student relationship
9. Substantiates the need for reproductive health and family life education for adolescents
10. Justifies the need for strengthening healthy family relationship

**UNIT- I: DEVELOPMENT AND CHALLENGES DURING ADOLESCENCE  
(15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Identifies the development during adolescents</li> <li>2. Appraises the need, concerns and realities of adolescents in India</li> <li>3. Diagnoses various psycho - physiological related problems</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Development during adolescence: Physical, cognitive, social and emotional development</li> <li>1.2 Needs, concerns and realities of adolescents in India</li> <li>1.3 Psycho-physiological problems: Anxiety, depression, suicide</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture /briefing</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Brainstorming</li> <li>• Case study</li> <li>• Seminar and discussion</li> </ul>

**UNIT-II: ADOLESCENCE EDUCATION PROGRAMME (10 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Discusses on the various aspect of Adolescence Education Programme (AEP)</li> <li>2. Examines the role of social agencies in adolescents education</li> <li>3. Supports the capacity building programme for Prospective Teachers</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Adolescence Education Programme (AEP) Objectives, Content and Scope Role of Social agencies in Adolescence Education-School, Family, Media and Community Capacity building for Prospective Teachers in Adolescence Education</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture /briefing</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Brainstorming</li> <li>• Case study</li> <li>• Seminar and discussion</li> <li>• Role play</li> </ul>

**UNIT-III: PEDAGOGICAL APPROACHES TO ADOLESCENCE EDUCATION  
(15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Determines the suitable pedagogical approach to adolescence education 2. Analyses the various approaches for adolescence education	3.1 Pedagogical Approaches to Adolescence Education: Case studies and critical incidents Brainstorming Role-playing Buzz groups Gaming Value clarifications Question box Discussions and debates Puppet shows Video shows Situation analysis	<ul style="list-style-type: none"> <li>• Lecture /briefing</li> <li>• QA session</li> <li>• Student observation and reporting</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Peer learning</li> <li>• Group discussion</li> </ul>

**UNIT- IV: LIFE SKILLS EDUCATION FOR ADOLESENTS (20 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Explains the need, concept and significance of life skills education 2. Integrates different life skills to adolescent's education 3. Examines the role of life skills education in adolescent behavior and teacher student relationship.	4.1 Need, concept and significance of life skills education 4.2 Core life skills, development of life skills 4.3 Imparting life skills education – Role play, Debate, Case study, Quiz, Group discussion 4.4 Role of life skills education in adolescent behavior, Teacher-student relationship	<ul style="list-style-type: none"> <li>• Lecture /briefing</li> <li>• QA session</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Peer learning</li> <li>• Group discussion</li> <li>• Role play</li> </ul>

**UNIT- V: REPRODUCTIVE HEALTH AND FAMILY LIFE EDUCATION (20 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Identifies the basic elements of reproductive health during adolescence 2. Substantiates the need for sexual health education for adolescents. 3. Justifies the need for strengthening healthy family relationship	5.1 Sexual and reproductive health of adolescents 5.2 Sexual health education – Need and importance, Objectives, Role and responsibility of family and school STDs and HIV/AIDS – Causes and preventive measures 5.3 Family life education – Meaning and concept, Objectives Role of home and school in family life education Maintaining family relationships	<ul style="list-style-type: none"> <li>• Lecture / briefing</li> <li>• Group discussion</li> <li>• Extension and field outreach</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Debate</li> <li>• Peer learning</li> </ul>

**ASSESSMENT**

1. Assignment
2. Case study report
3. Tests
4. Report on Observation of class room behaviour
5. Student's reflective reporting
6. Seminar

**SUGGESTED ACTIVITIES (Any two)**

1. A detailed web-based case study on child abuse victims (case studies in India and abroad).
2. Detailed study of adolescent problems and issues in the school selected for practice teaching.
3. Organization of adolescence education session in the school selected for practice teaching.
4. Study and report adolescents in drug rehabilitation centers.
5. Deliver a talk on Reproductive and sexual health to adolescent students.

**PRESCRIBED READINGS**

- Arora, Pankaj. (2008). *Sex Education in Schools*. Ocean Books Pvt Ltd.
- CBSE. (1999). *Population and Adolescent Education – A Training Package*.
- Choudhary, G. B. (2014). *Adolescence Education*. PHI Learning Pvt. Limited.
- Department of Education & State AIDS Control Society. (2005). *YUVA – School Adolescence Education Programme – Handbook for Teachers*.
- Harrison, Jennifer K. (2000). *Sex Education in Secondary Schools*. Open University Press.

- MHRD. (2004). *Life Skills Modules, Adolescence Education Programme*. MHRD, NACO & UNICEF.
- NCERT. (2005). *Adolescence Education in Schools – Life Skills Development General Framework; National Population Education Project*. Department of Education in Social Science and Humanities.
- Prabhu, Vithal. (1998). *Sex Education to Adolescence: With Guidelines for Program/ Curriculum*. Majestic Prakashan.
- Sahni, K. (2014). *Problems of Adolescence*. Parent Teacher Association of India.
- Sharma, Neeraja. (2011). *Understanding Adolescents*. National Book Trust of India.
- Verma, Suman.,&Saraswathi, T. S. (2002). *Adolescence in India*.Rawat Publications.

### SUGGESTED READINGS

- Harrison, Jennifer K. (2000). *Sex Education in Secondary Schools*. Open University Press.
- MHRD, NACO and UNICEF. (2005). *Growing Up in a World with HIV/AIDS, FAQ Booklets for Students, Adolescence Education Programme*.
- NCERT & NACO. (1994). *AIDS Education in School: A Training Package*. NCRT.
- NCERT. (2005). *Adolescence Education in Schools - Life Skills Development General Framework*. Department of Education in Social Science and Humanities.
- UNESCO. (1991). *Adolescence Education*. UNESCO.
- UNESCO. (2001). *Life Skills on Adolescence Education Reproductive Health*. UNESCO.



Course Code:BED4EC004

Elective Course

**B .Ed. Degree Programme**  
**Semester-IV**  
**ENVIRONMENTAL EDUCATION**  
(4 Credits-120 Hours)

**Preface**

The course is a critical component of holistic education that fosters awareness, knowledge and skills to address environmental challenges. This course equips Prospective Teachers with the understanding of environmental concepts, issues and solutions. It emphasizes the development of critical thinking, problem-solving and decision-making abilities to promote environmental responsibility and sustainable living.

 **COURSE OUTCOMES**

*On successful completion of the course, the Prospective Teacher*

1. Describes the historical background and concept of Environmental Education
2. Diagnoses the need and scope of Environmental Education
3. Enumerates the approaches of teaching Environmental Education
4. Adopts the role of an individual in conservation of natural resources
5. Proposes the control measures for pollution
6. Analyses the role of schools in disaster management
7. Suggests strategies for disaster risk reduction
8. Interprets SDG 4 goal of Quality Education in the light of NEP 2020
9. Appraises sustainable environmental practices
10. Justifies the need for Environmental Education in school curriculum

**UNIT- I: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Describes the historical background and concept of Environmental Education.</li> <li>2. Enumerates the objectives and principles of Environmental Education</li> <li>3. Diagnoses the need and scope of Environmental Education</li> <li>4. Distinguishes the approaches of teaching environmental education</li> <li>5. Examines the types of natural resources and problems associated with them.</li> <li>6. Formulates the control measures to prevent the problems</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Environmental Education: Historical background, Concept and Definition</li> <li>1.2 Need, Objectives, Principles and Scope</li> <li>1.3 Approaches of Teaching Environmental Education (Multidisciplinary and Interdisciplinary)</li> <li>1.4 Natural Resources – Concept and Importance</li> <li>1.5 Types of Resources: Forest, Land, Water, Mineral, Food Energy</li> <li>1.6 Problems Associated with Different Types of Natural Resources - Their Prevention</li> <li>1.7 Role of Individuals in Conservation of Natural Resources</li> </ol>	<ul style="list-style-type: none"> <li>• Small group discussion</li> <li>• Digital presentation</li> <li>• Meaningful verbal discourse</li> <li>• Peer learning</li> <li>• Self-study</li> <li>• Reflective practices</li> <li>• Small theme-based seminars</li> </ul>

**UNIT-II: POLLUTION AND WASTE MANAGEMENT (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Identifies the different types of pollution</li> <li>2. Surveys the effects of various types of pollution</li> <li>3. Suggests control measures</li> <li>4. Complies with the environment management initiatives</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Pollution: Definition Types: Air, Water, Soil, Noise, Nuclear, Light Effects of Pollution on Human Health and the Environment Pollution Control Measures Solid Waste Management: Recycling, Reuse and Reduction Hazardous Waste Management</li> <li>2.2 Initiatives: Environmental Legislation Environmental Impact Assessment Environmental Movements in India Pollution Control Boards and Green Tribunals</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case studies</li> <li>• Blog Searching</li> <li>• Peer instruction</li> <li>• Field engagement/project</li> <li>• Small group discussion</li> <li>• Brainstorming</li> <li>• Team teaching</li> </ul>

**UNIT-III: UNDERSTANDING DISASTERS AND THEIR IMPACT (20 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Defines Disaster</li> <li>2. Examines the types of disasters</li> <li>3. Formulates the control measures to prevent the problems</li> <li>4. Analyses the role of education in disaster risk reduction</li> <li>5. Examines the role of schools in disaster risk reduction</li> </ol>	<ol style="list-style-type: none"> <li>3.1 Disaster: Definition, Types Natural, Human-made, Technological</li> <li>3.2 Disaster Risk Reduction Concepts</li> <li>3.3 Disaster Impact on Individuals</li> <li>3.4 Disaster Preparedness Planning</li> <li>3.5 Emergency Response Procedures</li> <li>3.6 Role of Schools in Disaster Response</li> <li>3.7 Psychosocial Support for Disaster-Affected Communities</li> <li>3.8 Disaster Management- Concept and commonly used techniques</li> <li>3.9 The Role of Education in Disaster Risk Reduction</li> </ol>	<ul style="list-style-type: none"> <li>• Narrative expression sessions</li> <li>• Role Play/Skit</li> <li>• Analysis of educational statistics</li> <li>• Field visit</li> <li>• Hands on experience of engaging with diverse communities</li> <li>• Case studies, simulations, role-playing exercises</li> </ul>

**UNIT-IV: SUSTAINABLE DEVELOPMENT AND PRACTICES (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Explains the concept of sustainable development</li> <li>2. Outlines the need for sustainable development</li> <li>3. Describes the significance of SDGs</li> <li>4. Interprets the goals of SDG-4 in the light of NEP 2020.</li> <li>5. Analyzes the role of education in achieving sustainable development</li> <li>6. Adopts sustainable environmental practices</li> </ol>	<ol style="list-style-type: none"> <li>4.1 Sustainable Development: Meaning, Need</li> <li>4.2 Guiding Principles</li> <li>4.3 Meaning, Nature and Significance of SDGs UNESCO Agenda: 17 Sustainable Development Goals (SDGs) NEP, 2020 on SDG-4</li> <li>4.4 Role of Education for Sustainable Development</li> <li>4.5 Sustainable Environmental Practices: Rainwater Harvesting, Mangroves Management, Organic Farming</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture/briefing</li> <li>• Field visit</li> <li>• Multimedia approach.</li> <li>• Cooperative learning</li> <li>• Assignment</li> <li>• Small theme-based seminars</li> <li>• Team teaching</li> <li>• Selections from theoretical readings</li> </ul>

**UNIT-V: ENVIRONMENTAL EDUCATION AND SCHOOL CURRICULUM  
(15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Analyses school curriculum for the scope of environmental education.</li> <li>2. Illustrates the innovative methods of teaching environmental education.</li> <li>3. Assesses the role of various agencies in promoting environmental education.</li> <li>4. Designs evaluation strategies for environmental education.</li> </ol>	<ol style="list-style-type: none"> <li>5.1 Environmental Education at Different Levels of School Education Environmental Education at the Primary Level (Foundations of Environmental Awareness)</li> <li>Environmental Education at the Upper Primary Level (Developing Environmental Literacy)</li> <li>Environmental Education at the Secondary Level (Critical Thinking and Problem-Solving) Approaches</li> <li>Experiential Learning Approaches (Field Trips, Nature Walks, Community Engagement)</li> <li>Inquiry-Based Learning and Problem-Solving</li> <li>5.2 Innovative Methods of Teaching Environmental Education</li> <li>5.3 Role of School in Environmental Conservation</li> <li>5.4 Role of NCERT, Teachers and Media in Promoting Environmental Education</li> <li>5.5 Role of Information Technology in Human Health</li> <li>5.6 Assessment Strategies for Environmental Education Knowledge-Based Assessments Skill-Based Assessments Attitude and Value-Based Assessments Behavior-Based Assessments Self-Assessment (Encourage Students to Reflect on Their Own Environmental Behavior)</li> </ol>	<ul style="list-style-type: none"> <li>• Planned lectures infused with multimedia presentations-discussion</li> <li>• Brainstorming</li> <li>• Blog Searching</li> <li>• Panel interactions</li> <li>• Poster Presentation</li> <li>• Assignment</li> <li>• Cooperative learning</li> <li>• Invited lectures</li> </ul>

**ASSESSMENT**

1. Assignment
2. Document analysis
3. Seminar Presentation
4. Tests
5. Debate
6. Project
7. Video Analysis

**SUGGESTED ACTIVITIES (Any two)**

1. Prepare a scrap book on issues related to the environment.
2. Visit a place of severe environmental pollution in your locality, analyse the causes of pollution and suggest control measures.
3. Present a critical review on NEP, 2020 in the context of SDGs.
4. Prepare a time-line chart on environmental policies and programmes in India.
5. Analyze real-world environmental issues.

**📖 PRESCRIBED READINGS**

- Bhall, S. C., & Khanna, H. (2007). *Environmental Education*. Regal Publication.
- Bharucha, E. (2005). *Text Book of Environmental Studies*. University Press.
- Capra, F. (1999). *Eco-Literacy: The Challenge for the Next Century*. Schumacher Lectures.
- Dani, H. M. (1986). *Environmental Education*. Publication Bureau, Punjab University.
- Joseph, C. (n.d.). *Methods of Environmental Education*. Neel Kamal Publications.
- Krishnamachayulu, V., & Reddy, G. S. (n.d.). *Environmental Education*. Neelkamal Publications.
- Kumar, A. (2009). *A Textbook of Environmental Science*. APH Publishing Corporation.
- Orr, D. (1992). *Ecological Literacy: Education and Transition to a Post-Modern World*. State University Press.
- Reddy, P. K., & Reddy, N. D. (2001). *Environmental Education*. Neelkamal Publications.
- Sharma, B. L., & Maheswari, B. K. (2008). *Education for Environmental and Human Value*. R. Lall Books Depot.
- Sharma, R. A. (2008). *Environmental Education*. R. Lall Books Depot.
- Sharma, V. S. (2005). *Environmental Education*. Anmol Publication.
- Singh, Y. K. (2009). *Teaching of Environmental Science*. APH Publishing Corporation.

**📖 SUGGESTED READINGS**

- Brown, L. R. (2002). *Eco-Economy: Building an Economy for Earth*. Orient Longman.
- Firor, J., & Judith, E. J. (2003). *Crowded Greenhouse*. University Press.
- Gardner, H. S. (2006). *Frames of Mind*. Harvard University Press.
- Goleman, D. (2010). *Ecological Intelligence*. Penguin Books.
- Joy, P., & Neal, P. (1994). *The Handbook of Environmental Education*. New Fetter Lane.
- Odum, E. P. (1971). *Fundamentals of Ecology*. W. B. Saunders.
- Speth, J., & James, G. (2006). *Global Environmental Challenges: Transition to a Sustainable World*. Orient Longman.
- UNESCO (2005). *Draft International Implementation Scheme of the United Nations Decade of Education for Sustainable Development*. Doc. 171 EX/7.
- UNESCO (2006b). *Framework for the UNDESD International Implementation Scheme*. ED/DESD/2006/PI/1.

---

Course Code:BED4EC005

Elective Course

**B.Ed. Degree Programme**

**Semester-IV**

**HEALTH AND PHYSICAL EDUCATION**

(4 Credits - 120 Hours)

**Preface**

The course is essential for holistic child development. This course aims to equip Prospective Teachers with the knowledge and skills to promote physical fitness, health and well-being among students. It encompasses a wide range of topics, including motor skills development, physical activities, sports, games, health education and first aid.

**✍ COURSE OUTCOMES:**

*On successful completion of the course, the Prospective Teacher*

1. Explains the meaning, need and importance of Physical Education
2. Combines the methods of imparting Health Education in schools
3. Demonstrates exercise for maintaining good physical and mental health
4. Formulates concepts regarding the importance of safety education
5. Correlates different postures and its benefits
6. Demonstrates first aid in appropriate situation
7. Analyses the significance of food and nutrition
8. Implement effective physical education programs for different age groups
9. Promotes physical fitness, health and well-being among students

**UNIT- I: HEALTH EDUCATION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Defines health education</li> <li>2. Identifies the fundamentals of health education</li> <li>3. Combines the methods of imparting health education in schools</li> <li>4. Demonstrates exercises for maintaining good physical and mental health.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Health Education Meaning, Definition Importance and Scope of Health Education Aims and Objectives of Health Education Methods of Imparting Health Education in School – Health Instruction, Health Service, Health Supervision</li> <li>1.2 Factors Affecting Health Effects of Exercise on Muscular, Circulatory, Digestive and Nervous Systems Hygiene – Health Hazards</li> </ol>	<ul style="list-style-type: none"> <li>• Briefing/Lecture</li> <li>• Demonstration and practice</li> <li>• Presentations in small groups</li> <li>• Debate</li> <li>• Discussion</li> <li>• Theoretical presentation</li> </ul>

**UNIT- II: INTRODUCTION TO PHYSICAL EDUCATION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Explains the meaning, need and importance of physical education</li> <li>2. Differentiates intramural and extramural competitions</li> <li>3. Prepares a list of activities for physical fitness</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Physical Education Definition Aims and Objectives Need and importance Methods of teaching physical activities Intramural and Extramural Competitions – Meaning, Definition Knock-out and League tournament</li> <li>2.2 Physical Fitness Definition, Components and Health-related Physical fitness Activities for development of physical fitness Components and benefits of Physical fitness</li> </ol>	<ul style="list-style-type: none"> <li>• Briefing/Lecture</li> <li>• Visual Presentation</li> <li>• Lecture</li> <li>• Group Discussions/ activities</li> <li>• Demonstration and practice</li> </ul>

**UNIT- III: POSTURE, SAFETY EDUCATION AND FIRST-AID (20 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Formulates concepts regarding the importance of safety education 2. Classifies different types of posters and its benefits 3. Infers the importance of first aid 4. Conducts survey related to safety education	3.1 Posture Meaning and Importance of Posture Types of Posture Kyphosis, Lordosis, Scoliosis, Knock-Knee and Flat-Foot Causes and Prevention 3.2 Safety Education Significance and Meaning Importance of Safety Education Road Safety, School, College, Classroom and Playground 3.3 First Aid Meaning, Definition, Principles, Need and Importance of First Aid First Aid in Different Cases Management of Fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting, Burns, etc.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration and practice</li> <li>• Presentations in small groups</li> <li>• Debate and Discussion</li> <li>• Theoretical presentation</li> </ul>

**UNIT- IV: FOOD AND NUTRITION (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Analyses the significance of food and nutrition 2. Debates on the different nutritious products for good health 3. Examines the vitamin content of food products 4. Prepares a list of diet that causes obesity	4.1 Food and Nutrition Understanding Nutrition Micro and Macro Nutrients Carbohydrates, Protein, Fat, Vitamins, Minerals, Water & Fiber Balanced Diet Vitamin Deficiency Diseases Malnutrition Guidelines for Food Selection Diet for Obesity and Underweight	<ul style="list-style-type: none"> <li>• Narrative expressions</li> <li>• Survey</li> <li>• Debate</li> <li>• QA session</li> <li>• Experts Talk</li> <li>• Demonstration</li> <li>• Digital Presentations</li> <li>• Group activity</li> <li>• Verbal presentation</li> <li>• Preparation of database</li> </ul>



**UNIT- V: COMMUNICABLE AND LIFESTYLE DISEASES (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Identifies different communicable diseases and lifestyle disorders 2. Categorizes different types of communicable diseases 3. Manages life style diseases with proper precautions.	5.1 Communicable Diseases Communicable Diseases - Definition and Meaning Malaria, Typhoid, Tuberculosis, Cholera, Diarrhea, HIV/AIDS and COVID-19: Symptoms, Causes and Prevention 5.2 Lifestyle Diseases and their Management (Obesity, Hypertension, Diabetes, Heart Attack and Ulcer)	<ul style="list-style-type: none"> <li>• Debate</li> <li>• QA session</li> <li>• Experts Talk</li> <li>• Demonstration</li> <li>• Digital Presentations</li> <li>• Group activity</li> <li>• Verbal presentation</li> <li>• Preparation of database</li> </ul>

**ASSESSMENT**

1. Tests
2. Quiz
3. Group presentation
4. Discussions
5. Health practices of students
6. Participant observation
7. Seminar

**SUGGESTED ACTIVITIES (Any two)**

1. Visit and prepare a report on physical education facilities available in the schools in your locality.
2. Conduct a health survey in a village.
3. Prepare an album for any three communicable diseases.
4. Prepare a report on first aid.
5. Plan and conduct fitness activities, including aerobic exercises, strength training and flexibility exercises.

**PRESCRIBED READINGS**

- Ashwani, B. (2012). *A Complete Guide to Family Safety and First-Aid*. Goodwill Publishing House.
- Chaube, S. P., & Akhilesh, C. (2003). *School Hygiene and Health Education*. VinodPustakMandir.

- 
- Goel, S. L. (2007). *Health Education Theory and Practice*. Deep and Deep Publications.
  - Krishnammal, T. (2013). *Physical and Health Education*. Priyakamal Publications.
  - Mangal, S. K. (1978). *Health and Physical Education*. Parkash Brothers Educational Publishers.
  - Ravi, S. (2005). *Health and Physical Education*. Anmol Publications.
  - Venkataiah, S. (2004). *Physical Education*. Anmol Publications.

#### SUGGESTED READINGS

- Achaya, K. T. (1975). *Your Food and You*. National Book Trust.
- Auster, D., & Pyfer, J. (1985). *Principles and Methods of Adapted Physical Education and Recreation*. Mosby Publishers.
- Clarke, H. D. (1975). *Exercise Physiology*. Prentice Hall Inc.
- Gesell, A. (1988). *Psychiatry and Modern Life*. Sterling Publishers Private Limited.

---

Course Code:BED4EC006

Elective Course

**B.Ed. Degree Programme**

**Semester-IV**

**LIBRARY AND INFORMATION SCIENCE IN EDUCATION**

(4 Credits-120 Hours)

**Preface**

The course is designed to equip Prospective Teachers with the knowledge and skills to effectively utilize library and information resources in the teaching-learning process. It explores the role of libraries in education, information literacy and the integration of technology in library services. The course emphasizes the development of information seeking, evaluation and management skills to empower students as independent learners.

 **COURSE OUTCOMES**

*On successful completion of the course, the Prospective Teacher*

1. Traces the development of library from ancient days to contemporary Era
2. Estimates the nature and purpose of different types of library
3. Analyses the feasibility of different information sources in teaching learning process
4. Uses various electronic and web learning resources
5. Appraises information services
6. Uses the education and information literacy retrieval techniques
7. Decides the context of bibliographical citation and reference writing
8. Examines resource sharing and library mechanisms
9. Identifies the major activities of Inlibnet
10. Creates a conducive library environment in the school

**UNIT- I: EMERGING CONCEPT OF LIBRARIES IN EDUCATION**  
(15 Hours)

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Analyses the development of library from ancient days to contemporary era 2. Explains the five laws of library science 3. Classifies types of libraries	1.1 Library - Meaning, Definition 1.2 Transformation of Manuscript to Digital and Virtual Libraries 1.3 Five Laws of Library Science 1.4 Types of Libraries Public Library, Academic Library, Special Library, Digital Library, Virtual Library	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assignment</li> <li>• Group Discussion</li> <li>• QA Session</li> </ul>

**UNIT- II: INFORMATION SOURCES (15 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Classifies information sources 2. Implements the knowledge of various e-resources and their effectiveness	2.1 Information Sources - Definition 2.2 Types of Information Sources Documentary Sources Primary Sources Secondary Sources Tertiary Sources Non-Documentary Sources 2.3 Electronic/Web Learning Resources e-Journals e-Books Scopus, Web of Science and ERIC Databases	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• QA session</li> <li>• College Library Visit and Classification of Sources</li> </ul>

**UNIT- III: INFORMATION SERVICES (10 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Categorizes the various types of information services based on their purpose	3.1 Types of Information Services Current Awareness Service Selective Dissemination of Information Reprographic Service Translation Service Indexing and Abstracting Service	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• QA session</li> <li>• Digital and visual presentation</li> <li>• Group Discussion</li> </ul>

**UNIT- IV: INFORMATION LITERACY AND RETRIEVAL TECHNIQUES(20 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
1. Describes the user education and information literacy 2. Appraises the role of ICT in modern libraries 3. Explains Search engine 4. Practices Boolean operators 5. Differentiates bibliography and references 6. Practices the different reference styles	4.1 User Education and Information Literacy 4.2 Role of Information Communication Technology in modern libraries 4.3 Search engines 4.4 Information Retrieval Techniques-. Boolean operators and its role in information retrieval. 4.5 Bibliography and References 4.6 Reference styles - American Psychological Association and Modern Language Association System (MLA)	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assignment</li> <li>• Digital and visual presentation</li> <li>• Group discussion</li> <li>• College e-library visit: demonstration / practical</li> </ul>

**UNIT- V: RESOURCE SHARING AND LIBRARY NETWORKING (20 Hours)**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>
<ol style="list-style-type: none"> <li>1. Describes resource sharing</li> <li>2. Categorizes different types of library networks</li> <li>3. Designs modules on moocs/ Swayamprabha and e-PGPathshala</li> <li>4. Examines different Inlibnet sources</li> </ol>	<ol style="list-style-type: none"> <li>5.1.Resource Sharing- definition, need and objectives</li> <li>5.2.Types of Library Networks in India Inflibnet and its major activities- N-List, e-Shodhsindhu, Shodhshuddhi, Shodhganga, Shodgangotri, IRINS-Vidwan Database, e-PgPathshala, Vidyamitra, UGC-Moocs, Swayam Prabha ERNET DELNET CALIBNET MALIBNET</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• College e-library visit: demonstration/ practical</li> </ul>

**ASSESSMENT**

1. Assignment evaluation
2. Tests
3. Seminar presentation
4. QA session
5. Seminar
6. Project report
7. Digital presentation

**SUGGESTED ACTIVITIES (Any two)**

1. Prepare an abstract for an article relevant to your area of specialization.
2. Prepare reference list in American Psychological Association (APA) / MLA style.
3. Documentation and compilation of website addresses relevant to the area of teacher education.
4. Write a review on any five books you read.
5. Develop a school library plan.

### PRESCRIBED READINGS

- Balachandran, S and Balasubramanian,P (2014). *Public Libraries and its Users*. MJP publishers.
- Dhiman.A.K., & Rani, yashoda. (2005). *Information and Reference Sources and Services*. EssEss publications.
- Dhiman.A.K.,& Sinha.S.C (2002). *Academic Libraries*. EssEssPublications.
- Galhotra, Mohan Kumar. (2008). *Information Technology in Library and Information Services*. Ess Ess publications.
- Jain.M.K. (2006). *Teaching Learning: Library and Information Services*. Shipra publications.
- Jagdish.S. Sharma.,& Grover.D.R. (2004). *Reference Services and Sources of Information*. EssEss publications.
- Krishnan,Gopal.(2005). *Digital Libraries in Electronic Information Era*. Authors press.
- Kumar, Krishna. (2007). *Library m-Management in Electronic Environment*. Har-An and Publications.
- Kumar, Krishana (1996). *Reference Service*. EssEss Publications.
- Mittal R.L.(1984). *Library Administration: Theory and Practice*. Ess Ess publications.
- Preeti and Praveen Kumar(2019). *A Source Book on Library and Information Science*. EssEss publications.
- Ranganathan.S.R. (2006). *The Five Laws of Library Science*. Sarada Ranganathan Endowment for library science.
- Shamkant Deshmukh (2013). *Academic Library Design and Practice*. Aadi publications.
- Savitha Mittal. (2005). *Digital Library Resources*. EssEss Publications.
- Sharma.S.K.(2007). *Information Technology and Library Services*. Shree publishers and distributors.
- Sharma.C.K et.al (2010). *E-library*. Shree Publishers.
- Sheela.P,Saravanan.P.,& Mary, Lawrence .A. (2020). *Library Management*.N.V.K.S. publications.
- Sahai ShriNath (2014). *Academic Library System*. Ess Ess publications.
- Thamarai Selvi, G (2019). *Knowledge Management in Academic Libraries*. Dipti press.
- Vinod S Ghodmare(2020). *Research Methodology and Statistical Techniques in Library Science*. Swastik publications.

### SUGGESTED READINGS

- Singh Akhil Kumar (2023). *Library and Information Science*. Atlantic publishers.
- Bhatt.R.K.(1995). *History and Development of Libraries in India*. Mittal publications.
- Chakrabarti.B. (1993). *Library and Information Society*. World press.
- Cheney.F.N.,& Williams.W.J. (2000). *Fundamentals of Reference Sources*. ALA.
- Verma Dushyant (2024). *Emerging Technologies in Library Science*. String productions.
- Gupta, R (2023). *Library Science*. Ramesh publishing house.
- Singh Gurdev (2013). *Information Sources Services and Systems*. Prentice hall learning.
- Rajaraman.V.(2007). *Introduction to Information Technology*. Prentice Hall.
- Richard Rubin(2020). *Foundations of Library and Information Science*. Ess Ess publications.
- Winship.,& Mcnab (2000). *The Students Guide to the Internet*. Library Association.