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*Course Code: BEDICC001*

*Core Course*

**B.Ed. Degree Programme**  
**Semester-I**  
**PERSPECTIVES ON EDUCATION**  
(4 Credits – 120 Hours)

**✍ COURSE LEARNING OUTCOMES:**

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

1. Examine the relationship between Education and Philosophy
2. Contrast the educational implications of Indian schools of philosophy and western schools of philosophy
3. Compare the contributions of Indian thinkers and Western thinkers on education
4. Describe the features of universities in Ancient India.
5. Analyse the development of education in ancient Tamil Nadu
6. Explain the education system prevailing in Ancient India.
7. Outline the development of education during medieval period
8. Discuss the impact of the British policies, acts, and reports on education in India.

**Unit- I: EDUCATION AND PHILOSOPHY**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
<ol style="list-style-type: none"> <li>1. Defines education</li> <li>2. Differentiates among formal, informal and non-formal education</li> <li>3. Appraises the aims and functions of education</li> <li>4. Analyses the role of family, community, school and media as agencies of education.</li> <li>5. Explains the scope of Philosophy.</li> <li>6. Examines the relationship between education and philosophy</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Education: Meaning, definition, nature and scope (formal, informal and non-formal )</li> <li>1.2 Functions of education</li> <li>1.3 Aims of education - (individual, social and national) and the four pillars of education.</li> <li>1.4 Agencies of education – family, community, school and media.</li> <li>1.5 Philosophy: meaning, definition and scope (meta - physics, epistemology and axiology).</li> <li>1.6 Relationship between philosophy and education</li> </ol>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Peer learning</li> <li>• Preparing Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Tests (oral &amp; written)</li> <li>• Report of seminar</li> </ul>

**Unit-II: INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATIONAL THINKERS**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Examines the educational implications of Indian schools of philosophy	2.1.Indian schools of philosophy- 2.1.1Vedanta, 2.1.2Buddhism and 2.1.3Jainism (Educational implications – aims, curriculum, methodology, and discipline)	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Peer learning</li> <li>• Small group</li> <li>• Discussion</li> <li>• Movie Clippings</li> <li>• Invited Talks</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Tests (oral &amp; written)</li> <li>• Report of seminar</li> </ul>
2. Evaluates the contributions of Indian thinkers on education	2.2. Educational thoughts 2.2.1Thiruvallavur 2.2.2.Swami Vivekananda, 2.2.3.Rabindranath Tagore 2.2.4. Mahatma Gandhi, (contributions to the field of education)		

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**Unit-III: WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATIONAL THINKERS**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Examines the educational implications of western schools of philosophy 2. Evaluates the contributions of Western thinkers on education	3.1 Idealism, 3.2 Naturalism and 3.3 Pragmatism ( Educational implications – aims, curriculum, methodology, and discipline) 3.4 Educational thoughts 3.4.1. Rousseau, 3.4.2. Dewey 3.4.3 Paulo Freire 3.4.5. Ivan Illich	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Peer learning</li> <li>• Small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Tests (oral &amp; written)</li> <li>• Report of seminar</li> </ul>

**Unit- IV: EDUCATIONAL HERITAGE OF ANCIENT INDIA**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested strategies and Approaches</b>	<b>Assessment</b>
<p>1.Explains the education system prevailing in Ancient India.</p> <p>2. Describes the features of universities in Ancient India.</p> <p>3.Analyses the development of education in ancient Tamil Nadu</p>	<p>4.1.Education in Ancient India.</p> <p>4.1.1Vedic period,</p> <p>4.1.2Jain period and</p> <p>4.1.3Buddhist period (schools, role of the teacher, nature of educational institutes).</p> <p>4.2 Universities in Ancient India:</p> <p>4.2.1.Vikramshila</p> <p>4.2.2.Takshashila,</p> <p>4.2.3.Nalanda and</p> <p>4.2.4.Valabhi</p> <p>4.3. Growth of Education in ancient Tamil Nadu</p>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Peer learning</li> <li>• Small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Tests (oral &amp; written)</li> <li>• Report of seminar</li> </ul>

**Unit- V: EDUCATION DURING MEDIEVAL AND BRITISH PERIOD**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Describes the development of education during medieval period 2. Discusses the impact of the British policies, acts, and reports on education in India	5.1 Education during Medieval Period (aims, schools, role of the teacher, nature of educational institutes). 5.2 Education during British period: 5.2.1. Charter Act of 1813 5.2.2. Macaulay's Minutes 5.2.3. Wood's Despatch – 1854 5.2.4. Wardha Scheme of Education and 5.2.5. Sargent Report – 1944	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Peer learning</li> <li>• Small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Tests (oral &amp; written)</li> <li>• Report of seminar</li> </ul>

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**SUGGESTED ACTIVITIES** (any two)

1. Prepare a report on the importance of home, school, community and media in quality education.
2. Prepare a presentation on educational heritage of ancient India
3. Prepare a report on educational implications of Indian schools of philosophy
4. Prepare report on the relevance of Vedic/ Buddhist/ Islamic educational ideas for present school education.

**📖 PRESCRIBED READINGS**

1. Aggarwal, J.C. (2012) Development of education system in India. Delhi: Shipra Publications.
2. Bhatia, K.K & Narang, C.L. (2008). *Philosophical And Sociological Bases of Education*. Ludhiana: Tandon Publications.
3. Brubacher, J. S. (1962). *Modern Philosophies of Education*. New Delhi: Tata McGraw.
4. Chithra, Madhavan (2013) Sanskrit Education and Literature in Ancient and Medieval Tamil Nadu: An Epigraphical Study. D.K. Printworld New Delhi.
5. Chakarborty, A.K. (2008). *Education In Emerging Indian Society Meerut*: R.Lall Book Depot.
6. Chaube, S.P & Chaube, A. (2000). *Philosophical And Sociological Foundation of Education*. Agra: Vinod Pusthak Mandir.
7. Dash, B.N (2011). *Teacher and Education in the Emerging Indian Society*. New Delhi: Neelkamal Publication.
8. Gupta, S. (2005). *Education In Emerging India*. New Delhi: Shipra Publications
9. Nagarajan K., Natarajan .S & D Sittaraman (2013) *Education in the emerging Indian society*. Sriram publishers, Chennai.
10. Samuel Ravi, S. (2016.) *A Comprehensive Study of Education*. PHI Learning Pvt. Ltd.
11. Sharma, R.N . (2003). *Philosophy And Sociology Of Education*. New Delhi: Surjeet Publications.
12. Sharma, R.S. (2006). *Education In Emerging Indian Society*. New Delhi: Excellent Books,

13. Singaravelu G. (2012). *Education in the emerging Indian Society*. New Delhi: Neelkamal Publications.
14. Srinibas Bhattacharya.(2002).*Philosophical Foundations of Education*. New Delhi: Atlantic Publishers And Distributors.
15. SunandaGhosh.(2009).*Education In Emerging Indian Society*. New Delhi: Phi Learning Private Ltd.
16. Swaroop Saxena N.R & Shikha Chaturvedi. (2013). *Teacher in Emerging Indian Society*. Meerut:R. Lall Book Dep.,

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1. Chaube.(1999) *Education in Ancient and Medieval India*.Vikas Publishing house
2. Delors, J. (1996). *Learning: The treasure within* - Report to UNESCO of the International Commission on Education for 21st Century
3. Francis S. Muthu (2020) *History of Education in Tamil Nadu (From Ancient Times to 1970)* Publisher: Institute of Asian Studies, Chennai
4. Jayapalan N (2005) *History of Education in India* Atlantic Publishers & Distributors Pvt Ltd
5. Key, F.E. · Karve(1960) *A History of education in India and Pakistan* 4th ed. Oxford University Press London
6. Mukherji, S.M., (1966). *History of Education in India*, Acharya Book Depot, Baroda
7. Mookerji, RadhaKumud (1947 )*Ancient Indian education*, Macmillan and Co, London
8. Naik, J.P. & Syed, N., (1974). *A Student's History of Education in India*, MacMillan, New Delhi.
9. Naik, J.P. & Syed, N., (1974). *History of Education in India*, MacMillan Co Ltd. London
10. Pruthi.R.K (2017) *Education in Ancient India*, Sonali publications, New Delhi
11. Tedesco Juan Carlos.(1994.) *Thinkers on Education*. UNESCO Publishing Oxford IBH Publishing.
12. Yogendra K Sharma. (2002.) *The Doctrines of The Great Indian Educators*. New Delhi: Kanishka Publishers.



Course Code:BED1CC002

Core Course

**B.Ed. Degree Programme**  
**Semester- I**  
**CHILD AND DEVELOPMENT**  
 (4 Credits - 120 Hours)

**COURSE LEARNING OUTCOMES:**

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

1. Enumerate the basic concept, scope and branches of Educational psychology and its relevance in class rooms
2. Implement different methods of psychology in classroom contexts
3. Differentiate between growth and development
4. Propose remedial measures for various psychological problems
5. Investigate the different features and dimensions of development and implement the suggestions
6. Implement the contributions of various theories of development in the classroom context
7. Interpret the various theories of intelligence and their implications
8. Generate various ways to foster creativity among students
9. Differentiate the characteristics of types of personality and its theories
10. Identifies various defense mechanisms
11. Appraise the role of teachers in improving the mental health among students

**Unit- I: INTRODUCTION TO PSYCHOLOGY**

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Explains the meaning, nature, and branches of psychology 2. Defines the meaning, scope of educational psychology. 3. Applies relevance of educational psychology in the classroom 4. Identifies the importance of child psychology 5. Describes the various methods	1.1 Psychology: meaning, nature and branches. 1.2 Educational Psychology: meaning, nature, scope and relevance of educational psychology to teacher. 1.3 Child Psychology: meaning, scope and importance 1.4 Methods of psychology: 1.4.1 Introspection 1.4.2 Observation 1.4.3 Interview 1.4.4 Case-study 1.4.5 Clinical method	<ul style="list-style-type: none"> <li>• Lecture/briefing</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar through visual presentation</li> <li>• QA session</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written/oral)</li> <li>• Assignment</li> <li>• Seminar</li> </ul>

and techniques of psychology	1.4.6 Experimental method 1.4.7 Cross sectional and Longitudinal Methods.		
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### Unit-II: BASIC CONCEPTS OF DEVELOPMENT

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Explains the meaning, characteristics and principles of development 2. Identifies the various stages of development. 3. Describes the characteristics of childhood and adolescence 4. Analyses the factors affecting development 5. Realizes the present scenario, problems and needs of children and adolescents Classifies the developmental tasks of children	2.1 Growth and development: Meaning and characteristics 2.1.1 Principles of development. 2.1.2 Factors affecting development 2.1.3 Stages of development. 2.2 Developmental tasks. 2.3 Childhood: Meaning, nature & characteristics 2.4 Adolescence: meaning, nature & characteristics 2.5 Problems of development with reference to childhood to adolescence: 2.5.1 Child abuse, 2.5.2 Anxiety disorders 2.5.3 Depression 2.5.4 Delinquency 2.5.5 Eating disorders	<ul style="list-style-type: none"> <li>• Lecture through visual presentation</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Talk by experts</li> <li>• Debate</li> <li>• Brainstorming</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test(written/oral)</li> <li>• Assignment</li> </ul>

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**Unit-III DIMENSIONS AND THEORIES OF DEVELOPMENT**

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Analyzes the characteristics and educational implications of various dimensions of development with reference to childhood to adolescence. 2. Explains the factors influencing various dimensions of development. 3. Applies the implication of various theories in the classroom context.	3.1 Characteristics and educational implications 3.1.1 Physical and motor development. 3.1.2 Cognitive development. 3.1.3 Emotional development 3.1.4 Social development 3.1.5 Moral development 3.1.6 Language development 3.2 Influence of socio-cultural factors on various dimensions of development. 3.2.1 Family 3.2.2 School 3.2.3 Peer group 3.2.4 Community 3.2.5 Society 3.2.6 Media 3.2.7 Urbanization, Globalization 3.2.8 Economic change and Climate change) 3.3 Theories of development 3.3.1 Cognitive development: Piaget and Bruner 3.3.2 Psycho-sexual development: Freud 3.3.3 Psycho-social development: Erikson 3.3.4 Moral development: Kohlberg 3.3.5 Language development: Chomsky and Vygotsky.	<ul style="list-style-type: none"> <li>• Lecture through visual presentation</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Talk by experts</li> <li>• Panel discussion</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Assignment</li> </ul>

**Unit-IV: INDIVIDUAL DIFFERENCES**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the areas of individual differences 2. Explains the concept of intelligence 3. Analyses the theories of intelligence 4. Analyses the merits and demerits intelligence tests 5. Explains the concept of creativity.	4.1 Areas of individual differences 4.1.1 Attitude 4.1.2 Interest 4.1.3 Values 4.1.4 Aptitude 4.2 Intelligence: concept, definitions. 4.3 Theories of intelligence: 4.3.1 Spearman' two factor 4.3.2 Guilford' structure of intellect 4.3.3 Thurstone's group factor 4.3.4 Gardner's multiple intelligence 4.4 Intelligence tests : types merits and demerits 4.5 Creativity-meaning and nature 4.5.1 Characteristics of creative learner 4.5.2 Process of creativity 4.5.3 Teacher's role in fostering creativity	<ul style="list-style-type: none"> <li>• Lecture/briefing</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Peer learning</li> <li>• Talk by expert</li> <li>• QA session</li> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>•Test (written/oral )</li> <li>•Assignment evaluation</li> <li>•Seminar</li> </ul>

**Unit-V: PERSONALITY, ADJUSTMENT AND MENTAL HEALTH**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. . Explains the meaning and characteristics 2. Analyses the theories of personality and their implications 3. Describes various techniques to assess the personality of an individual. 4. Applies the mechanisms of adjustment in various situation 5. Identifies the role of teachers for improving of mental health of child	5.1 Personality: meaning, and characteristics, 5.2 Theories of personality: 5.2.1 Type theory 5.2.2 Trait theory 5.2.3 Type cum Trait theory 5.2.4 Freud's Psychoanalytic theory 5.3 Assessment of Personality 5.3.1 objective techniques 5.3.2 subjective techniques 5.3.3 projective techniques 5.4 Adjustment: Meaning, and importance 5.4.1 Mechanisms of adjustment 5.4.2 Maladjustment– Concept and its effect. 5.5 Mental health: Meaning, factors influencing mental health. 5.5.1 Role of teacher on improving mental health of children.	<ul style="list-style-type: none"> <li>• Lecture through visual presentation</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar through visual presentation</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written/ oral)</li> <li>• Assignment</li> <li>• Seminar</li> </ul>

**SUGGESTED ACTIVITIES** (any two)

1. Prepare a report on various types of child abuse.
2. Prepare a report on the current issues of adolescents and suggest suitable remedies.
3. Study the mental health of high school students and prepare a report on it.
4. List out the various activities to develop multiple intelligences

**PRESCRIBED READINGS**

1. Agarwal.J.C.(2004).*Essentials of Educational Psychology*. NewDelhi: Vikas Publishing House.
2. Agarwal.J.C. (2004). *Basic ideas in Educational Psychology*. New Delhi: Shiprapublications.
3. Antony.A. (1998).A textbook of Educational Psychology of guidance and counseling.Herbert.
4. Aruna, Balachandra.(2008). *Elements of psychology and mental hygiene*. Universities Press.
5. Baron A. Robert (2000). *Psychology*, New Delhi: Prentice Hall of India.
6. Bert Lawra.E. (2014). *Child development*, New Delhi: PHI.
7. Bhatia H.R. (2005).*A text book of educational psychology*, New Delhi: Macmillan India Ltd.
8. Bhatnagar. S.,& Saxena. A. (2004). *Advanced educational psychology*. Surya publication, Meerut.
9. Chauhan.S.S. (2007). *Advanced educational psychology*. Vikas publishing house.
10. Dandapani.S. (2007). *Advanced educational psychology*.NewDelhi: Anmol Publications.
11. Elizabeth.B. (1977). *Developmental psychology*.NewDelhi:TataMcGraw Hill Publishing Company.
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13. Fernald.L. Dodge., & Fernald, Peter.S. (2001). *Introductions to Psychology*. A.I.T.B.S.Publishers.
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17. Kuppuswamy. B.(2010). *Advanced educational psychology*. New Delhi: Sterling publisher's private limited.
18. Legge Karen & Harari Philippe. (2000). *Psychology and education*. London: Heinemann Educational Publishers.
19. Mangal, S.K(2002). *Advanced Educational Psychology*". New Delhi: PHI Learning Private Ltd.
20. Mangal.S.K. (2007). *Essentials of Educational Psychology*. New Delhi: Prentice hall of India.
21. Mangal.S.K (2007). *Educating Exceptional Children*. New Delhi: PHI Learning Private Ltd.
22. Mangal.S.K (2004). *Psychology of Learning and Development*. Ludhiana: Tandon Publications.
23. Munsinger .H. (1975). *Readings in child development*. New York: Holt Rinehartwinson.
24. Nagarajan.K.,& Devaseetharaman.(2013). *Psychology of learning and humandevelopment*. Chennai :Sriram Publishers.
25. Papalia D.E., & Sally W.O. (1978). *Human development*. McGraw Hill Publishing company.
26. Robert S Feldman(2012). *Psychology and your life*. New Delhi: Tata McgrawHillPublishing.
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28. Scott, Ruth & Scott .W. A(1998). *Adjustment of adolescents*. London: Routledge and KeganPaulLtd.
29. Sharma N. (2003). *Understanding adolescence*. New Delhi: NBT.
30. Sharma.R.A(2008). *Fundamentals of special education*. Meerut :R.LallBookDepot.
31. Sharma. Y (2004). *A textbook of educational psychology*. New Delhi: kanishka publisher.
32. Skinner E.C.(2011). *Child psychology*. New Delhi: Neelkamal Publication.
33. Suman, Verma & Saraswathi, T.S(2002). *Adolescence in India*. New Delhi RawatPublication.
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35. Vijaya, kumara Kaushik., & Sharma.S.R. (2004). *Social Psychology and Education*". Anmol Publication.
36. Young Kimball (2001). *Personality and Problems of Adjustment*. New Delhi: Surjeet Publications.

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**📖 SUGGESTED READINGS**

1. Harry Adler. *Boost your creative intelligence*. New Delhi: Kogan Page India Pvt Limited.
2. Anit, Woolfolk (2003). *Educational Psychology*. New Delhi: Pearson Education India.
3. De Cecco John.P.and William Crawford. (1988). *The Psychology of Learning and Instruction* (Ed.), New Delhi: Prentice Hall of India.
4. Dunlop.F. (1971). *The Education of Feeling and Emotions*, London: George Allen and Unwin.
5. Erik Erikson (1968). *Childhood and society*, New York:W.W. Norton&Co.
6. Guilford.J.P.(1977). *The Nature of human intelligence*.New York: McGraw Hill.
7. Hurlock.B. (1976). *Personality development*, New Delhi: Tata McGraw –Hill Publishing Company LTD.
8. Rajammal.P, Devadas, Jaya.N. (1984).*Child Development*, Macmillan Press Limited.



Course Code: BEDIPC001

Pedagogic Course

**B.Ed. Degree Programme**  
**Semester- I**  
**ASSESSMENT OF LEARNING**  
 (4 Credits- 120 Hours)

 **COURSE LEARNING OBJECTIVES:**

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

1. Identify the relevance of measurement, assessment and evaluation in learning.
2. Exemplify Assessment for learning and Assessment of learning.
3. Compare and contrast the types of evaluation.
4. Decide the tools of evaluation.
5. Employ the appropriate technique of evaluation.
6. Integrate the characteristics of a good evaluation tool .
7. Perceive the practices and trends in assessment and evaluation.
8. Acknowledge digital tools for assessment.
9. Estimate the drawbacks of present assessment system.
10. Implement the application of statistics in assessment.

**Unit- I: INTRODUCTION TO EVALUATION**

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
<ol style="list-style-type: none"> <li>1. Finds the relevance of measurement in education.</li> <li>2. Relates measurement, assessment and evaluation.</li> <li>3. Estimates the functions of assessment.</li> </ol>	1.1 Measurement, Assessment and Evaluation-meaning and relevance 1.2 Functions of Assessment-assessment for learning and assessment of learning	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Lecture</li> <li>• Peer learning</li> <li>• Seminar</li> <li>• Digital presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Assignment</li> <li>• Seminar</li> </ul>

4. Differentiates the types of evaluation	1.3 Types of Evaluation 1.3.1. Formative and Summative 1.3.2. Internal and External 1.3.3. Norm-referenced and Criterion-referenced.		
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### Unit- II: TOOLS AND TECHNIQUES OF EVALUATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Outlines the various tools for evaluation. 2. Determines the different techniques of evaluation. 3. Diagnoses the characteristics of a good evaluation tool.	2.1. Assessment Tools - concept, merits, demerits 2.1.1. Tests, 2.1.2. Checklist, 2.1.3. Rating scale, 2.1.4. Cumulative record, 2.1.5. Questionnaire, 2.1.6. Inventory, 2.1.7. Schedule, 2.1.8. Anecdotal record 2.2 Techniques of Assessment: 2.2.1. Observation 2.2.2. Interview 2.2.3. Self Reporting. 2.3 Characteristics of a good evaluation tool : 2.3.1. Validity and 2.3.2. Reliability, Objectivity and Practicability.	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Group discussion</li> <li>• Workshop</li> <li>• Peer learning</li> <li>• Discussion</li> <li>• Lecture-demonstration</li> <li>• Demonstration</li> <li>• Assignment</li> <li>• Digital presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Tool construction</li> <li>• Observation</li> <li>• Assignment</li> <li>• Seminar</li> </ul>

**Unit- III: PRACTICES AND TRENDS IN ASSESSMENT AND EVALUATION**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Recognises the practices in assessment and evaluation. 2. Employs recent trends in assessment. 3. Designs digital tools for assessment. 4. Agrees to the drawbacks of present assessment system.	3.1 Competency-based evaluation 3.2 Outcome based evaluation 3.3 Skill India Mission 3.4 National Testing Agency 3.5 Recent trends and Practices in assessment and evaluation 3.5.1 Portfolios 3.5.2. Rubrics 3.5.3 Open book examination 3.5.4 Peer assessment 3.5.5 Online and on-demand assessment 3.5.6 Continuous and comprehensive evaluation 3.5.7 Grading-direct and in direct. 3.6. Digital tools for assessment- Secretive, Google Forms, Mentimeter, Kahoot. 3.7 Participatory assessment 3.8 Drawbacks of present assessment system.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Digital presentation</li> <li>• Peer learning</li> <li>• Seminar</li> <li>• Debate</li> <li>• Invited Talks</li> </ul>	<ul style="list-style-type: none"> <li>• Test(oral/written)</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Report writing</li> <li>• Debate</li> </ul>

**Unit- IV: STATISTICS IN EDUCATION**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Infers the need for statistics in education. 2. Designs different graphical representations of data.	4.1 Statistics in education: Need and importance of 4.2 Classification and tabulation of data 4.3 Graphical representation of data 4.3.1 Bar diagram 4.3.2 Histogram 4.3.3 Pie diagram 4.3.4 Frequency polygon 4.3.5. Cumulative Frequency curve.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Peer learning</li> <li>• Group discussion</li> <li>• Assignment method</li> </ul>	<ul style="list-style-type: none"> <li>• Class test</li> <li>• Presentation of report</li> <li>• Home assignment</li> </ul>

**Unit- V: STATISTICAL METHODS OF ANALYSIS**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Classifies various statistical methods of analysis. 2. Computes the measures of central tendency and variability 3. Uses the statistical methods to solve problems 4. Appraises the distribution of scores on a Normal	5.1 Statistical methods of analysis 5.1.1 Measures of central tendency - Mean, Median, Mode. 5.1.2 Measures of variability: a) Mean deviation b) Quartile deviation c) Standard Deviation 5.2. Measures of Relationship 5.2.1 Concept 5.2.2 Types of Correlation 5.2.3 Coefficient of correlation, 5.2.4 Spearman's Rank Order Correlation. 5.2.5 Pearson's Product Moment Correlation 5.3 Percentile and percentile ranks. 5.4 Normal distribution 5.4.1 Normal probability curve and its	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Peer learning</li> <li>• Group discussion</li> <li>• Assignment method</li> </ul>	<ul style="list-style-type: none"> <li>• Class test</li> <li>• Presentation of report</li> <li>• Home assignment</li> </ul>

Probability Curve.L5	characteristics		
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**SUGGESTED ACTIVITIES** (any two):

1. Conduct a group discussion on the role of students and teachers in formative assessments. Identify the barriers for conducting formative assessments.
2. Prepare an online tool for measuring any of the affective outcomes of the learner, administer it to a group of students (N>30) and interpret the result.
3. Visit a nearby school and collect information from teachers regarding the recent trends in the present assessment system and prepare a report.
4. Find out the coefficient of correlation existing between two sets of scores in school subjects.

**PRESCRIBED READINGS**

1. Aggarwal.Y.P. (1998). *Statistical Methods-Concepts, Applications and Composition*. New Delhi: Sterling Publications Pvt. Ltd.
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5. McMillan, J. (2013). *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction*, 6th ed. Boston, MA: Pearson.
6. Mangal, S.K. (1984) *Psychological foundations of Education*, Ludhiana: Prakash Publishers.
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2. Coolidge, Frederick L. (2013). *Statistics- A Gentle Introduction- 3rd edition*. New Delhi: SAGE Publications Pvt.Ltd.
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8. Palomba C. A., and Banta, T. W. (2001). *Assessing student competence in accredited disciplines: Pioneering approaches to assessment in higher education (1<sup>st</sup> ed.)*. Sterling, VA: Stylus
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Course Code: BEDIPC002

Pedagogic Course

**B.Ed. Degree Programme****Semester-I****THEORETICAL BASES OF BIOLOGICAL SCIENCE EDUCATION**

(4 Credits - 120 Hours)

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

1. Examine the nature of Science as a product and process
2. Classify the instructional objectives based on revised bloom's taxonomy
3. Develop instructional plan for teaching Biological Science
4. Distinguish year plan, unit plan and lesson plan
5. Select the appropriate methods of instruction in teaching Biological Science
6. Determine the various techniques of teaching Biological Science
7. Identify the different types of evaluation.
8. Construct achievement and diagnostic test in Biological Science.
9. Employ various resources for teaching Biological Science
10. Categorize the different resources for teaching Biological Science

**Unit- I: AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Describes the nature of Science as a product and process 2. Differentiates aims and objectives of teaching Biological Science	1.1 Nature of Science- Science as a product and process 1.2 Aims and objectives of teaching Biological science	<ul style="list-style-type: none"> <li>• Briefing/Lecture</li> <li>• Discussion</li> <li>• Seminar</li> <li>• Digital visual presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (Written/Oral)</li> <li>• Questioning</li> <li>• Seminar presentation</li> </ul>

3. Classifies general instructional objectives and specific instructional objectives  5. Determines the objectives based on Revised Bloom's Taxonomy	1.3 General and specific instructional objectives based on Bloom's taxonomy  1.4 Bloom's Taxonomy (Revised)	<ul style="list-style-type: none"> <li>• Question answer session</li> </ul>	
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### Unit- II: PLANNING OF INSTRUCTION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Designs unit plan 2. Develops unit plan 3. Prepares lesson plan based on Herbartian steps and lesson plan based on ALM	2.1. Year plan  2.2 Unit plan 2.2.1.Criteria of a good unit 2.2.2.Steps in unit plan  2.3 Lesson plan 2.3.1.Importance of planning a lesson 2.3.2.Characteristics of lesson plan 2.3.3.Herbartian steps in lesson planning 2.3.4.Lesson plan preparation based on Active Learning Methodology	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Peer learning</li> <li>• Workshop</li> <li>• Lesson plan preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Peer learning</li> <li>• Workshop</li> <li>• Lesson plan preparation</li> </ul>



**Unit- III: METHODS AND TECHNIQUES OF TEACHING BIOLOGICAL  
SCIENCE**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
<p>1. Chooses the appropriate method of instruction for teaching Biological Science</p> <p>2. Employs the relevant techniques to transact the content</p>	<p>3.1 Methods of instruction</p> <p>3.1.1 Lecture method</p> <p>3.1.2 Demonstration</p> <p>3.1.3 Laboratory method</p> <p>3.1.4 Project method</p> <p>3.1.5 Heuristic method</p> <p>3.1.6 Assignment method</p> <p>3.1.7 Activity based learning</p> <p>3.1.8 Active learning methodology</p> <p>3.2. Techniques of Teaching</p> <p>3.2.1. Panel discussion</p> <p>3.2.2. Brainstorming</p> <p>3.2.3. Role playing</p> <p>3.2.4. Seminar,</p> <p>3.2.5. Symposium</p> <p>3.2.6. Buzz Session</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Brainstorming</li> <li>• Digital Visual Presentation</li> <li>• Assignment</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Observation</li> <li>• Test (oral/ written)</li> <li>• Observation of teaching</li> <li>• Assignment evaluation</li> <li>• Seminar presentation</li> </ul>

**Unit-IV: EVALUATION IN BIOLOGICAL SCIENCE**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Describes the concept and purpose of evaluation 2. Identifies the importance of objective based evaluation 3. Discriminates the formative and summative evaluation 4. Classifies the different types of tests 5. Lists out the types of test items 6. Constructs different types of tests	4.1. Concept of Evaluation 4.2. Objective based evaluation 4.3. Formative and summative evaluation 4.4. Different types of test items 4.5. Types of tests 4.5.1 Achievement Test 4.5.2 steps in construction 4.5.3 Diagnostic test- Steps in construction 4.5.3 Prognostic test	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Workshop</li> <li>• Digital presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (written/oral)</li> <li>• Preparation of objective based test items</li> <li>• Construction &amp; administration of achievement test and diagnostic test</li> </ul>

**Unit-V: RESOURCES FOR TEACHING BIOLOGICAL SCIENCE**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Chooses appropriate print resources for teaching Biological Science	5.1 Print resources 5.1.1. Textbooks-qualities of a biology text book. 5.1.2. Workbook 5.1.3. Journals 5.1.4. Newspapers 5.1.5. Science encyclopedias	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Seminar</li> <li>• Debate</li> <li>• Auto instruction</li> <li>• Digital visual presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Tests (written/oral)</li> <li>• Reports</li> <li>• Tests</li> <li>• Preparation of visual resources</li> </ul>
2. Prepares different visual resources for teaching Biological Science	5.2 Visual resources- charts, flashcards models, posters Photographs		
3. Develops the ICT resources for teaching Biological Science	5.3 ICT resources- Smart phone, Internet Interactive whiteboard		
4. Locates various community resources in teaching Biological Science	5.4 Community resources– 5.4.1. Zoological gardens, 1.4.2 Botanical gardens 1.4.3 Aquarium		
5. Identifies the laboratory organization and its rules	5.5 Laboratory and its organization 5.5.1. Laboratory plan 5.5.2. Laboratory registers and Lab rules		

**SUGGESTED ACTIVITIES (Any Two)**

1. Prepare a unit plan in Biology for high school class.
2. Prepare a lesson plan based on Active Learning Methodology.
3. Select a unit and prepare visual resources for teaching Biological Science.
4. Prepare laboratory instruction cards for anyone standard.

**📖 PRESCRIBED READINGS**

1. Ameeta. P (2010). *Techniques of teaching Biological Science*. New Delhi: Neel Kamal Publications Pvt. Ltd.
2. Anju Soni. (2005). *Teaching of Biological Science*. Ludhiana: Tandon Publications.
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4. Jasim, Ahmad. (2011). *Teaching of Biological Science*, New Delhi: PHI Learning.
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**📖 SUGGESTED READINGS**

1. Buffaloe, Neal, Thronberry. J.B. (1972) *Principles of Biology*. University press. New Delhi: Prentice Hall of India Ltd.
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*Course Code: BED1PC003*

*Pedagogic Course*

**B.Ed.Degree Programme**

**Semester-I**

**THEORETICAL BASES OF ENGLISH EDUCATION**

(4 Credits -120 Hours)

**✍ COURSE LEARNING OUTCOMES:**

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

1. Examine the aims and objectives of teaching English
2. Classify the instructional objectives based on revised Bloom's taxonomy
3. Develop instructional plan for teaching English
4. Compare the teaching of poetry, prose, grammar, supplementary and vocabulary
5. Select the appropriate method of teaching English
6. Evaluate the various approaches for teaching English
7. Identifies the different types of evaluation.
8. Construct achievement and diagnostic test.
9. Employ various resources for teaching English language.
10. Categorizes the different language support resources.

**Unit- I: AIMS AND OBJECTIVES OF TEACHING ENGLISH**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Examines the aims and objectives of teaching English.	1.1 Nature and Scope of Language 1.1.1.Role of Language in Life 1.1.2.History of English language in India	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Seminar</li> <li>• Oral drill</li> <li>• Small Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written/oral)</li> <li>• QA Session</li> <li>• Seminar Presentation</li> <li>• Practice tests</li> </ul>
2. States the aims and objectives and divergent role of language in life.	1.1.3.Importance of English Language Learning 1.1.4.Language Skills – LSRW		
3. Lists out the various organs of speech.	1.2 Phonology-Organs of speech- Classification of Consonants ,Vowels and Diphthongs- Received Pronunciation		
4. Classifies the objectives based on various domains of revised Bloom's taxonomy.	1.3 Blooms Taxonomy of educational objectives (Revised)		

**Unit- II: PLANNING FOR INSTRUCTION**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Prepares lesson plan based on herbartian steps. 2. Adapts the teaching content. 3. Constructs the various types of lesson plan.	2.1 Yearplan, unitplan, lesson plan  2.2 Teaching of poetry, prose, composition, grammar, supplementary readers and vocabulary  2.3 Designing lesson plans for teaching /learning poetry, prose, composition, grammar and supplementary texts.	<ul style="list-style-type: none"> <li>• Demonstration by experts</li> <li>• Practice under guidance</li> <li>• Preparation of Group/individual lesson plans/ teaching manual</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Submission of lesson Plans/ teaching manuals</li> <li>• Discussion Lessons / Criticism lessons</li> </ul>

**Unit- III: METHODS AND APPROACHES OF ENGLISH LANGUAGE TEACHING**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Chooses the appropriate method for teaching of English language  2. Employs the relevant approach for teaching of English language	3.1 Methods :Grammar Translation Method, Direct Method, Bilingual Method, Dr. West's Method.  3.2 Approaches: Situational Approach, Structural Approach Communicative Approach and Eclectic Approach in language teaching.	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Group discussion</li> <li>• Visual Presentation/ Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• QA Session</li> <li>• Evaluation of Assignments</li> </ul>

**Unit- IV: EVALUATION IN ENGLISH LANGUAGE TEACHING**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Describes the concept of evaluation	4.1 Evaluation 4.1.1 Concept and Need 4.1.2 Importance	<ul style="list-style-type: none"> <li>• Digital presentation</li> <li>• Group Discussion</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/ written)</li> <li>• Test construction</li> <li>• Seminar presentation</li> </ul>
2. Differentiate the formative and summative evaluation	4.1.3 Qualities of good test 4.1.4 Formative and summative evaluation.		
3. Classifies the different types of test items	4.2 Types of test items		
4. List out the types of test	4.3 Different types of test 4.3.1 Achievement test 4.3.2 Diagnostic test 4.3.3 Prognostic test		
5. Designs an achievement test	4.4 Construction of an achievement test 4.5 Diagnostic test -Steps 4.6 Difference between achievement and diagnostic test 4.7 Remedial teaching in English		



**Unit- V: LANGUAGE LEARNING SUPPORT RESOURCES**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Employs various types of teaching aids 2. Develops various teaching aid	5.1 Teaching/learning resources-types 5.2 Pictures-Charts-Flash Card-Models-Radio Tape Recorder-Video Clips-Interactive White Board-LCD (liquid crystal display) Projector-Internet CALL, (Computer Assisted Language Learning) Language Lab, magazines, newspapers, discussion, debates, workshops, seminar	<ul style="list-style-type: none"> <li>• ICT enabled group discussion.</li> <li>• Hands-on experience with resources Assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• QA Session</li> <li>• Quiz</li> <li>• Assignment Evaluation</li> </ul>

**SUGESTED ACTIVITIES-** (Any Two)

1. Prepare a vowel and consonant chart.
2. Identify and prepare different types of visual resources for teaching English.
3. Prepare activities and tasks for effective teaching by including audio-video materials, Information Computer Technology and Internet.
4. Prepare a lesson plan for teaching English Vocabulary.

**📖 PRESCRIBED READINGS**

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2. Brewster Jean, Gail Elli., S & Denis, Giraf (1992). *The primary English teacher's guide*. Penguin Books: London.
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4. Cameron, Lynne (2001). *Teaching language to young learners*. Cambridge University Press: Cambridge.
5. Dave, Pratima.S (2002). *Communicative Approach to the Teaching of Bachelor of Education English as a Second Language*. Mumbai: Himalaya Publishing House.

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### SUGGESTED READINGS

1. Grillett.M (1983). *Developing Reading Comprehension*, London: CUP.
2. HalbeMalati. (2005). *Methodology of English Teaching*, HimalayaPublishing House.
3. Parrot.M (1993). *Tasks for the Classroom Teacher*, London: Pergamon.
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5. Prabhu.N.S. (1987). *Second Language Pedagogy*. New York: Oxford UniversityPress.
6. Sahni, Geeta. (2006). *Suggested Methodology of Teaching English*.
7. Sunwani.V.K.(2005). *The English Language and Indian Culture*.

Course Code: BEDIPC004

Pedagogic Course

**B. Ed. Degree Programme****Semester - I****THEORETICAL BASES OF HISTORY EDUCATION**

(4 Credits – 120 Hours)

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

1. Examine the aims and objectives of teaching History
2. Classify the instructional objectives based on revised Bloom's taxonomy
3. Develop instructional plan for teaching history
4. Compare year plan, unit plan and lesson plan of teaching history .
5. Select the appropriate instructional method of teaching history
6. Determine the instructional techniques of teaching history
7. Identify the different types of evaluation
8. Construct different types of test for teaching history
9. Employ various resources for teaching history
10. Categorize the different resources for teaching

**Unit- I: CONCEPTS, AIMS AND OBJECTIVES OF TEACHING HISTORY**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Defines History 2. States the rationale of including history in school curriculum 3. Differentiate aims and objectives 4. Classifies the objectives based on revised Bloom's taxonomy.	1.1 History – meaning and definitions 1.2 Rationale of inclusion of History in school curriculum. 1.3 Aims and objectives of teaching History at different levels: i) Secondary, ii) Higher Secondary. 1.4 Values of teaching history 1.5 Bloom's Taxonomy of instructional objectives (Revised)	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Seminar</li> <li>• Visual presentation</li> <li>• Assignment writing</li> </ul>	<ul style="list-style-type: none"> <li>• Test (Oral/ written)</li> <li>• QA Session</li> <li>• Evaluating</li> <li>• Assignment</li> </ul>

**Unit- II: INSTRUCTIONAL PLANNING IN HISTORY**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Designs year plan. 2. Develops unit plan 3. Prepares lesson plan based on Herbartian steps 4. Compares unit plan and lesson plan	2.1 Need and importance of instructional plan. 2.2 Year plan and Unit plan: 2.2.1.characteristics of unit plan 2.2.2. Steps in unit plan 2.3. Lesson plan-meaning 2.3.1. Importance of planning a lesson 2.3.2.Criteria of a good lesson plan 2.3.3. Herbartian Steps 2.4. Comparison of Unit plan and Lesson plan.	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Group discussion</li> <li>• Work shop on lesson plan writing</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing the lesson plan</li> <li>• Testing (oral/written)</li> <li>• QA Session</li> </ul>

**Unit- III: INSTRUCTIONAL METHODS AND TECHNIQUES OF  
TEACHING HISTORY**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Chooses appropriate method for teaching of History	3.1. Factors determining selection of teaching method. 3.2 Methods and techniques of teaching History.	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Report writing</li> <li>• Seminar</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test (Oral/Written)</li> <li>• QA session</li> <li>• Report writing</li> <li>• Assignment</li> </ul>
2. Differentiate teacher centered and learner centered methods	3.3. Teacher centered and Learner centered methods. 3.3.1. Lecture Method 3.3.2. Demonstration 3.3.4 Active Learning methodology	<ul style="list-style-type: none"> <li>• Interactive session</li> </ul>	
3. Employs relevant techniques of teaching	3.3.3. Dalton plan 3.3.4. Heuristic method 3.3.5. Project method 3.3.6. Source method 3.3.7. Problem solving method 3.3.8. Inductive and Deductive method 3.3.10 Brain storming		

**Unit- IV: EVALUATION OF HISTORY**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Differentiates the formative and summative evaluation 2. Classifies the different types of test items 3. List out the types of test 4. Develops achievement test and diagnostic test	4.1 Concept of evaluation 4.2 Formative and Summative evaluation 4.3 Assessment Tools 4.4 Types of test items- 4.4.1.Achievement test: steps in construction 4.4.2.diagnostic test 4.4.3.prognostic test 4.5 Remedial teaching 4.6 Peer evaluation	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group Discussion</li> <li>• Visual Presentation</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Test (Oral/ Written)</li> <li>• QA Session</li> <li>• Evaluating Assignment</li> </ul>

**Unit-V: INSTRUCTIONAL RESOURCES IN TEACHING HISTORY**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Selects appropriate instructional resources	5.1. Instructional Resources– Types: 5.1.1 Text books 5.1.2 Workbook 5.1.3 Supplementary reading 5.1.4 Globe, Maps and Atlas: types and uses.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Interactive session</li> <li>• Auto learning</li> <li>• Preparation of list of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating assignment</li> <li>• Test (Oral/ Written)</li> <li>• QA session</li> <li>• Evaluation of report writing</li> </ul>
2. Locates historical resources for teaching history	5.2. Historical Resources: palace, museum, forts, archives.		
3. Analyses the community resources for teaching history.	5.3. Community resources – importance 5.3.1. Methods of utilizing community resources.		

**SUGGESTED ACTIVITIES (any Two):**

1. Prepare the instructional objectives and specifications based on revised Bloom's Taxonomy for teaching History.
2. Prepare a Year plan and Unit plan for Class VI.
3. Discuss any one current issue by organizing a brain storming session and prepare a report.
4. Prepare a report on various resources available in teaching/learning History at Secondary level.

**📖 PRESCRIBED READING:**

1. Aggarwal. J.C. (2003). *Teaching of History: A Practical approach*. New Delhi: Sterling publications.
2. Bhata. R.L.(2004). *Contemporary teaching of History*. (2<sup>nd</sup>.ed.). New Delhi: Surjeet publications.

3. Chandra, S.S., Shara, Amit.,Upadhayaya, A.K.(2014).*Teaching of social science*. Meerut: Newdelhi.
4. Dash. B.N.(1998).*Content and methods of teaching social studies*. Ludhiana: kalian publishers.
5. Kaur, Jaskiran Vir. (n.d.).*Teaching of History*. Ludhiana: Tandon Publications.
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7. Kocchar. S.K. (1995).*Methods and techniques of teaching*. New Delhi: Sterling publishers.
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- 10.Srinivas,Murthi.,Rao,IPrasad.,&Rao,DigumartiBhaskara.(2004).*Methodsofteachi ngHistory*.New Delhi: Discovery publishing.
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1. Anderson.W.L.,&Krathwohl.D.R.(2001).Taxonomy of Learning, Teaching and Assessing: *A revision of Bloom's Taxonomy of Educational Objectives. Handbook*. Newyork: Longman green & co.
2. Bloom.B.S.(1956).*Taxonomy of Educational Objectives: Cognitive Domain*. Newyork: David Mckay Co.
3. Bruner, Jerom.S. (1971).*Towards a theory of instruction*. Cambridge: Harward University press.
4. Clarck.L.H.(1974).*Teaching Social Studies in Secondary School* .(2<sup>nd</sup> ed.).Newyork (NY):Mcmillan.
5. Dash.B.N.(1998).*Content and Methods of Teaching Social Studies*. Ludhiana: Kalian publishers.
6. Deve, Pushkin (2009).*Methods and techniques of teaching*. New Delhi: Sterling publishers.
7. Edigar.M., & Rao.B (2003). *Teaching Social Studies Successfully*.New Delhi: Discovery publishing house.
8. Finer. (1953). *Teaching Techniques in Social Science*. Newyork: Bank street publishing.



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*Course Code: BEDIPC005*

*Pedagogic Course*

**B.Ed. Degree Programme**

**Semester-I**

**THEORETICAL BASES OF MATHEMATICS EDUCATION**

(4 Credits – 120 Hours)

**✍ COURSE OUTCOMES:**

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

1. Examine the aims and objectives of teaching Mathematics
2. Classify the instructional objectives based on revised Bloom's taxonomy
3. Develop instructional plan for teaching Mathematics
4. Distinguish year plan, unit plan and lesson plan
5. Select the appropriate method of teaching Mathematics
6. Determine the various techniques of teaching Mathematics
7. Identify the different types of evaluation.
8. Construct achievement test in Mathematics.
9. Employ various resources for teaching Mathematics.
10. Categorize the different resources for teaching Mathematics.

**Unit- I: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Describes the nature of Mathematics	1.1 Meaning and nature of Mathematics	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Illustrations</li> <li>• Auto instruction</li> <li>• Digital presentation</li> <li>• Seminar</li> <li>• Discussions</li> <li>• Demonstration</li> <li>• QA session</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral/written)</li> <li>• Report</li> <li>• Seminar presentation</li> </ul>
2. Explains the need of teaching Mathematics	1.2 Need and significance of teaching Mathematics		
3. States the aims of teaching Mathematics	1.3 Aims of teaching Mathematics 1.3.1 Practical aim 1.3.2 Social aim 1.3.3 Disciplinary aim 1.3.4 Cultural aim		
4. Differentiates general instructional objectives and specific learning outcomes	1.4 General Instructional objectives(GIOs) and Specific Learning Outcomes (SLOs) based on Bloom's Taxonomy		
5. Classifies the objectives based on Revised Bloom's Taxonomy	1.5 Bloom's Taxonomy (Revised)		

**Unit- II: PLANNING FOR INSTRUCTION**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Designs year plan	2.1 Year plan 2.1.1. Definition and importance of year plan 2.1.2 Development of year plan	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Lesson plan preparation</li> <li>• Discussion</li> <li>• Individual work followed by group work</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of class</li> <li>• Lesson transcript/ plan</li> </ul>
2. Develops unit plan	2.2 Unit plan 2.2.1 Definition and importance of unit plan 2.2.2 Development of Unit plan		
3. Prepares lesson plans based on Herbartian steps and ALM	2.3 Lesson Plan 2.3.1 Definition and importance of lesson plan 2.3.2 Format of lesson Plan 2.3.3 Herbartian steps 2.3.4 Lesson plan based on ALM		

**Unit- III: METHODS AND TECHNIQUES OF TEACHING MATHEMATICS**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Chooses the appropriate methods of teaching Mathematics	3.1 Methods of teaching 3.1.1 Inductive and deductive methods 3.1.2 Analytic and synthetic methods 3.1.3 Heuristic method 3.1.4 Laboratory method 3.1.5 Problem solving method 3.1.6 Project method 3.1.7 Activity Based Learning (ABL) 3.1.8 Active Learning Methodology (ALM)	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentation</li> <li>• Seminar</li> <li>• Discussions</li> <li>• Debates</li> <li>• QA session</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Assignment</li> <li>• Seminar presentation</li> </ul>
2. Employs the relevant techniques for teaching Mathematics	3.2 Techniques of teaching 3.2.1 Supervised Study 3.2.2 Group Discussion 3.2.3 Assignments 3.2.4 Constructivist Approach		

**Unit- IV: EVALUATION OF MATHEMATICS**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Describes the concept and purpose of evaluation	4.1 Concept and purpose of evaluation	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar</li> <li>• Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral/ written)</li> <li>• Reports</li> </ul>
2. Differentiates the formative and summative evaluation	4.2 Types of evaluation – formative and summative evaluation, Continuous and Comprehensive Evaluation		
3. Classifies the different types of tests	4.3 Types of tests – achievement test, diagnostic test and prognostic test		
4. Lists out the types of test items	4.4 Different types of test items		
5. Constructs an achievement test in Mathematics	4.5 Construction of Achievement test		

**Unit- V: RESOURCES FOR TEACHING MATHEMATICS**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Chooses appropriate print resources for teaching Mathematics	5.1 Print resources 5.1.1 Textbooks 5.1.2 Workbooks 5.1.3 Handbooks 5.1.4 Journals 5.1.5 Magazines 5.1.6 Newspapers	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentation</li> <li>• Seminar</li> <li>• Discussion</li> <li>• Auto instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Questioning</li> <li>• Reports</li> </ul>
2. Prepares different visual resources for teaching Mathematics	5.2 Visual resources 5.2.1 Pictures 5.2.2 Charts 5.2.3 Flashcards 5.2.4 Models		
3. Employs the relevant electronic resources for teaching Mathematics	5.3 Electronic resources 5.3.1 Computer 5.3.2 Interactive White board 5.3.3 Smartphone		

**SUGGESTED ACTIVITIES** (Any two)

1. Prepare a report on learning Mathematics by students in classroom situations.
2. Prepare a lesson on CD on learning Mathematics in high school with details.
3. Develop a lesson plan based on ALM.
4. Construct a diagnostic test in Mathematics for any topic in standard VIII.

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**📖 PRESCRIBED READINGS**

1. Aggarwal, J.C. (2008). *Teaching of Mathematics*. UP: Vikas Publishing House.
2. Bisnoi, U. (2015). *Teaching of Mathematics*. Meerut: R-Lal Book Depot
3. James, Anice. (2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publications.
4. James, Anice. (2006). *Techniques of teaching of Mathematics*. New Delhi: Neelkamal Publications.
5. Kumar, S., & Ratnalikar, D.N. (2003). *Teaching of Mathematics*. New Delhi: Anmol Publishing House.
6. Kulshreshtha, A.K. (2008). *Teaching of Mathematics*. Meerut: R.Lal Books depot.
7. Mustafa, M. (2005). *Teaching of Mathematics*. New Delhi: Deep and Deep Publications
8. Mangal, S.K. (2015). *Teaching of Mathematics*. Ludhiana: Tandon Publications.
9. Sidhu, K.S. (2014). *Teaching of Mathematics*. New Delhi: Sterling Publications.
10. Soman, K & Sivarajan, K. (2008). *Mathematics Education*. (2<sup>nd</sup> Ed.) Calicut: Calicut University

**📖 SUGGESTED READINGS**

1. Anderson, L.W., & Krathwohl, D.R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman
2. Bhatia, K.K. (2001). *Foundations of Teaching Learning Process*. Ludhiana: Tandon Publications.
3. Mustafa, M. (2005). *Teaching of Mathematics*. New Delhi: Deep and Deep Publications.
4. Pratap, N. (2008). *Teaching of Mathematics*. Meerut: R. Lall Books Depot.
5. Siddizui, M.H. (2005). *Teaching of Mathematics*. New Delhi: APH Publications.
6. Rao, D.B. & Pushpalatha, D. (1995). *Achievement in Mathematics*. New Delhi: Discovery Publishing House.
7. Siddiqui, M.H. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing House.

Course Code: BEDIPC006

Pedagogic Course

**B.Ed. Degree Programme**  
**Semester-I**  
**THEORETICAL BASES OF PHYSICAL SCIENCE EDUCATION**  
 (4 Credits - 120 Hours)

 **COURSE LEARNING OUTCOMES:**

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

1. Examine the nature of science as a process and product
2. Classify the instructional objectives based on revised Bloom's taxonomy
3. Develop instructional plan for teaching Physical science
4. Compare year plan, unit plan and lesson plan of teaching physical science
5. Select the appropriate instructional method of teaching physical science
6. Determine the instructional techniques of teaching physical science
7. Identifies the different types of evaluation
8. Construct different types of test for teaching physical science
9. Employ various resources for teaching physical science
10. Categorize the different resources for teaching physical science

**Unit- I: NATURE, AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE**

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Examines the nature of science as a process and product	1.1 Nature of science 1.1.1 Science as a product and a process	<ul style="list-style-type: none"> <li>• Digital presentation</li> <li>• Group discussion</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral / written)</li> <li>• Assignment</li> </ul>
2. Recognises the values of teaching physical science	1.1.2 Values of teaching physical science		
3. Differentiates aims and objectives of physical science	1.2 Aims and objective 1.2.1 Meaning and difference 1.2.2 General and specific objectives of teaching physical science		



4. Classifies general and specific objectives based on revised Bloom's taxonomy.	1.2.3 Bloom's Taxonomy of Educational Objectives (Revised)		
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### Unit- II: PLANNING OF INSTRUCTION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Designs year plan. 2. Develops unit plan 3. Prepares lesson plan based on herbartian steps 4. Compares unit plan and lesson plan	1.1 Year plan 1.1.1 Advantages 1.2 Unit plan 1.2.1 Definition 1.2.2 Characteristics of a good unit 1.2.3 Steps in Unit plan 1.2.4 Importance of unit plan 1.3 Lesson plan 1.3.1 Definition 1.3.2 Importance of planning a lesson 1.3.3 Criteria of a good lesson plan 1.3.4 Herbartian steps 1.3.5 Merits and demerits of lesson planning 1.4 Comparison of lesson plan and unit plan.	<ul style="list-style-type: none"> <li>• Lecture Method</li> <li>• Discussion</li> <li>• Group discussion</li> <li>• Workshop</li> <li>• Lesson segment Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Assignment</li> <li>• Participant observation</li> <li>• Lesson transcript</li> </ul>

**Unit- III: METHODS AND TECHNIQUES OF TEACHING PHYSICAL SCIENCE**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Chooses appropriate method for teaching of physical science	3.1 Methods of Instruction 3.1.1 Lecture Method 3.1.2 Demonstration Method 3.1.3 Lecture cum Demonstration method	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Group discussion</li> <li>• Debate</li> <li>• Brain Storming</li> <li>• Participatory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Participation in group discussion</li> </ul>
2. Employs relevant techniques of teaching physical science	3.1.4 Scientific method 3.1.5 Heuristic method 3.1.6 Project method 3.1.7 Laboratory method- 3.1.8 Historical and Biographical method		
3. Suggests appropriate methods and techniques for teaching physical science	3.1.9 Active learning Methodology (ALM). 3.1 Techniques of Instruction		
4. Develops lesson plan based on active learning methodology	3.1.3 Seminar 3.1.4 Panal Discussion 3.1.5 Symposium 3.1.6 Brain Stroming 3.1.7 Buzz session 3.1.8 Role Play		

## Unit- IV: EVALUATION IN PHYSICAL SCIENCE

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Differentiates the formative and summative evaluation  2. Classifies the different types of test items based on their uses  3. Lists out the types of test used in physical science  4. Develops achievement test and diagnostic test in physical science	4.1 Evaluation 1.1.1 Concept and Need 1.1.2 Importance 1.1.3 Qualities of good test 1.1.4 Formative and summative valuation  1.2 Types of test items 1.3 Different types of test 1.3.1 Achievement test 1.3.2 Diagnostic test 1.3.3 Prognostic test  1.4 Construction of an achievement test 1.5 Diagnostic test -Steps 1.6 Difference between achievement and diagnostic test 1.7 Remedial teaching in physical science	<ul style="list-style-type: none"> <li>• Digital presentation</li> <li>• Group Discussion</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/ written)</li> <li>• Test construction</li> <li>• Seminar presentation</li> </ul>

**Unit- V: RESOURCES FOR TEACHING PHYSICAL SCIENCE**

<b>Learning Outcomes</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Selects appropriate instructional resources for teaching physical science	5.1 Visual Resources Pictures, Flashcards, Charts, Posters, Photographs, Models.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Seminar</li> <li>• Digital Presentation</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Material development</li> <li>• Test (oral/ written)</li> <li>• Report writing</li> </ul>
2. Develops ICT resources for physical science	5.2 ICT Resources Television, Internet, Multimedia, Interactive whiteboard.		
3. Prepares community resources for teaching physical science	5.3 Community Resources 5.3.1 Science centers 5.3.2 Science exhibition/fair		
4. Locates laboratory resources used for learning physical science	5.4 Laboratory Resources 5.4.1 Need and importance 5.4.2 Structure and Design 5.4.3 Maintenance of various registers 5.4.4 Accident and first aids		

**SUGGESTED ACTIVITIES** (any Two):

1. Select a unit and prepare few visual resources for teaching physical science
2. Prepare an unit plan in physical science.
3. Prepare a topic based on any one technique of instruction and prepare a report.
4. Prepare a lesson plan based on Active Learning Methodology.

**PRESCRIBED READINGS**

1. Radha, Mohan. (2010). *Teaching of physical science*. New Delhi: Neelkamal Publishers.
2. Sharma. R. C. (2006). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publications.
3. Gupta. S. K. (1985). *Teaching of Physical Science in Secondary Schools*. Sterling Publication Pvt. Limited.
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**SUGGESTED READINGS**

1. Panner, Selvam. A. (1976). *Teaching of Physical Science Tamil*. Government of TamilNadu.
2. Das. R.C. (1985). *Science Teaching in Schools*. New Delhi: Sterling Publishers.
3. Joseph.T. T. (1982). *Modern Trends in Science Education*. (2<sup>nd</sup>ed.) Kottayam, Kerala.
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7. Mishra.R.C. (2008). *Lesson Planning*. NewDelhi: APH Publishing Corporation.