
Course Code: B1CC1701

Core Course

B.Ed. Degree Programme
Semester-I
EDUCATION IN CONTEMPORARY INDIA
(4 credits – 120 hours)

✍ COURSE OBJECTIVES:

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

1. acquire knowledge of terms and concepts related to education and philosophy.
2. develop overall understanding of education and philosophy.
3. analyse the implications of schools of philosophy and thinkers on education.
4. understand the socio cultural realities of Indian society.
5. Appreciate the unity and strengths of Indian diversities based on region, religion, languages, political, caste, and community.
6. understand the salient features of our Constitution and constitutional provision pertaining to education
7. develop overall understanding of the working and recommendations of various Commissions and Committees constituted and policies developed for improving education in India.
8. analyse the issues in education

UNIT- I: EDUCATION AND PHILOSOPHY

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Defines education 2. Recognizes the differences among formal, informal and non-formal education 3. Recognizes the role of family, community, school and media as agencies of education 4. Explains the relationship between education and philosophy 5. Recognizes the importance of philosophy for teachers	1.1 Education: Meaning, definition, nature, aims and the four pillars of learning. 1.2 Types of education- formal, informal and non-formal 1.3 Agencies of education – family, community, School and media. 1.4 Philosophy: meaning, definition and scope (meta - physics, epistemology and axiology). 1.5 Relationship between philosophy and education 1.6 Need of educational philosophical knowledge for a teacher	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar through Visual presentation • Peer learning 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

UNIT-II: SCHOOLS OF PHILOSOPHY AND EDUCATIONAL THINKERS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the educational implications of schools of philosophy 2. Analyses the contributions of Thinkers towards education	2.1 Idealism, 2.2 Naturalism 2.3 Pragmatism (Educational implications of these schools – aims, curriculum, methodology, teachers pupil relationship and discipline) 2.4 Thiruvalluvar, 2.5 Swami Vivekananda, 2.6 Rabindranath Tagore 2.7 Mahatma Gandhi, (Contributions on Education)	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar through visual presentation • Peer learning • Small group discussion 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

UNIT-III: SOCIO-CULTURAL REALITIES OF INDIAN SOCIETY

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains culture, cultural lag, acculturation, enculturation, cultural pluralism. 2. Discusses the role of Education in preservation, transformation and transmission of culture. 3. Recognizes the significance of Education for containing social diversity 4. Explains the inequalities in education 5. Recognizes the role of education in overcoming the inequalities in education	3.1 Culture–meaning, definition and characteristics. 3.2 Dimensions of culture, cultural lag, acculturation, enculturation, cultural pluralism 3.3 Role of Education in preservation, transformation and transmission of culture. 3.4 Rich Cultural heritage – Diversity in Indian Society; regional, linguistic, religious, caste and community. 3.5 Education for containing social diversity of India. 3.6 Social inequality – Inequality, discrimination and marginalization in education. 3.7 Elimination of social inequalities through education	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar through visual presentation • Peer learning • Small group discussion 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

UNIT- IV: STATE AND EDUCATION

Learning outcome	Content	Suggested strategies and Approaches	Assessment
1. Recognises the preamble of Indian constitution. 2. Recognises the differences between fundamental rights and duties. 3. Recognises the differences between fundamental rights and Directive principles of State policy. 4. Explains articles and amendments related to education. 5. Discusses the role of state and central government in the development of education 6. Discusses the RTE2010 7. Recognizes the functions of central and state apex bodies of education	4.1 Indian Constitution: Preamble- fundamental rights, fundamental duties and directive principles. 4.1.1 Articles and amendments related to education. 4.2 Concurrent status of education - Role of Central and State governments in the development of education. 4.3 Right of children to Free and Compulsory Education act 2010(RTE) 4.4 Salient features of Tamil Nadu Right of children to Free and Compulsory Education act. 4.5 Role and functions of a) NCERT b) b)NUEPA c) NCTE d) SCERT e) TNTEU f) DIET in school education	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar through visual presentation • Peer learning • Small group discussion 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

UNIT- V: POLICY FRAMEWORKS AND ISSUES ON EDUCATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the educational policies and commissions in India. 2. Explains the flagship programmes on education by government of India. 3. Describes the NCF2005 4. Analyzes the inequality in schooling 5. Analyses the implications of liberalization, privatization and globalization	5.1 Kothari Commission (1964) 5.2 NPE and POA (1986, 1992) 5.3 Yash Pal Committee Report- Learning without Burden. (1993) 5.4 National Knowledge Commission (2005). 5.5 District Primary Education Programme (DPEP), SSA, RMS A and RUSA, Mid-day meal programme 5.6 National curriculum frame work (2005) Guiding Principles and Salient Features 5.7 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities in school systems 5.8 Implications related to liberalization, privatisation and globalization: role of education in improving the scenario.	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar through visual presentation • Peer learning • Small group discussion 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

SUGGESTED ACTIVITIES (any two)

1. Prepare a report on importance of home, school, community and media in quality education.
2. Prepare a report on the impact of Right to Education Act on near by schools.
3. Prepare a report on the problems of school education in India and suggest measures to overcome the same.
4. Analyze the draft new policy of education and prepare a report on it.
5. Analyze the impact of RMSA in nearby schools and prepare a report on it.

PRESCRIBED READINGS

1. Bhatia.K.K & Narang.C.L.(2008).*Philosophical And Sociological Bases of Education*. Ludhiana: Tandon Publications.
2. Dash.B.N (2011). *Teacher and Education in the Emerging Indian Society*.New Delhi: Neelkamal Publication.
3. Brubacher.J.S.(1962). *Modern Philosophies of Education*. New Delhi: TataMcGraw.
4. Chakarborty.A.K. (2008).*Education In Emerging Indian Society Meerut*: R.Lall BookDepot.
5. Chaube.S.P & Chaube.A.(2000). *Philosophical and Sociological Foundation of Education*. Agra: Vinod Pusthak Mandir.
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7. Delors.J. (1996). *Learning: The treasure within* - Report to UNESCO of the International Commission on Education for 21stCentury.
8. GOI. (1966). *Report of the education commission: Education and national development*. New Delhi: Ministry of Education.
9. Gupta.S.(2005). *Education in Emerging India*. New Delhi: Shipra Publicatons.
10. Haseen Taj. (2008). *Current challenges in Education*, New Delhi: Neelkamal Publication.
11. Khan.M.I& Sharma.S.R. (1993). *Equality and Education*. New Delhi: Kanishka Publishers.
12. NCERT.(2006).*National Focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes; National Focus Group Paper on Gender*. New Delhi: NCERT.
13. Padma Charan Dhal, Kalyani Jena & Nalini Prava Mohanty. (2013).*Indian Society and Culture*. New Delhi: Atlantic Publishers and Distributors.

14. Rao.P.R.(1988).*Indian Heritage and Culture*. New Delhi: Sterling Publishers Pvt Ltd.
15. Sharma.R.N. (2003).*Philosophy And Sociology of Education*. New Delhi: Surjeet Publications.
16. Sharma.R.S.(2006). *Education in Emerging Indian Society*. New Delhi: Excellent Books.
17. Singaravelu.G. (2012). *Education in the emerging Indian Society*. New Delhi: Neelkamal Publications.
18. Srinibas Bhattacharya.(2002). *Philosophical Foundations of Education*. New Delhi: Atlantic Publishers And Distributors.
19. Sunanda Ghosh.(2009). *Education in Emerging Indian Society*. New Delhi: Phi Learning Private Ltd.
20. Swaroop, Saxena N.R & Shikha Chaturvedi. (2013). *Teacher in Emerging Indian Society*. Meerut:R. Lall Book Dep.
21. Tedesco Juan Carlos.(1994.) *Thinkers on Education*. UNESCO Publishing Oxford IBH Publishing.
22. Yogendra K Sharma. (2002). *The Doctrines of the Great Indian Educators*. NewDelhi: Kanishka Publishers.

SUGGESTED READINGS

1. Deshpande. S. (2014). *The problem of caste*. New Delhi: Orient Blackswan.
2. Dube.S.C. (1990, 2005).*Indian Society*. New Delhi: National Book Trust
3. GOI. (1986). *National policy of education*. GOI.
4. GOI. (1992, 1998). *National policy on education, 1986 (modified in 1992)*. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
5. GOI.(2009).*The right of children to free and compulsory education act, 2009*. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf.
6. Govinda.R. (ed). (2002) *India education report: a profile of basic education*. New Delhi: Oxford University Press.
7. Ghosh. S. C. (2007). *History of education in India*. New Delhi: Rawat Publications.
8. Naik.J.P.(1979) *Education Commission and After*. NewDelhi: APHPublishing Corporation: New Delhi. Also available in Hindi
9. Nambissan.G. B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. Indian Institute of Dalit Studies and UNICEF.

Course Code: B1CC1702

Core Course

B.Ed. Degree Programme
Semester- I
CHILD AND DEVELOPMENT
(4 credits - 120 hours)

✍ COURSE OBJECTIVES:

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

1. identify the role of psychology to understand the child
2. understand perspectives in development
3. analyze the growth and development of childhood and adolescents
4. understand the psychological attributes
5. develop understanding about personality, adjustment and mental health

UNIT- I: INTRODUCTION TO PSYCHOLOGY

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Acquaints with the meaning, nature, and branches of psychology</p> <p>2. Analyses the meaning, nature, scope and importance of educational psychology</p> <p>3. Identifies the importance of child psychology in educational psychology</p> <p>4. Explains the methods and techniques of educational psychology</p>	<p>1.1 Psychology: Meaning, Nature and branches of psychology</p> <p>1.2 Educational Psychology: Meaning, Nature, Scope, need and importance of educational psychology</p> <p>1.3 Child Psychology: Meaning, nature, scope and importance of child psychology in educational psychology.</p> <p>1.4 Methods and techniques of educational psychology: introspection, observation, interview, case-study, differential method, socio- metric, experimental method.</p>	<ul style="list-style-type: none"> • Lecture/briefing • Group discussion • Assignment • Seminar through visual presentation • QA session • Peer learning 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment evaluation • Seminar presentation • Observation of classroom behaviour

UNIT-II: PERSPECTIVES IN DEVELOPMENT

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Examine the meaning, definitions, concept, principles and factors of growth and development. 2. Identifies different aspects of a child's physical, motor, social and emotional development 3. Compares and contrasts various theories and its contribution to child development	2.1 Growth and development: Meaning, definition, concept, characteristics, principles, factors, stages and dimensions of development 2.2 Theories of development: Psychosocial stages (Erikson), Cognitive development (Piaget), Moral development (Kohlberg), Socio-Cultural approach in cognitive development (Vygotsky), Ecological system (Bronfenbrenner), Psycho-sexual stages of development (Freud).	<ul style="list-style-type: none"> • Lecture through visual presentation • Group discussion • Assignment • Seminar • Talk by experts • Debate • Brainstorming • Peer learning 	<ul style="list-style-type: none"> • Test(written/oral) • Assignment evaluation • Observation of discussions • Observation of classroom behavior

UNIT-III: CHILDHOOD AND ADOLESCENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develop interest to know more about the growth and development of childhood and adolescent 2. Identifies the role of various socializing agencies on childhood development 3. Realizes the present scenario problems and need of adolescents	3.1 Childhood: Meaning, concept, characteristics, development tasks and dimensions of development and their implications. 3.2 Influence of family, school, peer, community, society and media on child development. Agencies of child development NIMHANS 3.3 Adolescence: Meaning, concept, characteristics, developmental tasks and dimensions of development. Problems and needs of adolescents. Social and emotional constraints of adolescents, various Socio-cultural and political dimensions associated with its positioning and development in society. 3.4 Impact of urbanization and economic change on adolescents.	<ul style="list-style-type: none"> • Lecture through visual presentation • Group discussion • Assignment • Seminar • Talk by experts • Panel discussion • Brainstorming • Auto instruction 	<ul style="list-style-type: none"> • Test (oral/ written) • Assignment evaluation • Observation of discussions • Observation of classroom behaviour

UNIT-IV: PSYCHOLOGICAL ATTRIBUTES

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the types of intelligence and assessment of intelligence 2. Realizes the stages and promotion of creativity 3. Explains the concept, meaning, types and assessment of attitude, interest and aptitude.	4.1 Intelligence: concepts, meaning, definition, types of intelligence-social, emotional and spiritual, theories of intelligence, assessment of intelligence 4.2 Creativity : meaning, definitions, nature, stages of creativity and promotion of creativity by teachers 4.3 Attitude: concept, meaning, types, assessment of attitude. 4.4 Aptitude : meaning, definition, types and assessment of aptitude 4.5 Interest: meaning nature, types and assessment	<ul style="list-style-type: none"> • Lecture/briefing • Group discussion • Assignment • Seminar • Auto instruction • Peer learning • Talk by expert • QA session • Debate 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment evaluation • Seminar presentation • Observation of discussions • Observation of classroom behaviour

UNIT-V: PERSONALITY, ADJUSTMENT AND MENTAL HEALTH

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the meaning, definitions and theories of personality 2. Identifies the important role of teachers in developing the personality of the child 3. Realizes the mechanisms of adjustment in various situation 4. Identifies the role of teachers for improving of mental health of child	5.1 Personality: Meaning, definitions, characteristics, Theories of personality: Vedic (Upanishadic), Aurobindo's, Type theory, Trait theory, Type cum Trait theory, Freud's Psychoanalytic theory, assessment of personality, factors affecting personality and role of teachers 5.2 Adjustment: Meaning, nature and importance of adjustment, Maladjustment– Concept and its effect, Mechanism of adjustment. Adolescent clubs, Life skills Education 5.3 Mental health: Meaning, concept, factors influencing mental health (influence of peer, family and society, class and parent teacher association-PTA) importance and need of mental health. Role of teacher or improving mental health of child.	<ul style="list-style-type: none"> • Lecture through visual presentation • Group discussion • Assignment • Seminar through visual presentation • Peer learning • Auto instruction 	<ul style="list-style-type: none"> • Test (written/ oral) • Assignment evaluation • Seminar presentation • Observation of discussions • Observation of classroom behaviour

SUGGESTED ACTIVITIES (any two)

1. Visit primary/secondary schools and prepare a report on the pupil characteristics and diversity among children, with special reference to developmental stages.
2. View and discuss short documentary films related to growing up.
3. Report of reflective experience of one's own childhood and adolescents.
4. Prepare a report on the current issues of adolescents in India
5. Apply any two psychological tests on secondary school students.

PRESCRIBED READINGS

1. Agarwal.J.C.(2004).*Essentials of educational psychology*.NewDelhi:Vikas Publishing House.
2. Agarwal.J.C. (200). *Basic ideas in educational psychology*. New Delhi: Shipra publications.
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.
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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.
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14. Govinda Rao.L (2007). *Perspectives on Special Education*. Hyderabad: Neelkamal Publications Pvt Ltd.

15. Hurlock, Elizabeth.B.(1973). *Adolescent development*, New Delhi: McGraw Hill Book Company.
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17. Kuppaswamy .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.
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33. Suman Verma & Saraswathi, T.S (2002). *Adolescence in India*. New Delhi Rawat Publication.

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SUGGESTED READINGS

1. Harry Adler. *Boost your creative intelligence*. New Delhi: Kogan Page India Pvt Limited.
2. AnitWoolfolk (2003). *Educational psychology*. New Delhi: Pearson Education India.
3. De CeccoJohn.P., and William Crawford. (1988). *The psychology of learning and instruction*(E2), 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.
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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: B1CC1703

Core Course

B.Ed. Degree Programme
Semester-I
SCHOOL ORGANISATION AND MANAGEMENT

(4 credits – 120 hours)

📖 COURSE OBJECTIVES:

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

1. comprehend the principles of school management
2. familiarise the basic concepts of school organization
3. develop skills related to the planning and management of schools
4. acquaint with the administrative and academic aspects of management
5. develop understanding of the relationship between school and community

UNIT-I: INTRODUCTION TO SCHOOL MANAGEMENT

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises the basic concepts of school management. 2. Identifies the principles of school organization and management.	1.1 Concept, functions and characteristics of Educational Management. 1.2 Principles of Educational Management and practical measures for effective school management 1.3 Need for continuous monitoring and evaluation of school management procedures	<ul style="list-style-type: none"> • Lecture • Seminar • Discussion 	<ul style="list-style-type: none"> • Test (oral/written) • Seminar presentation • Report

UNIT-II: SCHOOL ORGANIZATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises the basic concepts of school organization 2. Recognizes the factors influencing school organisation	2.1 School organization – Meaning, Aims and Objectives 2.2 Steps in organising 2.3 Factors influencing school organisation 2.4 Organisational climate	<ul style="list-style-type: none"> • Lecture • Seminar • Discussion 	<ul style="list-style-type: none"> • Test (oral/written) • Seminar presentation • Report

UNIT-III: INSTITUTIONAL PLANNING

Learning outcome	Content	Suggested strategies and Approaches	Assessment
1. Develops knowledge, attitude and skills related to the planning and management of schools 2. Develops positive attitude towards educational management and administration	3.1 School plant 3.2 School Library 3.3 Laboratories 3.4 School Budget 3.5 Maintenance of Records 3.6 School Timetable 3.7 Curricular and Co-curricular	<ul style="list-style-type: none"> • Lecture • Assignment • Auto Instruction 	<ul style="list-style-type: none"> • Test (oral/written) • Evaluation of assignment • Report

**UNIT-IV: ACADEMIC AND ADMINISTRATIVE ASPECTS OF SCHOOL
MANAGEMENT**

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the role and responsibilities of the Heads of Schools 2. Familiarizes with management of academic and administrative programmes	4.1 Management of students support system. 4.2 Leadership and administration of schools 4.3 Role and responsibilities of head of school 4.4 Head of School as administrator 4.5 Staff councils 4.6 Supervision and management of academic and administrative programmes 4.7 Monitoring student progress	<ul style="list-style-type: none"> • Lecture • Seminar • Discussion 	<ul style="list-style-type: none"> • Test (oral/ written) • Seminar presentation • Report

UNIT-V: SCHOOL AND COMMUNITY

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises the relationship between school and community 2. Identifies the role of community in total quality management	5.1 Inter relationship between school and community 5.2 School as a community centre 5.3 Organising different activities of community life in schools 5.4 Community participation in school 5.5 Utilisation of community resources – Parent Teacher Association (PTA), Mother PTA, Class PTA 5.6 Role of Local Self Government in school administration and management 5.7 Role of community in Total Quality Management.	<ul style="list-style-type: none"> • Lecture • Seminar • Discussion 	<ul style="list-style-type: none"> • Test (oral/ written) • Seminar presentation • Report

SUGGESTED ACTIVITIES (Any two)

1. Prepare a report highlighting the features and limitations of administration and management of a school in your locality.
2. Preparation of a report on the technological supports system available in the practice- teaching school.
3. Case study of a school wherein you think ideal school administration prevails.
4. Conduct an interview with a successful head of school and prepare a report highlighting the achievements.

📖 PRESCRIBED READINGS

1. Dash. B.N. (2004). *School Organization Administration & Management*. Hyderabad: Neelkamal publication.
2. Kochhar.S.K.(2000).*Secondary School Administration*.New Delhi: Sterling Publications.
3. Mohanty, Jagannath. (1990). *Educational administration, Supervision and school management*. New Delhi: Deep and Deep Publication.
4. Oberoi, Saxena (2008). *Essential of educational technology and management*. Meerut: R.Lall Book Depot.
5. Walia.J.S. (1984). *Foundation of school administration and organization*. Punjab: Paul publishers.

📖 SUGGESTED READINGS

1. Barry.C.H. &Tye, F. (1973). *Running a school*. New Delhi: Mc Millan Company of India.
2. Scars, J.B. (1960). *The nature of the Administrative process*. New York: Mc GrawHill.
3. Vashist.S.R. (1994). *Classroom administration*. New Delhi: Anmol Publications Private Limited.

Course Code: B1PC1704

Pedagogic Course

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

(4 credits - 120 hours)

COURSE OBJECTIVES:

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

1. understand the aims and objectives of teaching Biological Science.
2. develop essential teaching skills.
3. develop skill in planning and preparation of lesson plans.
4. comprehend different methods and techniques of teaching Biological Science.
5. appreciate various resources for teaching Biological Science.

UNIT- I: AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the nature, aims and objectives of teaching Biological Science 2. Differentiates between general and specific instructional objectives	1.1 Nature of Science- Science as a product and process 1.2 Aims and objectives of teaching Biological science 1.3 General and specific instructional objectives based on Bloom's taxonomy 1.4 Revised Bloom's taxonomy	<ul style="list-style-type: none"> • Briefing/Lecture • Discussion • Seminar • Digital visual presentation • Question answer session 	<ul style="list-style-type: none"> • Tests (Written/Oral) • Questioning • Seminar presentation

UNIT- II: TEACHING SKILLS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies various teaching skills 2. Practices various teaching skills	2.1. Microteaching 2.1.1. Microteaching- Meaning, origin, need and characteristics 2.1.2. Microteaching cycle 2.2. Teaching skills 2.2.1 Skill of probing questions 2.2.2 Skill of reinforcement 2.2.3 Skill of introduction 2.2.4 Skill of stimulus variation 2.2.5 Skill of using black boards 2.2.6 Skill of Explanation 2.2.7 Integration of skills	<ul style="list-style-type: none"> • Lecture • Team teaching • Discussion • Demonstration • Practising the skills • Video recording and screening 	<ul style="list-style-type: none"> • Questioning • Peer evaluation • Observation schedule • Video presentation followed by feedback

UNIT- III: PLANNING OF INSTRUCTION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the steps in developing unit plan and lesson plan 2. Compares unit plan and lesson plan Prepares unit plan and lesson plan	3.1. Year plan 3.1.1. Developing year plan 3.2. Unit plan 3.2.1. Criteria of a good unit 3.2.2. Steps in unit plan 3.3 Lesson plan 3.3.1. Importance of planning a lesson 3.3.2. Characteristics of lesson plan 3.3.3. Herbartian steps in lesson planning 3.3.4. Lesson plan preparation based on Active Learning Methodology	<ul style="list-style-type: none"> • Lecture • Group discussion • Peer learning • Workshop • Lesson plan preparation 	<ul style="list-style-type: none"> • Lecture • Group discussion • Peer learning • Workshop • Lesson plan preparation

UNIT- IV: METHODS AND TECHNIQUES OF TEACHING BIOLOGICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the methods and techniques of teaching Biological Science 2. Selects most appropriate methods and techniques to transact the content	4.1 Methods of instruction 4.1.1 Lecture method 4.1.2 Demonstration 4.1.3 Laboratory method 4.1.4 Project method 4.1.5 Heuristic method 4.1.6 Assignment method 4.1.7 Activity based learning 4.1.8 Active learning methodology 4.2 Techniques of Teaching 4.2.1 Panel discussion 4.2.2 Brainstorming 4.2.3 Roleplaying 4.2.4 Seminar, 4.2.5 Symposium 4.2.6 Buzz Session	<ul style="list-style-type: none"> • Lecture • Group discussion • Brainstorming • Digital Visual Presentation • Assignment • Seminar 	<ul style="list-style-type: none"> • Questioning • Observation • Test (oral/ written) • Observation of teaching • Assignment evaluation • Seminar presentation

UNIT-V: RESOURCES FOR TEACHING BIOLOGICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies various supporting materials useful for learning Biological Science	5.1 Print resources- textbooks- qualities of a biology text book, workbook, journals, newspapers, science encyclopedias 5.2 Visual resources- charts, flash cards, models, posters, Photographs 5.3 ICT resources- Smart phone, Internet, Interactive whiteboard 5.4 Community resources– Zoological gardens, Botanical gardens, Aquarium 5.5 Laboratory and its organization 5.5.1. Laboratory plan 5.5.2. Laboratory registers and Lab rules 5.5.3. Accidents and first aid	<ul style="list-style-type: none"> • Lecture • Group discussion • Seminar • Debate • Auto instruction • Digital visual presentation 	<ul style="list-style-type: none"> • Observation • Questioning • Tests (written/oral) • Reports • Tests • Preparation of visual resources

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. Prepare laboratory instruction cards.
4. Select a unit and prepare visual resources for teaching Biological Science.

📖 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.
3. Das R.C. (1992). *Teaching of Science Amritsar* M/SKrishna Bros.
4. Jasim Ahmad (2011). *Teaching of Biological Science*, New Delhi: PHI Learning.
5. Mangal .S.K (2005). *Teaching of Biology*. Meerut: Chandigrah Loyalk Publications.
6. Sharma .R.C (1984) *Modern Science teaching*. Meerut: Dhanpatrai and sons.
7. Sivarajan& Faziluddin.A. (2005) *Science Education Calicut*: Calicut University Central Co-operative stores Ltd.
8. Sood J.K. (1985), *Teaching Life Science*. Delhi: Kohli publications.
9. Sudha Pahuja (2010). *Teaching of Biological Sciences*. Meerut: R.Lall Book Depot.
10. Yadav M.S (2003) *Teaching of Science*, New Delhi: Anmol publication.

📖 SUGGESTED READINGS

1. Buffaloe, Neal, Thronberry.J.B. (1972) *Principles of Biology*. University press. New Delhi: Prentice Hall of India Ltd.
2. Saunders.H.N (1967). *The teaching of General Science in Tropical Secondary School*. London: Oxford University Press.
3. Bhatnagar.A.B & Bhatnagar S.S (2010) *Teaching of Science*. Meerut: R. Lall Book Depot.
4. Bhuvaneswara Lakshmi, G.Subba Rao. K & Digumarti Bhaskara Rao (2006). *Methods of Teaching Biology*. New Delhi: Discovery publishing house.
5. S.P.Kulshreshtha (2010). *Teaching of Science*, Meerut: R.Lall Book Depot.
6. Marlow Ediger & D.Bhaskara Rao (2005) *Teaching Science Successfully*. New Delhi: Discovery publishing house.

Course Code: B1PC1705

Pedagogic Course

B.Ed.Degree Programme
Semester 1
THEORETICAL BASES OF ENGLISH EDUCATION

(4 credits -120 hours)

✍ COURSE OBJECTIVES:

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

1. comprehend the aims and objectives of language teaching
2. familiarise with the ways of employing teaching skills for better instruction.
3. create teaching manuals by incorporating relevant activities for effective teaching.
4. synthesize with the methods ,approaches and theories for use in the English classroom
5. evaluate the effective use of learning resources.

UNIT- I: AIMS AND OBJECTIVES OF TEACHING ENGLISH

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the divergent role of language in life 2. Comprehends the aims and objectives of language teaching 3. Understands the concept of Bloom's taxonomy	1.1 Nature and Scope of Language - Role of Language in Life: History of English language in India – Importance of English Language Learning –Intellectual, Emotional, Social and Cultural importance, Principles of language teaching – use of mother tongue in the English class 1.2 Aims and objectives of teaching English - general and specific aims- Difference between aims, objectives and specifications. 1.3 Blooms Taxonomy of educational objectives - Objectives of teaching English as first language and second language	<ul style="list-style-type: none"> • Lecture-discussion • Seminar • Lecture-discussion • Small Group Discussion 	<ul style="list-style-type: none"> • Test (written/oral) • QA Session • Seminar Presentation

UNIT- II: TEACHING SKILLS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Realises the role of microteaching skills in classroom instruction	2.1 Microteaching Skills- Meaning, Definition and importance 2.2 Teaching skills for class room instruction–skill of probing questions, skill of reinforcement, skill of introduction, skill of explanation, skill of stimulus variation, skill of black board writing – integration of skills		

UNIT- III: DESIGNING TEACHING MANUAL/LESSON PLAN

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Designs lesson plans for different texts	3.1 Year plan, unit plan, lesson plan 3.2 Macro teaching – need and importance 3.3 Teaching of poetry, prose, composition, grammar, supplementary readers and Teaching vocabulary 3.4 Designing lesson plans for teaching /learning poetry, prose, composition, grammar and supplementary texts	<ul style="list-style-type: none"> • Demonstration by experts • Practice under guidance • Preparation of Group/ individual lesson plan/ teaching manual 	<ul style="list-style-type: none"> • Observation • Submission of lesson Plans/ teaching manuals • Discussion Lessons / Criticism lessons

UNIT- IV: LANGUAGE TEACHING METHODOLOGIES, APPROACHES, AND THEORIES

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies methods, approaches and theories of teaching/ learning English	<p>4.1 Methods :Grammar translation method, Direct method, Group method, Play way method</p> <p>4.2 Approaches : Communicative, Situational and Structural approach</p> <p>4.3 Theories: Behaviourism, Cognitivism- Constructivism</p>	<ul style="list-style-type: none"> Lecture- discussion Group discussion Visual Presentation/ Electronic 	<ul style="list-style-type: none"> QA Session Evaluation of Assignments

UNIT- V: LANGUAGE LEARNING SUPPORT RESOURCES

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
<ul style="list-style-type: none"> Facilitates the effective use of learning resources 	<p>5.1 Teaching/learning resources-types</p> <p>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</p>	<ul style="list-style-type: none"> ICT enabled group discussion Hands-on experience with resources Assignment 	<ul style="list-style-type: none"> QA Session Quiz Assignment Evaluation

SUGGESTED ACTIVITIES- (Any Two)

- Preparation of lesson plans based on ALM (Active Learning Method).
- Identify and prepare different types of English teaching learning aids for children with special needs.
- Prepare activities and tasks for effective teaching by including audio-video materials, Information Computer Technology and Internet.

📖PRESCRIBED READINGS

1. Alexander .L.G. (1975).*A first book in comprehension, précis and composition*. Longman: Hongkong.
2. Brewster Jean, Gail Ellis & Denis Giraf (1992).*The primary English teacher's guide*. Penguin Books: London.
3. Choudhary.N.R. (2002). *English Language Teaching*, Himalaya Publish House, Mumbai.
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.
6. Kohli A.L (2001).*Techniques of teaching English in the new millennium*. NewDelhi: Dhanpat Rai.
7. Singh.Y.K (2005). *Teaching of English*. NewDelhi: APH Publishing Corporation.

📖SUGGESTED READINGS

1. Grillett.M (1983).*Developing Reading Comprehension*, London: CUP.
2. Halbe Malati (2005). *Methodology of English Teaching*, Himalaya Publishing House.
3. Parrot.M (1993). *Tasks for the Classroom Teacher*, London: Pergamon.
4. Davis, Paul & Mario Rinvoluceri (1988).*Dictation: New Methods, New Possibilities*. Cambridge Handbook for Language Teachers.
5. Prabhu.N.S. (1987).*Second Language Pedagogy*. New York: Oxford University Press.
6. Sahni, Geeta (2006). *Suggested Methodology of Teaching English*.
7. Sunwani.V.K (2005). *The English Language and Indian Culture*.

Course Code: B1PC1706

Pedagogic Course

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

(4 credits – 120 hours)

✍ COURSE OBJECTIVES:

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

1. develop understanding about the aims, objectives and values of teaching History.
2. analyze the Bloom's Taxonomy of instructional objectives in teaching History.
3. equip in developing various teaching skills through micro-teaching practices.
4. develop skill in instructional planning and designing lesson transcripts.
5. apply different instructional methods and techniques in teaching/ learning History.
6. develop interest in utilizing the various instructional resources in learning History.

UNIT- I: AIMS, OBJECTIVES AND VALUES OF TEACHING HISTORY

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the aims and objectives of teaching History 2. Endows with the significance of taxonomy of instructional objectives in teaching History	1.1 Meaning, Nature and Scope of History. 1.2 Need and importance of History in school curriculum. 1.3 Aims and Objectives of teaching History at different levels: i) Primary, ii) Secondary, iii) Higher secondary. 1.4 Values of teaching and learning History. 1.5 Bloom's Taxonomy of Instructional objectives (Revised). 1.6 Instructional Objectives and Specifications, Learning Objectives and learning outcomes.	<ul style="list-style-type: none"> • Lecture • Discussion • Visual presentation • Assignment writing 	<ul style="list-style-type: none"> • Test (Oral/ written) • QA Session • Evaluating Assignment

UNIT- II: ESSENTIAL REQUIREMENTS OF TEACHING HISTORY

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Defines micro teaching and equip in developing teaching skills through micro teaching practices.</p> <p>2. Prepares lesson plan for practising micro-teaching skill.</p>	<p>2.1 Essential requirements of teaching competency and skills.</p> <p>2.2 Microteaching: Meaning, phases and steps.</p> <p>2.3 Skills in Micro-teaching: (a) Probing Question (b) Reinforcement (c) Stimulus Variation (d) Explanation (e) Blackboard Writing (f) Link Practice</p> <p>2.4 Lesson plan writing, practice and assessment mechanisms.</p>	<ul style="list-style-type: none"> • Lecture • Demonstration • Practicing • Discussion • Video recording and screening 	<ul style="list-style-type: none"> • Test (Oral/ written) • QA Session • Observati on Schedule • Video presentati on followed by feed-back

UNIT- III: INSTRUCTIONAL PLANNING AND LESSON PLAN WRITING

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Justifies the importance and phases of instructional planning in designing lesson transcripts. 2. Writes lesson plan.	3.1 Instructional plan: Need and importance. 3.2. Year plan: Developing year Plan, Advantages 3.3. Unit plan- importance 3.3.1. characteristics of unit plan 3.3.2. Steps in unit plan 3.4. Lesson plan- Meaning 3.4.1. Importance of planning a lesson 3.4.2. Criteria of a good lesson plan 3.4.3. Herbartian Steps 3.4.4. Advantages and limitations of a lesson plan. 3.5. Comparison of Unit plan and Lesson plan.	<ul style="list-style-type: none"> • Lecturecum Discussion • Group discussion • Work shop on lesson plan writing • Peer learning 	<ul style="list-style-type: none"> • Assessing the lesson plan • Testing (Oral/Written) • QA Session

**UNIT- IV: INSTRUCTIONAL STRATEGIES AND APPROACHES IN
TEACHING HISTORY**

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyzes the unique feature of different instructional methods suited for teaching History. 2. Adopts appropriate teaching methods for teaching History.	4.1 Need, characteristics and factors determining selection of teaching method. 4.2 Different methods and techniques for teaching History. 4.3. Teacher centered and Learner centered methods. 4.3.1 Lecture Method 4.3.2 Demonstration method 4.3.3 Lecture cum Discussion method 4.3.4 Dalton plan 4.3.5 Heuristic method 4.3.6 Project method 4.3.7 Source method 4.3.8 Inductive and Deductive method 4.3.9 Brain Storming	<ul style="list-style-type: none"> • Lecturecum Discussion • Report writing • Seminar • Peer learning • Interactive session 	<ul style="list-style-type: none"> • Test (Oral/Written) • QA session • Report writing

UNIT-V:INSTRUCTIONAL RESOURCES IN TEACHINGHISTORY

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Conscientizes the inevitable role of various instructional resources ineffective instructional practices.</p> <p>2. Locates and lists out the important community resources in teaching history.</p>	<p>5.1. Instructional Resources– need for instructional resources in learning. Types:</p> <p>5.1.1 Text books 5.1.2 Workbook 5.1.3 Supplementary reading 5.1.4 Globe, Maps and Atlas– Types and uses. 5.1.5 IT enabled instructional resources- Online resources, Videos, Animations, Film clippings</p> <p>5.2. Historical Resources: Palace, Museum, Caves, Forts, archives.</p> <p>5.3. Community Resources – importance and methods of utilizing community resources in teaching History.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Interactive session • Auto learning • Preparation of list of resources 	<ul style="list-style-type: none"> • Evaluating assignment • Test (Oral/ Written) • QA session • Evaluation of report writing

SUGGESTED ACTIVITIES (Any Two):

1. Preparing and practicing five micro-lessons with five different skills
2. Preparation of Year plan, Unit plan and Lesson plan
3. Prepare a list of source materials for teaching history and secondary level.
4. Discuss any one current issue by organizing a brain storming session and prepare a report
5. Prepare a report on various resources available for teaching/ learning History

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*. (2nd.ed.).New Delhi: Surjeet publications.
3. Dash.B.N.(1998). *Content and methods of teaching social studies*. Ludhiana: kalia publishers.
4. Kaur, Jaskiran Vir. (n.d.). *Teaching of History*. Ludhiana: Tandon Publications.
5. Kumar.S.P.K.&Nowshad.P.P(2009). *Social studies in the classroom: Trends and methods*.
6. Kocchar.S.K.(1995). *Methods and techniques of teaching*. New Delhi: Sterling publishers.
7. Mathivanan. (2013). *Varalarukarpithal*.
8. Paasi.B.K.(Ed.). *Becoming a better teacher: A microteaching approach*. Ahmedabad, Sahitya Mundranalaya.
9. Sivarajan.K., Thulasideeran & Vijayan.N.K.(2007). *Social science education: Methods and techniques of teaching*. Calicut: Calicut university co-operative store.
10. Srinivas, Murthi., Rao, I Prasad., & Rao, Digumarti Bhaskara.(2004). *Methods of teaching History*. New Delhi: Discovery publishing.

📖 SUGGESTED READING:

1. Aggarwal.J.C.(2003). *Teaching of History: A Practical approach*. New Delhi: Sterling publications.
2. Allen.D.,& Rayan.K(1969). *Micro-teaching*. London: Adisonwiley.
3. Anderson.W.L.&Krahtwohl.D.R(2001).Taxonomyoflearning,teachingandassessment:Arevision ofBloom'staxonomyofeducationalobjectives.Handbook.Newyork:Longmansgreen&co.
4. Bloom.B.S.(1956).*Taxonomyofeducationalobjectives:cognitivedomain*. Newyork: David Mckay Co.
5. Clarck.L.H.(1974).*Teachingsocialstudiesinsecondaryschool*.(2nded.).Newyork:Mcmillian.
6. Dash.B.N.(1998).*Contentandmethodsofteachingsocialstudies*.Ludhiana:kalianpublishers.
7. Deve, Pushkin (2009). *Methods and techniques of teaching*. New Delhi: Sterling publishers.
8. Edigar.M. &Rao.B (2003). *Teaching social studies successfully*. New Delhi: Discovery publishing house.
9. Kumar.S.P.K.&Nowshad.P.P(2009). *Social studies in the classroom: Trends and methods*.
- 10.Kocchar.S.K. (1995). *Methods and techniques of teaching*. New Delhi: Sterling publishers.
- 11.Sivarajan.K., Thulasideeran &Vijayan.N.K. (2007) *Social science education: Methods and techniques of teaching*. Calicut: Calicut university co-operative store.

Course Code: B1PC1707

Pedagogic Course

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

(4 credits – 120 hours)

 COURSE OBJECTIVES:

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

1. familiarize with the aims and objectives of teaching / learning Mathematics.
2. acquire the knowledge of different teaching skills.
3. develop awareness about the need, importance and stages of planning instruction.
4. apply methods and techniques of teaching / learning Mathematics.
5. familiarize with the resources for teaching / learning Mathematics.

UNIT- I: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the relevance of Mathematics learning 2. Identifies the aims and objectives of teaching Mathematics	1.1 Meaning and Nature of Mathematics 1.2 Need and significance of teaching Mathematics 1.3 Aims of teaching Mathematics 1.3.1 Practicalaim 1.3.2 Socialaim 1.3.3 Disciplinaryaim 1.3.4 Culturalaim 1.4 Values of teaching Mathematics 1.5 Bloom's Taxonomy (Revised) of educational objectives - General Instructional objectives(GIOs) and Specific Learning Outcomes (SLOs) relating to cognitive, affective and Psychomotor domains	<ul style="list-style-type: none"> • Lecture • Experience sharing • Illustrations • Auto instruction • Digital presentations • Seminar • Discussions • Demonstration • QA session 	<ul style="list-style-type: none"> • Tests (oral/written) • Report • Seminar presentation

UNIT- II: TEACHING SKILLS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Practices different teaching skills	2.1 Meaning, need and relevance of microteaching 2.2 Microteaching cycle 2.3 Developing the skills of a) Explanation b) Probing questions c) Stimulus variation d) reinforcement e) using writing boards 2.4 Link practice	<ul style="list-style-type: none"> • Discussion • Team teaching • Demonstration, video recording and screening 	<ul style="list-style-type: none"> • Observation schedule • Video presentation followed by feedback

UNIT- III: PLANNING FOR INSTRUCTION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Becomes aware of the need, relevance and stages of planning instruction in Mathematics 2. Gets acquainted with the steps of lesson planning	3.1 Lesson Plan, unit plan and year plan - need and relevance 3.2 Format of a lesson plan – Herbartian steps – motivation, presentation, application, recapitulation and assignment	<ul style="list-style-type: none"> • Lecture • Lesson plan preparation • Discussion • Individual work followed by group work 	<ul style="list-style-type: none"> • Observation of class • Lesson transcript/ plan

**UNIT- IV: METHODS AND TECHNIQUES OF TEACHING
MATHEMATICS**

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the methods and techniques of teaching mathematics	4.1 Methods of teaching 4.1.1 Inductive, deductive and analogical thinking methods 4.1.2 analytic and synthetic and eclectic methods 4.1.3 heuristic method 4.1.4 laboratory method 4.1.5 problem solving method 4.1.6 project method– 4.1.7 Activity based learning (ABL) 4.1.8 Active Learning Method(ALM) 4.2 Techniques of teaching – Supervised study Group Discussion Assignments Constructivist approach	<ul style="list-style-type: none"> • Lecture • Digital presentation • Seminar • Discussions • Debates • QA session 	<ul style="list-style-type: none"> • Test (oral/written) • Assignment • Seminar presentation

UNIT- V: RESOURCES FOR TEACHING MATHEMATICS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with the various supporting system/material useful for mathematics learning 2. Develops skill in preparing various instructional materials for effectiveness of instruction	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 5.2 Visual resources 5.2.1 Pictures 5.2.2 Charts 5.2.3 Flashcards 5.2.4 Models 5.3 Electronic resources 5.3.1 Computer 5.3.2 Interactive Whiteboard 5.3.3 Smartphone	<ul style="list-style-type: none"> • Lecture • Digital presentation • Seminar • Discussion • Debates • Auto instruction 	<ul style="list-style-type: none"> • Test (oral/written) • Questioning • Reports

SUGGESTED ACTIVITIES (Any two)

1. Prepare a report on learning Mathematics by students in class room situation.
2. Prepare a unit plan in Mathematics (high school class).
3. Develop a CD on a lesson on learning Mathematics in high school with details.
4. Develop a lesson plan based on ALM.

📖 PRESCRIBED READINGS

1. Aggarwal.J.C. (2008). *Teaching of Mathematics*. UP: Vikas PublishingHouse.
2. James, Anice. (2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publications.
3. James, Anice (2006). *Techniques of teaching of Mathematics*. New Delhi: Neelkamal Publications.
4. Kumar. S. & Ratnalikar, D.N. (2003). *Teaching of Mathematics*. New Delhi: Anmol Publishing House.
5. Kulshreshtha.A.K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Booksepot.
6. Mangal. S.K. (2000). *Teaching of Mathematics*. Ludhiana: R.P.Fadon Prakash Brothers.
7. Passi.B.K. (1976). *Becoming a better teacher*.
8. Sharma.R.A.(2000).*Teaching-learningstrategiesandMathematicalcreativity*.
9. Sidhu. K.S. (2000). *Teaching of Mathematics*. New Delhi: Sterling Publications.

📖 SUGGESTED READINGS

1. Bhatia.K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.
2. Mustafa.M.(2005). *Teaching of Mathematics*. NewDelhi: Deep and Deep Publications.
3. Pratap.N. (2008). *Teaching of Mathematics*. Meerut: R. Lall Books Depot.
4. Siddizui. M.H. (2005). *Teaching of Mathematics*. New Delhi: APH Publications.

Course Code: B1PC1708

Pedagogic Course

B.Ed. Degree Programme
Semester-I
THEORETICAL BASES OF PHYSICAL SCIENCE EDUCATION
(4 credits - 120 hours)

 **COURSE OBJECTIVES:**

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

1. acquire knowledge about the nature, aims and objectives of teaching physical science.
2. develop essential teaching skills.
3. develop skill in planning and preparation of lesson plans.
4. develop a theoretical and practical understanding of the various methods of teaching physical science.
5. appreciate the use of resources for teaching physical science.

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

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the nature, aim and objective of teaching physical science 2. Compare aims and objectives 3. Identifies bloom's taxonomy	1.1 Nature of science 1.1.1 Science as a product and a process 1.1.2 Values of teaching physical science 1.2 Aims and objective 1.2.1 Meaning and difference 1.2.2 General and specific objectives of teaching physical science 1.2.3 Bloom's taxonomy of educational objectives 1.2.4 Revised Bloom's taxonomy	<ul style="list-style-type: none"> • Digital presentation • Group discussion • Lecture 	<ul style="list-style-type: none"> • Test (oral / written) • Assignment

UNIT- II: TEACHING SKILLS IN PHYSICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the need for microteaching 2. Identifies the components 3. Practices various microteaching skills.	2.1 Microteaching 2.1.1 Origin – need – phases-definition 2.1.2 Characteristics 2.1.3 Process 2.1.4 Advantages of micro teaching. 2.1.5 Skills a) Probing question b) Reinforcement c) Stimulus variation d) Explaining e) Blackboard usage f) Introduction g) Link lesson.	<ul style="list-style-type: none"> • Team teaching • Demonstration • Observation Practicing skills	<ul style="list-style-type: none"> • Questioning • Feedback based on video • Observation schedule

UNIT- III PLANNING OF INSTRUCTION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes year plan, unit plan and lesson plan. 2. Writes a lesson plan based on Herbartian steps 3. Compares unit plan and lesson plan	3.1 Year plan 3.1.1 Developing a year plan 3.1.2 Advantages 3.2 Unit plan 3.2.1 Definition 3.2.2 characteristics of a good unit 3.2.3 Steps in Unit plan 3.2.4 Importance of unit plan 3.3 Lesson plan 3.3.1 Definition 3.3.2 Importance of planning a lesson 3.3.3 Criteria of a good lesson plan 3.3.4 Herbartian steps 3.3.5 Merits and demerits of lesson planning 3.4 Comparison of lesson plan and unit plan.	<ul style="list-style-type: none"> • Lecture Method • Discussion • Group discussion • Workshop • Lesson segment Preparation 	<ul style="list-style-type: none"> • Test (oral/written) • Assignment • Participant observation • Lesson transcript

UNIT- IV: METHODS OF TEACHING PHYSICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. List out various methods in teaching 2. Recognizes the most appropriate methods for teaching.	4.1 Lecture Method 4.2 Demonstration method 4.3 Lecture cum Demonstration method 4.4 Scientific method 4.5 Heuristic method 4.6 Project method 4.7 Laboratory method 4.8 Historical and Biographical method 4.9 Active learning Methodology (ALM).	<ul style="list-style-type: none"> • Seminar • Group discussion • Debate • Brain Storming 	<ul style="list-style-type: none"> • Test (oral/written) • Participation in group discussion

UNIT- V: RESOURCES FOR TEACHING PHYSICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the various resources available for teaching physical science. 2. Locates the nearby resources 3. Apply the relevant resources for teaching	5.1 Visual Resources Pictures, Flashcards, Charts, Posters, Photographs, Models. 5.2 ICT Resources Television, Internet, Multimedia, Interactive whiteboard. 5.3 Community Resources 5.3.1 Science centers 5.3.2 Science exhibition/fair 5.4 Laboratory Resources 5.4.1 Need and importance 5.4.2 Structure and Design 5.4.3 Criteria of laboratory design 5.4.4 Laboratory indent 5.4.5 Maintenance of various registers 5.4.6 Accident and first aids	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Digital Presentation • Peer learning 	<ul style="list-style-type: none"> • Material development • Test (oral/written) • Report writing

SUGGESTED ACTIVITIES (ANY TWO):

1. Select a unit and prepare visual resources for teaching physical science.
2. Prepare laboratory instruction cards.
3. Visit nearby community resource centre and prepare a report.
4. Develop a multimedia package in physics/chemistry.

📖 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.
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4. Vanaja.M.(2010).*Educational technology*. New Delhi: Neelkamal Publishers.
5. Sivarajan K and Faziluddin. A (2006), *Science Education*, Calicut University, Central Co-operative press.

📖 SUGGESTED READINGS

1. PannerSelvam. 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*. (2nd ed.) Kottayam,Kerala.
4. Mathew.T.K., &Mollykutty.T. M. (2011). *Science education: Theoretical bases of teaching and pedagogic analysis*. Chenganoor: Rainbow Book Publishers.
5. Bhatia.K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publication.
6. Mangal.S.K. & UmaMangal (2009). *Essentials of Educational Technology*. NewDelhi: PHI Learning Pvt Ltd.
7. Mishra.R.C. (2008). *Lesson Planning*. NewDelhi: APH Publishing Corporation.