Course Code: B2CC1709 Core Course

B.Ed. Degree Programme
Semester- II
PSYCHOLOGICAL PERSPECTIVES IN LEARNING

(4 credits -120 hours)

✍ **COURSE OBJECTIVES:**

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

1. understand the concept, nature and principles of learning
2. appreciate the theories of learning
3. analyze the concept of learning and cognition
4. comprehend the concept of memory, forgetting and motivation
5. develop positive attitudes towards group dynamics

UNIT- I: UNDERSTANDING LEARNING

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Defines the meaning, concept and definitions of learning 2. Identifies the factors affecting learning of the learner 3. Explains the plateaus of learning 4. Realizes transfer of learning from one situation to another	1.1 learning: meaning, concept and definitions of learning, characteristics of learning process, learning and maturation 1.2 Factors affecting learning: learner variables, task variables, method variables– cognitive, affective, psychomotor and socio-cultural factors 1.3 principles of learning , causes of learning , Learning curves , plateaus in learning 1.4 Transfer of learning: types, theories of transfer of learning	• Lecture/ briefing • Group discussion • Assignment • Seminar • Auto instruction • QA session • Peer learning	• Test (oral/written) • Assignment evaluation • Seminar presentation • Observation of classroom behaviour

UNIT- II:THEORIES OF LEARNING

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses various behaviourists, cognitive, constructive, social and humanistic learning theories 2. Compares and contrast with in various theories of learning 3. Identifies the importance of learning theory in classroom	2.1 Behaviourist theories – Pavlov, Thorndike, Skinner, Hull driver education 2.2 Cognitive learning theories-Bruner, Kolb, Kohler 2.3 Constructivist theories– Piaget, Vygotsky 2.4 Social learning theory– Bandura 2.5 Humanistic theories– Carl Rogers, Maslow 2.6. Gagne – eight levels of learning	• Lecture through visual presentation • Group discussion • Assignment • Seminar • Talk by experts • Auto instruction • Panel discussion	• Test (written/ oral) • Assignment evaluation • Report of discussion • Observation of classroom behaviour

UNIT- III: LEARNING AND COGNITION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the concept, definitions and attention, sensation and perception 2. Identifies the concept formation and concept mapping 3. Recognizes the meaning, definitions and types of thinking and reasoning 4. Analyses the steps, factor and strategies of problem solving.	3.1 Attention : meaning, types, factors and span of attention, sensation, perception 3.2 Concept : meaning, definition, types, concept formation, concept mapping and metacognition 3.3 Thinking: meaning, definition, types, elements and development of thinking 3.4 Reasoning: meaning, definition, types 3.5 Problem solving: meaning, definition, steps, factors affecting and strategies for effective problem solving	• Lecture through visual presentation • Group discussion • Assignment • Seminar • QA session • Talk by experts	• Test (written/oral) • Assignment evaluation • Report of discussion • Observation of classroom

UNIT- IV: MEMORY, FORGETTING AND MOTIVATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the meaning, types, strategies to improve memory of learner 2. Identifies the causes of forgetting 3. Realizes the importance of motivation in the classroom	4.1 Memory: concept and definitions, types, strategies to improve memory 4.2 Forgetting: concept and definition, causes, theories of forgetting, curve of forgetting, educational implications 4.3 Motivation – concept, definitions, types of motivation, Achievement motivation – developing achievement motivation – level of aspiration–Role of motivation in learning – classroom motivating techniques, Life long learning	• Lecture • Group discussion • Assignment • Seminar through visual presentation • Debate • QA session • Peer learning	• Test (written/oral) • Assignment evaluation • Report of discussion

UNIT- V – GROUP DYNAMICS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the types of group dynamics in the classroom 2. Realizes the importance of team effectiveness 3. Analyses the nature and role of leadership	5.1 Group dynamics and teams: Types of groups–Dynamics of informal and formal groups – group relationship in the class 5.2 Teams : characteristics, Types, Team building, Team effectiveness 5.3 Leadership: Nature, Styles, Role and Activities–Theories : Traits, exchange, Contingency and path goal	• Lecture • Group discussion • Assignment • Seminar • Auto instruction • Peer learning	• Test (written/oral) • Assignment evaluation • Report of discussion • Seminar presentation

SUGGESTED ACTIVITIES (any two)

1. Observe and inquire the process of learning by children's of different achievement levels and record your observation.
2. Prepare an album of any 10 psychologists and their contributions to learning process.
3. Visitanytwospecialeducationinstitutionsandwriteareportonthemethodsofteaching
4. Preparation and practical implication of at least two technical learning resources (transparencies, PowerPoint slides, Animated videos)
5. Seminar presentation on learning theories.

🕮PRESCRIBED READINGS

1. Agarwal.J.C. (2004). *Essentials of educational psychology*, Vikas Publishing House.
2. Aggarwal.J.C (2004). *Educational psychology.* New Delhi: Vikas Publishing House Pvt. Ltd.
3. Aggarwal.J.C (2005). *Child development and process of learning.* New Delhi:Shipra Publications.
4. Anupriya Chadha *(2004).* Causes and characteristics of children with learning difficulties. *Chandigarh Unistar Book.*
5. Bhatia H.R. (2005). *A text book of educational psychology.* New Delhi: Macmillan India Ltd.
6. Bhatia.K.K(2001). *Foundations of teaching learning process.* Ludhiana: Tandon Publication.
7. Bhatnagar. S &Saxena. A (2004). *Advanced educational psychology.*

   Meerut : Surya publication.
8. Bhatnagar.A.B & Meenakshi Bhatnagar (2003). *Psychology of teaching learning.* Meerut : Surya Publication.
9. Biranchi Narayan Dash,Kunjalatha Dash(2009). *Essentials of educational psychology.* Hyderabad: Neelkamal Publications.
10. Chauhan S.S (2007). *Advanced educational psychology.* Vikas publishing house.
11. Clarke Prema(2001). *Teaching and learning.* New Delhi: Sage Publications.
12. Dandapani S. (2007). *Advanced educational psychology,* New Delhi: Anmol Publications.
13. Hughes.A.G &Hughes.E.H. (2006). *Learning and teaching.* Surgeet Publications.
14. Kuppuswamy. B. (2010). *Advanced educational psychology.* New Delhi: Sterling publisher's private limited. Legge Karen & Harari Philippe (2000). *Psychology and education.* London : Heinemann Educational Publishers.
15. Mangal S.K. (2007). *Essentials of educational psychology.* New Delhi: Prentice hall of India.
16. Mangal.S.K(2004). *Psychology of learning and development.* Ludhiana: T and on Publications.

17. Sachedeva.M.S(2001). *A new approach to teaching learning process.* Ludhiana: Bharat Book Centre.

18. Sharma .S.K. (2005). *Learning and teaching.* New Delhi: Gyan books.

19. Sharma.Y (2004). *A textbook of educational psychology.* New Delhi: kanishka publisher.

📖SUGGESTED READINGS

1. Anastasi, Anne (1989). *Psychology testing. New York:*Macmillan Publishing Company.

2. Ausubel David. P &Floyd.G.Robinson (1985). *Educational psychology*, Holt Rinehart and Winston Inc.

3. Benjafield.J.G. (1992). *Cognition, Prentice Hall*, Englewood Cliffs.

4. Kauffman, et al. (1993). *Exceptional children. USA*: Allyn & Bacon: Boston.

5. Gardner, Howard (1989). *Frames of mind. The theory of multiple intelligences.* New York: Basic Books.

Course Code: B2CC1710 Core Course

B.Ed.Degree Programme
Semester: II
INFORMATION AND COMMUNICATION TECHNOLOGY

(2 credits – 60 hours)

✍ **COURSE OBJECTIVES:**

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

1. develop basic understanding of ICT in Education.
2. apply the technologies for enriching classroom practices.
3. understand the importance of safety and security on the internet.

UNIT- I: UNDERSTANDING OF ICT IN EDUCATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the role of ICT in education 2. Recognizes the applications of ICT in various field of education 3. Discusses the issues and concerns related to ICT 4. Recognizes the challenges in integration of ICT in schools 5. Recognizes the role of teacher in digital era	1.1 Concept of ICT, Role of Teacher in ICT 1.2 Computer Assisted Instruction (CAI), Computer Managed Instruction(CMI), Computer Mediated Communication (CMC) in Education and Computer simulation 1.3 Uses of ICT in teaching Learning process, Communication, Administration, Research 1.4 Issues and concerns related to ICT 1.5 Challenges in integration of ICT in schools 1.6 Teacher in a digital era: Changing roles and competencies	• Small group Discussion • Seminar • Assignment • Lecture • Seminar with visual presentation • Peer learning\ • Hands on experience	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

UNIT- II: ENRICHING CLASSROOM PRACTICES THROUGH WEB TECHNOLOGIES

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies web technologies and its applications in the classroom teaching learning process 2. Uses the web resources 3. Explains e-content development process 4. Uses the platforms available 5. Recognises the virtual learning environment 6. Identifies the tools available for creation of tests	2.1. Blended learning 2.2. Educational podcast 2.3. m-learning 2.4. Web- based learning 2.5. Cloud computing 2.6. MOOC(Massive Online Open Courses) 2.7. e-learning – concept, types– synchronous and asynchronous- merits and demerits 2.8. Web services: e-mail, chat, online forums, blog, Vikaspedia, e-library, online dictionaries 2.9. e-content features- concept and scope. 2.10. e-content development initiatives in India: 2.11. National Mission on Education through ICT (NMEICT), Consortium for educational communication, SWAYAM 2.12. Virtual tools: 2.13. Virtual learning Environment 2.14. Virtual Labs 2.15. Web applications for development of tests	• Small group Discussion • Seminar • Assignment • Lecture • Seminar with visual presentation • Peer learning • Hands on experience	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

UNIT- III: INTERNET SAFETY AND SECURITY

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the need of computer safety on the net 2. Recognizes the importance of cyber privacy and password protection 3. Explains the legal and ethical issues 4. Recognizes cyber law 5. Practices wise use of web 6. Identifies health hazards computer, Smartphone and internet addiction	3.1 Computer virus-(malwares, spywares, trojan)-preventive measures- (Firewall, antivirus software 3.2 Cyber privacy and password protection 3.3 Legal and Ethical issues-Copyright, 3.4 Plagiarism, Hacking, Netiquette, Phishing, 3.5 Software piracy 3.6 Cyberlaw-ITAct2000,IT Act2008. 3.7 Role of teacher in conscientizing child abuse over the net, misuse of internet (morphing, pornography) 3.8 Health hazards of computer, internet, Smartphone addiction	• Small group Discussion • Seminar • Assignment • Lecture • Seminar with visual presentation • Peer learning • Hands on experience	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

SUGGESTED ACTIVITIES (Any two)

1. Prepare a report on Challenges in integration of ICT in schools.
2. Prepare a report on ICT initiatives of Government of India.
3. Prepare a report on legal and ethical issues related to online resources.

🕮 PRESCRIBED READINGS

1. Aggarwal.J.C(2001). *Essentials of Educational Technology.* New Delhi: Vikas Publishing House Pvt Ltd.
2. Aggarwal,.D.D.(2009). *Educational Technology*. New Delhi: Sarup& Sons India Pvt Ltd.
3. Comer D.E. (1997). *The Internet Book*. New Delhi: Prentice Hall of India.
4. Khirwadkar.A. (2005). *Information & Communication Technology in Education.* New Delhi: Sarup & Sons.
5. Khirwadkar.A.(2010).*e-learning Methodology: Perspectives ontheInstructionalDesign for Virtual Classrooms.* New Delhi: Sarup Book Publication Ltd.
6. Mahapatra.B.C. (2006). *Education in Cybernatic Age.* New Delhi: Sarup Sons.
7. Mangal.S.K (2001). *Foundations of Educational Technology*. Ludhiana: Tandon Publications.
8. Nath,Ruchika&Singh.Y.K.(2008).*TeachingofComputers.*APHPublishingcorporation,NewDelhi.
9. Santhanam.S.,Paneerselvam.A., & Sampath K. (2001). *Introduction to Educational Technology.* New Delhi: Sterling Publishers Pvt. Ltd.
10. Saxena. S. (1999). *A first course in computers.* New Delhi: Vikas Publishing House.
11. Sharma. R.A. (2005). *Technological Foundations of Education.* Meerut: R.Lal Book Depot.
12. Tanenbaum. A. S. (1996). *Computer Networks.* New Delhi: Pretince Hall of India.

🕮SUGGESTED READINGS

1. Parker, Jessica.K. (2012). *Teaching Tech-Savvy Kids- Bringing Digital Media into the Classroom,* Grade 5-12. New Delhi: SAGE Publications Pvt Ltd.
2. Kist, William(2012). *The Socially Networked Classroom- Teaching in the New Media Age.* New Delhi: SAGE Publications Pvt Ltd.
3. Jimoyiannis, Athanassios(2012). *Research on E-learning & ICT in Education.*
   New York: Springer.
4. Aimee M.Bissonett. J.D.(2009). *Cyber Law- Maximising Safety and Minimising risk in classrooms.* New Delhi: SAGE Publications India Pvt. Ltd.
5. Cennamo, Katherine(2012). *Technology Integration for Meaningful Classroom USE: A Standards- Based Approach*. New York: Cengage Publishers
6. Nicols, Adelaide Doyle., Cox.J.Sabrina Mims.,Johnson, Ruth1s. (2012).*Developing Portfolios in Education- A guide to Reflection, Inquiry &Assessment* -2nd edition.
   New Delhi: SAGE Publications Pvt. Ltd.
7. Chaudhary, Jagdeesh & Pathak.R.P. (2012) *Educational Technology.* New Delhi: Pearson. Dorling Kindersley(India)Pvt.Ltd.
8. Venkataih.N.(2012). *Educational Technology.* New Delhi: Atul Publishers.

Course Code: B2PC1711 Pedagogic Course

B.Ed. Degree Programme
Semester-II
DEVELOPMENT OF BIOLOGICAL SCIENCE EDUCATION

(2 credits - 60 hours)

✍ **COURSEOBJECTIVES:**

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

1. familiarize the history and development of Biological science education.
2. appreciate the contributions of biologists in human progress.
3. have an insight of the inter and intra disciplinary nature of Biological science.
4. develop skills in organizing various co-curricular activities in Biological science.

UNIT- I: DEVELOPMENT OF BIOLOGICAL SCIENCE AND CONTRIBUTIONS OF BIOLOGISTS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the development of Biological science 2. Identifies various commissions and their recommendations in science education 3. Develops appreciation of the contributions of biologists	1.1 History and development of Biological science 1.2 Development of science Education in India 1.3 Recommendations of different education commissions 1.3.1. Kothari Commission (1964), 1.3.2. Ishwarbhai Patel Committee(1977) 1.3.3. National policy on Education- NPE (1986), 1.3.4. National Curriculum framework- NCF (2005). 1.3.5. National Knowledge Commission-NKC (2007) 1.4 Contributions of eminent biologists 1.4.1 Louis Pasteur 1.4.2 Robert Koch 1.4.3 Gregor Mendel 1.4.4 IanWilmut 1.4.5 M.S.Swaminathan 1.4.6 HargobindKhurana	• Discussion • Digital presentation • Peer learning • Seminar • Debate • Talk by experts	• Test (oral/written) • Assignments • Report writing • Seminar presentation • Quiz • Information sheet

UNIT- II: INTER AND INTRA DISCIPLINARY NATURE OF BIOLOGICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the correlation of Biology with other disciplines. 2. Explains the correlation with life situation 3. Suggests remedies to solve problems in everyday life	2.1 Correlation among different branches of Biological science 2.1.1 Correlation with other disciplines a) Language, b) Physics, c) Chemistry, d) Mathematics, e) Social Sciences f) Arts 2.1.2 Correlation with life Situations. 2.2 Conservation of natural resources 2.3 Solving problems in everyday life a) Pollution b) Waste disposal c) Health problems d) Energy conservation.	• Group discussion • Assignment • Peer learning • Debate	• Test (oral/written) • Report writing • Seminar • Quiz • Preparation of experience paper

UNIT- III: CO-CURRICULAR ACTIVITIES IN BIOLOGICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the importance of co-curricular activities 2. Develops a plan to organize various co-curricular activities	3.1 Co-curricular activities- need and importance 3.2 Science club- organisation and activities 3.3 Science Exhibition and Science Fair 3.4 Field Trips and study 3.5 Science garden 3.6 Nature calander 3.7 Nature rambling 3.8 Science Museum	• Lecture • Organizing science exhibition • Seminar • Organization of seminars/ works hops related to the subject	• Test (oral/written) • Participation in co-curricular activities • Report writing • Seminar presentation

SUGGESTED ACTIVITIES (Any two):

1. Prepare a digital album on the life and contributions of a biologist.
2. Organize a Field Study and prepare a report.
3. Collect and preserve specimens.

📖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/SKrishnaBros.
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.A. & Faziluddin.A.(2005). *Science Education* Calicut: Calicut University Central Co-operative stores Ltd.
8. Sood .J.K. (1985), Teaching Life Science Kohli publications, Delhi.
9. Sudha Pahuja (2010), Teaching of Biological Sciences, Meerut, R.Lall Book Depot.
10. Yadav M.S (2003) Teaching of Science, New Delhi: Anmol publications

🕮SUGGESTED READINGS

1. Ameeta .P. (2012) Methods of Teaching Biological Science, New Delhi: Neelkamal Publications Pvt Ltd.
2. Buffaloe, Neal, Thornberry J.B. (1972) *Principles of Biology*, University press, New Delhi: Prentice Hall of India Ltd.
3. Bhatnagar,.A.B.& Bhatnagar S.S. (2010).*Teaching of Science,* Meerut: R. Lall Book Depot.
4. Joseph .T.T (2004).*Modern Trends in Science Education*, Kottayam: Ashoka offset Press.
5. S.P.Kulshreshtha (2010).*Teaching of Science*, Meerut: R.Lall Book Depot.
6. Mathew.T.K & Mollykutty .T.M (2011). *Science Education: Theoretical bases of teaching and pedagogic analysis.* Chenganoor: Rainbow Book Publishers.
7. Saunders.H.N (1967).*The Teaching of General Science in Tropical Secondary School*, London: Oxford University Press.

Course Code: B2PC1712 Pedagogic Course

B.Ed.Degree Programme

Semester - II

DEVELOPMENT OF ENGLISH EDUCATION

(2 credits - 60 hours)

✍ COURSE OBJECTIVES

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

1. analyse the role of English language in the Indian context
2. recognize the importance of linguistic characteristics of English language
3. develop language skills -Listening ,Speaking ,Reading and Writing

UNIT- I: ROLE OF ENGLISH IN THE INDIAN CONTEXT

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the constitutional provisions and policies of language education 2. Identifies the role and position of English in the Indian context	1.1 Phonology – Organs of speech- Classification and descriptions of consonants, Vowels and Diphthongs 1.2 Word accent–Stress and rhythm in English – intonation – Practice in phonetic transcription – Received Pronunciation	• Lecture-Discussion • Small group discussion • Brainstorming	• Class test (oral/written) • QA Session

UNIT- II: LINGUISTIC BEHAVIOUR AND SYSTEM

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the importance of linguistic behavior of English language 2. Understands the linguistic system of English language	2.1 Linguistic Behaviour- language as a rule governed behaviour and linguistic variability- linguistic diversity, 2.2 Linguistic system - Morphemes, Allomorph, Syntax and Semantics,	• Lecture/discussion • Expert talks • Language Lab • Video/Audio presentation	• QA Session • Class Test (oral/ written)

UNIT- III: DEVELOPING LANGUAGE SKILLS (LISTENING SPEAKING, READING AND WRITING

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develops language skills	3.1 Language skills – Listening, speaking, reading, writing (LSRW) 3.2 Listening: Concept, types, Significance and Activities to develop Listening and its evaluation 3.3 Speaking: Concept, Significance and activities to develop speaking and its evaluation 3.4 Materials and resources for	• Group Discussion • Brainstorming • Seminars • Assignments • Peer Learning • Digital Presentation	• Participation in brain storming / Relevance of ideas • Observation • Seminar Presentation • QA Session • Evaluation of Assignments

	developing listening and speaking skills: storytelling, dialogues, situational conversations, phone calls, interviews , role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources. 3.5 Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive), Techniques to Increase Speed of Reading(Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading).Sub – skills of reading; strategies for developing reading skills 3.6 Writing—Stages of writing; Process of writing; Formal and Informal,		

	short story, letter, memo , diary, notices, articles, reports, dialogue, speech, advertisement. 3.7 Composition - Types of Composition (Guided, Free and Creative), Evaluating Compositions, 3.8 Letter Writing (Formal, Informal) • Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopaedia, Thesaurus)		

SUGGESTED ACTIVITIES (Any Two):

1. Identify the challenges of teaching and learning English in Tamil Nadu and present a report.
2. List Language (English) related pronunciation errors common among students in your Practice teaching school and suggest corrective measures.
3. Prepare instructional strategies for enhancing language skills-Listening, Speaking, Reading and Writing (one for each skill).

📖PRESCRIBEDREADINGS

1. Adams.M.J (1990): *Thinking and Learning about Print.* Cambridge, Ma: MITPress.
2. Alexander.L.G. (1975). *A first book in comprehension, précis and composition.* Longman: Hongkong.
3. Brewster Jean, Gail Ellis & Denis Giraf (1992).*The primary English teachers's guide*. Penguine Books: London.
4. Choudhary.N.R, (2002): *English Language Teaching.* Mumbai: *Himalaya*

Publish House.

5. Cameron, Lynne (2001) .*Teaching language to my young learners.*Cambridge University Press: Cambridge.
6. Dave, Pratima .S. (2002): *Communicative Approach to the Teaching of Bachelor of Education English as A Second Language*, Himalaya Publishing House, Mumbai. Kohli A.L (2001) .*Techniques of teaching English in the new millennium*. Dhanpat Rai :NewDelhi.
7. Singh .Y.K (2005). *Teaching of English* .APH Publishing Corporation: NewDelhi.
8. Amritavatli. R. (1999): *Language as a Dynamic Text: Essays on Language, Cognition and Communication*. CIEFL Akshara series. Hyderabad: AIllied Publishers
9. Bond.L.Getat(1980):*ReadingDifficulties-TheirDiagnosisandCorrection*, New York, Appleton – Century Crafts.
10. Byrne. D. (1975): *Teaching Writing*, London, Longman.
11. Choudhary. N.R. (2002):*English Language Teaching*, Mumbai: Himalaya Publish House.
12. Dave, Pratima .S. (2002): *Communicative Approach to the Teaching of English as a Second Language*, Himalaya Publish House,Mumbai.
13. David. E. (1977): *Classroom Techniques- Foreign Languages and English as a Second Language*, New York, Harcourt Brace.
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🕮SUGGESTED READINGS

1. Davis, Paul & Mario Rinvolucri (1988): *Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers.*
2. Halbe, Malati, (2005): *Methodology of English Teaching,* Himalaya Publish House.
3. Hill.L.A., *Selected Articles on the teaching of English as a foreign language*, oxford University Press,1967.
4. Johnson. K (1983): *Communicative Syllabus Design and Methodology*, Oxford, Pergamon Press.
5. Khan, Nasiruddin (2005): *Introduction of English as a subject at the primary level*.Ms., NFG-English.
6. Kohali.A.L.: *Techniques of Teaching English in the New Millennium.*

Course Code: B2PC1713 Pedagogic Course

B.Ed. Degree Programme
Semester - II
DEVELOPMENT OF HISTORY EDUCATION

(2 credits - 60 hours)

✍ **COURSE OBJECTIVES:**

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

1. acquire knowledge about various theories that influence History teaching
2. appreciate the contributions of eminent historians to the development of History
3. understand the interdisciplinary nature of History.
4. develop skill in organizing co-curricular activities for promoting historical learning.

UNIT-I: THEORIES INFLUENCING SELECTION OF HISTORY MATERIALS AND CONTRIBUTIONS OF HISTORIANS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the various theories that influence History teaching 2. List out and internalizes the contributions of eminenthistorias to the development of History	1.1 Doctrine of natural tastes and interest 1.2 Cultural Epoch Theory 1.3 Proceeding from near to remote **Greek Historians** Herodotus, Thucydides, Polybius, Plutarch Roman Historians – Cato, Cicero, Livy, Tacitus **Renaissance Historians** – Machivelli, Erasmus, Thomas Moore, Franas-back on. **Enlightened Historians-** Montesque, Voltaire, Edward Gibbon, Thomas Carlyle. **Indian Histotogrophy**– Kalhane, Alberuni, Ahul Fazl, Vincent Smith, K.P. Jayaswal, J.N.Sarkar,R.C. Majundar, K. M . Panikkar, Satyanatha Iyer, Neelakanda Sastri.	• Briefing • Preparation of report on Biographies • Discussion • Auto learning	• Tests (Oral/ Written) • QA Session • Evaluation of Report

UNIT- INTERDISCIPLINARY NATURE OF HISTORY

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Discusses the relationship between History and other Social Sciences.	2.1 Relationship between History and other Social Sciences – Geography, Economics, Politics, Sociology, Psychology. 2.2 Geographical foundations of History. 2.3 Dimensions of History - Time, Place, Continuity and Development.	• Seminar • Discussion • Lecture • Brainstorming	• QA Session • Tests (Oral/ Written) • Assessing Seminar papers

UNIT- III: CO-CURRICULAR ACTIVITIES IN HISTORY

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Plans various programmes to organize co-curricular activities for promoting historical learning	3.1 Need and importance of co-curricular activitiesin teaching History - Advantages 3.2 Criteria for co-curricular activities 3.3 History museum 3.4 Organizing Social Survey 3.5 Exhibitions 3.6 Excursions and fieldtrips 3.7 Field visits 3.8 Club activities	• Lecture • Discussion • Auto learning • Visual presentation	• Tests (Oral/ Written) • Participation in co-curricular activities • QA Session

SUGESTED ACTIVITIES (Any Two)

1. Prepare Biographies of famous Historians.
2. Collect the information about the various organizations and the activities conducted for history teacher.
3. Visit the identified historically important places and prepare a report.

🕮PRESCRIBED READINGS

1. Bhata.R.L.(2004). *Contemporary teaching of History.*(2nd Ed.).New Delhi: Surjeet publications.
2. Kocchar.S.K. (1995). *Methods and techniques of teaching.* New Delhi: Sterling publishers.
3. Roblyer.M.D. (2008). *Integrating educational technology into teaching.* New Delhi: Pearson.
4. Sagar, Krishna (2005). *ICT Teacher training.* New Delhi: Global network.
5. Singh & Gopal (2004). *Teaching strategies.* New Delhi: APH Publishing Corporation.
6. Sivarajan.K, Thulasideeran & Vijayan.N.K.(2007). *Social science education: Methods and techniques of teaching.* Calicut: Calicut university co-operative store.

7. *Teachers hand book in social science for standard eighth, ninth and tenth*. NCERT Textbooks.
8. Kocchar, S. K. (1995). *Methods and techniques of teaching.* New Delhi: Sterling publishers.

🕮SUGGESTED READINGS

1. Ehman., & Patrick. (19740. *Towards effective instruction in social studies.* Ludhiana: Kalyan publishers.
2. Kocchar. S. K. (1995). *Methods and techniques of teaching.* New Delhi: Sterling publishers.
3. Roblyer.M.D. (2008). *Integrating educational technology into teaching.* New Delhi: Pearson.
4. Sagar, Krishna. (2005). *ICT Teacher training.* New Delhi: Global network.
5. Singh., & Gopal.(2004). *Teaching strategies.* New Delhi: APH Publishing corporation.
6. Sivarajan.K., Thulasideeran,& Vijayan.N.K. (2007). *Social science education: Methods and techniques of teaching.* Calicut: Calicut university co-operative store.
7. *Teachers hand book in social science for standard eighth, ninth and tenth*. NCERT Textbooks.

Course Code: B2PC1714 Pedagogic Course

B.Ed. Degree Programme
Semester - II
DEVELOPMENT OF MATHEMATICS EDUCATION
(2 credits – 60 hours)

✍**COURSE OBJECTIVES:**

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

1. familiarize the history of development of Mathematics and the contribution of various Mathematicians
2. have an insight of the intra and interdisciplinary of Mathematics
3. develops skill in organising co-curricular activities in Mathematics

UNIT-I: DEVELOPMENT OF MATHEMATICS AND CONTRIBUTIONS OF MATHEMATICIANS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the history of development of mathematics 2. Recognises the contribution of various mathematicians	1.1 Brief history of the development of mathematics 1.2 An examination of the contribution of India to the development of mathematics - concept of Vedic mathematics 1.3 Contributions of great Mathematicians 1.3.1 Phytagoras 1.3.2 Rene Descartes 1.3.3 Aryabhatta 1.3.4 Brahmagupta 1.3.5 Bhaskaracharya 1.3.6 Srinivasa Ramanujan 1.3.7 Euclid 1.3.8 Euler	• Lecture • Electronic visual presentation • Seminar • Discussion	• Tests (oral/written) • Reports • Seminar presentation

UNIT-II: INTER AND INTRA DISCIPLINARY NATURE OF MATHEMATICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the relationship of mathematics with other subjects 2. Familiarizes about correlating mathematics in real life situations	2.1 Correlation among different branches of mathematics 2.2 Correlation of Mathematics with other disciplines – Physics, Chemistry, Biology, Social Science, Language, Arts 2.3 Correlation of Mathematics with life situations	• Briefing • Seminar • Assignment • Group Discussion • Debate	• Tests (oral/written) • Reports • Seminar presentation • Evaluation of assignment

UNIT-III: CO-CURRICULAR ACTIVITIES IN MATHEMATICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develops the ability to organize co-curricular activities relevant to mathematics curriculum 2. Analyses the importance of aesthetic and recreational mathematics	3.1 Mathematics club - Importance, organization and functioning 3.2 Mathematics Exhibition and fair 3.3 Recreational Mathematics 3.3.1 Riddles 3.3.2 Puzzles 3.3.3 Paradoxes 3.3.4 Magic squares 3.3.5 Beautiful number pattern	• Lecture • Seminar • Discussions	• Participant observation • Reports

SUGGESTED ACTIVITIES (Any two)

1. Prepare a report on history of development of mathematics
2. Collect the biography of any one mathematician
3. Collect mathematical puzzles and riddles

🕮PRESCRIBED READINGS

1. Aggarwal, S.M. (2001). *A Course in teaching of Modern Mathematics*. New Delhi: Dhanpat Rai Publishing House.
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 Books Depot.
6. Shakuntala, D. (1999). *More puzzles*. New Delhi: Orient Paperbacks.

🕮SUGGESTED READING

1. Bruner, J.S. (1971). *Towards a study of instruction*. Cambridge: Harward University press.
2. Gagne, R.M (1967). *Learning and individual differences*. Ohio: Charles E.Merril Books.
3. Kapoor, S.K. (2006). *The teaching of vedic mathematics*. New Delhi: Lotus Press.
4. Reymond, B. (2000). *Math tricks, puzzles and games*. New Delhi: Orient Paperbacks.

Course Code: B2PC1715 Pedagogic Course

B.Ed.Degree Programme

Semester-II

DEVELOPMENT OF PHYSICAL SCIENCE EDUCATION

(2 credits - 60 hours)

✍ **COURSE OBJECTIVES:**

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

1. acquire knowledge about the development of Physical Science Education.
2. appreciate the contributions of scientists in human progress.
3. develop understanding about the inter and intra disciplinary nature of physical science.
4. develop skills in organizing various co-curricular activities in physical science.

UNIT- I: DEVELOPMENT OF SCIENCE AND CONTRIBUTIONS OF SCIENTISTS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Discusses the evolution of science 2. Lists out the various commissions and their recommendations in science education 3. Reads books related to the contribution of eminent scientist	1.1 Evolution of Science as a discipline 1.2 Development of science Education in India 1.3 Recommendations of different education commissions with regards to science education 1.3.1 Ishwarbhai Patel Committee(1977), 1.3.2 Kothari Commission 1.3.3 NPE(1986), 1.3.4 NCF(2005). 1.3.5 National Knowledge Commission (NKC 2007) 1.4 Contribution of Eminent Scientists - Indian and Abroad- 1.4.1 Einstein 1.4.2 Sir Issac Newton 1.4.3 Mandeleev 1.4.4 C.V.Raman 1.4.5 HomiJehangir Bhabha 1.4.6 A.P.J.Abdulkalam	• Discussion • Digital presentation • Peer learning • Seminar • Debate • Talk by experts • Debates • Digital presentation	• Test (oral/written) • Assignments • Report writing • Quiz • Information sheet

UNIT- II: INTER AND INTRA DISCIPLINARY NATURE OF PHYSICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Outlines the correlation of science with other discipline 2. Explains the correlation with life situation 3. Suggests remedies to solve problems in everyday life	2.1 Correlation among different branches of Physical science 2.1.1 Correlation with other disciplines: Language, Botany, Zoology, Mathematics, Social Sciences, Arts 2.1.2 Correlation with life Situations. 2.2 Conservation of natural resources 2.3 Solving problems in everyday life a) Pollution b) Waste disposal c) Health problems d) Energy conservation.	• Group discussion • Preparation of Assignment • Peer learning • Debate	• Test (oral/written) • Report writing • Seminar • Quiz

UNIT- III: CO-CURRICULAR ACTIVITIES

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the importance of co-curricular activities 2. Develops a plan to organize various co-curricular activities	3.1 Co-curricular activities 3.1.1 Definition 3.3.2 Need and relevance 3.3.3 Advantages of co-curricular activities 3.2 Criteria for selection of co-curricular activities 3.3 Science club 3.4 Science Exhibition and Fairs 3.5 Field visit and study	• Lecture • Organizing science exhibition • Extension activity • Organization of seminars/ workshops related to the subject	• Test (oral/written) • Participation in co-curricular activities • Report writing • Seminar presentation

SUGGESTED ACTIVITIES (Any two):

1. Prepare a digital album on the life and contributions of a scientist.
2. Organize a Field Study and prepare a report.
3. Visit a science exhibition in your locale and prepare a report.

📖PRESCRIBED READINGS

1. Sivarajan.K & Faziluddin.A (2006). *Science Education,* Calicut University, CentralCo.
2. RadhaMohan (2010). *Teaching of physical science.* NewDelhi: Neelkamal Publishers.
3. Sharma.R.C.(2006). *Modern Science Teaching.* NewDelhi: DhanpatRai Publications.
4. Gupta.S.K.(1985).*Teaching of Physical Science in Secondary Schools.* Sterling Publication Pvt. Limited.
5. Vanaja.M.(2010).*Educationaltechnology.*NewDelhi:NeelkamalPublishers.

🕮 SUGGESTED READINGS

1. Mishra.R.C.(2008): *Lesson Planning:* NewDelhi: APH Publishing Corporation.
2. Panner Selvam.A (1976). *Teaching of Physical Science Tamil*. Government of TamilNadu.
3. Das.R.C.(1985).*Science teaching in schools.* NewDelhi: Sterling Publishers.
4. Joseph.T.T 1982). *Modern trends in science education.*(2nd ed.) Kottayam, Kerala.
5. Mathew.T.K.,&Mollykutty.T.M.(2011). *Science education: Theoretical bases of teaching and pedagogic analysis.* Chenganoor: Rainbow Book Publishers.
6. Bhatia.K.K. (2001). Foundations of teaching learning process. Ludhiana: Tandon Publication.
7. Mangal.S.K.&Uma Mangal (2009): *Essentials of Educational Technology:* New Delhi: PHI Learning Pvt Ltd.

Course Code:B2PC1716 Pedagogic Course

B.Ed. Degree Programme
Semester- II
ASSESSMENT OF LEARNING
(4 credits- 120 hours)

✍ **COURSE OBJECTIVES:**

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

1. Acquire knowledge about the concept of evaluation
2. acquire skill in developing tools and technique of evaluation
3. appreciate the role of teacher as a Evaluator
4. analyse the reforms in evaluation
5. apply the essential statistics in the process of evaluation

UNIT- I: INTRODUCTION TO EVALUATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the relevance of measurement , assessment and evaluation in teaching learning process 2. Differentiates the various approaches to evaluation 3. Identifies the techno enable testing	1.1 Measurement, Assessment and Evaluation 1.1.1 Meaning and relevance 1.1.2 Functions of Assessment- assessment for learning and assessment of learning 1.2 Approaches to Evaluation –Differences 1.2.1 Formative and Summative 1.2.2 Internal and External 1.2.3 Norms-referenced and Criterion-referenced	• Discussion • Lecture • Peer learning • Seminar • Digital presentation	• Test (oral/written) • Assignment • Seminar

UNIT- II: TOOLS AND TECHNIQUES OF EVALUATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Outlines the various tools for evaluation 2. Selects appropriate tools for evaluation 3. Prepares the achievement and diagnostic test	2.1. Tools of Assessment- concept, merits, demerits Tests, Checklist, Rating scale, Cumulative record, Questionnaire, Inventory, Schedule, Anecdotal record 2.2 Techniques of Assessment : Observation, Interview, Self reporting. 2.3 Characteristics of a good evaluation tool : Validity, Reliability, Objectivity and Practicability 2.4 Achievement and Diagnostic Test : Concept, Purpose 2.4.1 Distinction between achievement and diagnostic test 2.4.2 Steps involved in the construction of an Achievement and diagnostic test 2.5 Types of items	• Seminar • Group discussion • Workshop • Peer learning • Discussion • Lecture-demonstration • Demonstration • Assignment • Digital presentation	• Test (oral/written) • Tool construction • Observation • Assignment • Seminar

UNIT- III: PREVALENT PRACTICES OF ASSESSMENT

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies drawback of present evaluation 2. Lists out the assessment techniques for better learnings 3. Recognises participatory assessment. 4. Explains teacher's autonomy in assessment.	3.1 Drawback of present assessment system. 3.2 Assessment for Better learning. 3.3 Participator assessment 3.4 Teacher's autonomy in assessment.	• Lecture • Discussion • Digital presentation • Peer learning • Seminar	• Test (oral/written) • Assignment

UNIT- IV: REFORMS IN EVALUATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Lists out the recent trends and practices in assessment and evaluation 2. Explores the idea in recent trends and practices 3. Identifies the need and relevance for CCE in classroom assessment	4.1 Recent trends and practices in assessment and evaluation 4.1.1 Portfolios 4.1.2 Rubrics 4.1.3 Open book exam 4.1.4 Peer assessment. 4.1.5 Online and on-demand assessment 4.2 Continuous and comprehensive evaluation 4.2.1 Functions of CCE Scholastic, co-scholastic, non-scholastic evaluation 4.3 Grading-direct and indirect.	• Digital presentation • Discussion • Debate • Peer learning • Invited talks	• Test (oral/written) • Seminar • Report writing • Debate

UNIT- V: STATISTICS IN EDUCATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the need and importance of statistics in education 2. Lists out the types of graphical representation of data 3. Explains the correlation and types of correlation 4. Illustrates the various statistical method of analysis 5. Uses the statistical method to solve problem	5.1 Need and importance of statistics in education 5.2 Classification and tabulation of data 5.3 Graphical representation of data 5.3.1 Bar diagram, 5.3.2 Histogram, 5.3.3 Pie diagram, 5.3.4 Frequency polygon, 5.3.4 Cumulative Frequency curve. 5.4 Statistical methods of analysis 5.4.1 Measures of central tendency -Mean, Median, Mode. 5.4.2 Measures of variability : a) Mean deviation b) Quartile deviation c) Standard Deviation 5.4.3 Measures of Relationship 5.4.3.1 Concept 5.4.3.2 Types of Correlation 5.4.3.3 Coefficient of correlation, 5.4.3.4 Spearman's rank order Correlation. 5.5 Percentile and percentile ranks. 5.6 Normal distribution 5.6.1 Normal probability curve and its characteristics	• Lecture • Peer learning • Group discussion • Assignment method	• Class test • Presentation of report • Home assignment

SUGGESTED ACTIVITIES (any two):

1. Prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students (N>30) and interpret the result.
2. Visit nearby school and collect information regarding the advantages and disadvantages of CCE from teachers and prepare a report.
3. Prepare a graphical representation of data in any set of scores.
4. Find out the coefficient of correlation existing between two sets of scores in school subject.

🕮PRESCRIBED READINGS

1. Aggarwal.Y.P.(1998). *Statistical Methods-Concepts, Applications and Composition.* New Delhi: Sterling Publications Pvt. Ltd.
2. Aimee M.Bissonett.J.D. (2009). *Cyber Law- Maximising Safety and Minimising risk in Classrooms.* New Delhi: SAGE Publications India Pvt Ltd.
3. Pearson Education Linn (2008) *Measurement and Assessment in Teaching,*9e, New Delhi, Pearson Education.
4. Parker, JessicaK. (2012). *Teaching Tech-Savvy Kids- Bringing Digital Media into the Classroom, Grade 5-12.* New Delhi: SAGE Publications. Pvt Ltd.
5. Pathak (2012).*Measurement and Evaluation in Education,* New Delhi: Pearson Education.

🕮 SUGGESTED READINGS

1. Care, Esther, Mc Gaw, Barry & Griffin, Patrick (2012). *Assessment and Teaching of21st Century Skills.* New York: Springer.
2. Coolidge, Frederick L. (2013). *Statistics- A Gentle Introduction-3rdedition.*New Delhi: SAGE Publications Pvt Ltd.
3. Jefferied, Julie & Diamond, Ian(2013). *Beginning Statistics – An Introduction for Social Scientists.* New Delhi: Sage Publications Pvt. Ltd.
4. Jimoyiannis, Athanassios (2012). *Research on E-learning & ICT in Education.* New York: Springer.
5. Kist, William (2012). *The Socially Networked Classroom- Teaching in the New MediaAge.* New Delhi: SAGE Publications Pvt. Ltd.

6. Nicols, Adelaide Doyle.Cox.J. Sabrina Mims., Johnson,Ruth1s., (2012). *Developing Portfolios in Education- A guide to Reflection, Inquiry &Assessment* -2nd edition. New Delhi: SAGE Publications Pvt Ltd.

7. Nitko,Anthony.J.&Brookhart,(2007). NewDelhi: Susan. M.Educational Assessment of Students. Prentice Hall.

8. Pearson Series in Education (2012) *Essentials of Educational Technology and Management*, New Delhi: Pearson Education.

9. Quinlan,Audrey.M.A*CompleteGuidetoRubrics:AssessmentMadeEasyforTeachers*,KDCollege(2012).USA:Rowman Little field Education.

10. Reid, Howard M. (2013). *Introduction to Statistics-Fundamental Concepts and Procedures of Data Analysis*. New Delhi: SAGE Publications Pvt Ltd.

11. Santhanam.S.,Paneerselvam,A.,&SampathK.(2001).*IntroductiontoEducational Technology*. New Delhi: Sterling Publishers Pvt Ltd.

Course Code: B2DP1717 Developing Professional Competencies

B.Ed. Degree Programme
Semester-II
YOGA FOR PROFESSIONAL EXCELLENCE

(2 credits-60 hours)

✍ **OBJECTIVES:**

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

1. understand the aim of yoga and its significance
2. understand the meaning and significance of Asanas, Pranayama, and meditation;
3. understand the meaning and significance of Mudra.
4. understand the importance of good posture.

At the end of the course the student teachers know

- History of Yoga and Indian Philosophy
- Concepts of various religions.
- Principles of Yoga
- Concept of Yoga exercise for longevity
- General principles of life,
- Know Self, family, relative, society and world
- Physiology of yoga
- Biomechanics in yoga
- Yoga Therapy
- Causes and Treatment through yoga for Hypertension, Diabetic,
- Obesity and Thyroid, Asthma and Sinus etc…
- Neutralization of anger and Eradication of worries
- Harmonious relationship with society
- Virtuous way of living
- Types of Yoga and Uses
- Identify the Personal problems and their solution
- Benefits of Meditation

Tasks and Assignments

1. Write a detailed report on yoga.
2. Physiological and Biomechanical uses of yoga.
3. Merits of Meditation.

Course Code:B2DP1718 Developing Professional Competencies

B.Ed. Degree Programme
Semester-II
DRAMATICS AND ARTS IN EDUCATION

(2 credits-60 hours)

The aim of this course is to enhance the professional capacities of a student-teacher, specifically his / her creativities and aesthetic sensibilities.

✍ **OBJECTIVES:**

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

1. use the techniques of art, music and drama for enhancing teaching and learning.
2. use art, music and drama for enhancing one's self- expression and creativity.
3. identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning process.
   How to use art, music and drama in Education.

The teachers in Colleges of Education should:

1. With fine arts experts, engage the student-teachers in making a work of art/a drawing/a sketch/a sculpture/a statue relating to school subjects, in doing an oil painting/a line drawing/ a rough sketch, in painting a picture/landscape/mural/in oils/in water colours/ draw a picture/ a protract /a cartoon / a line / a figure / a human form/ in charcoal /in ink.
2. Engage the student-teachers in visiting art galleries /art exhibitions and cultural festivals
3. Encourage the student-teachers to understand local culture and art forms and interpret art works, movies and other media.
4. Train the student-teachers to use drama to interrogate/question and seek clarity in the areas of 'discomfort' and 'confusion' to them (such as completely segregated social environments, bounded by caste, class, religions or gender, etc).
5. Train the students-teachers in choosing themes and stage them as skits plays/dramas/street plays, so that they can develop the ability to feel empathy for and relate with others.
6. Engage the student-teachers to nurture and build their sensitivities through drama, based on experience, emotions and interpretation.
7. Guide the student-teachers to identify and recognize local artists, drama experts in schools/ colleges and use them for transformation action.

8. Guide the student-teachers to experience and stage different kinds of drama/skits/street plays/folk and contemporary traditions relating to day-to-day problems of people of different walks of life.
9. Invite local experts in music and explore the possibilities of teaching certain Contents in school subjects through music.
10. Preparing four lesson transcripts using dramatization technique in their concerned subject.
11. Teaching two lessons (One each in Level 1 & level 2) using role play during internship programme.

Tasks and Assignments:

1. Write a detailed report on how you have used drama as a technique for teaching your school subject.
2. Write a comprehensive report on how you have used fine arts and music for teaching your school subject.
3. Write a comprehensive report on the activities carried out for the course on 'Dramatics and Arts in Education'.