
Course Code: B4CC1724

Perspective Course

B.Ed. Degree Programme
Semester IV
CURRICULUM AND LEARNING DOMAINS
(4 credits-120 hours)

 **COURSE OBJECTIVES:**

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

1. realise the significance of cognitive domain one education.
2. evaluate the thought of thinkers on Education.
3. analyse the basic concepts of curriculum.
4. identify the determinants and considerations of curriculum
5. construction.
6. comprehend the process of curriculum development.

UNIT- 1: COGNITIVE DOMAIN AND ITS SIGNIFICANCE (TAXONOMY)

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Makes distinction between knowledge and information, reason and belief based on epistemological basis of education	1.1 Cognitive Domain – Meaning, significance, types, sources, features 1.2 Knowledge and knowing 1.3 Differentiate between information and knowledge, belief and truth 1.4 Knowing Process 1.5 Knowledge construction 1.6 Knowledge transmission 1.7 Types of knowledge 1.7.1 Local and universal 1.7.2 Concrete and abstract 1.7.3 Theoretical and practical 1.7.4 Contextual and textual 1.7.5 School and out of school 1.8. Forms of knowledge included in school education	<ul style="list-style-type: none"> • Lecture– Briefing • Seminar • Assignment 	<ul style="list-style-type: none"> • QA Session • Seminar Presentation

UNIT- 2: CONTRIBUTIONS OF EDUCATORS ON KNOWLEDGE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the contributions of thinkers on Knowledge	2.1 Thoughts of thinkers on knowledge and education 2.1.1 John Dewey 2.1.2 Mahatma Gandhi 2.1.3 Paulo Friere 2.1.4 Rabindranath Tagore 2.1.5 J. Krishnamurti 2.1.6 Sri Aurobindo	<ul style="list-style-type: none"> • Lecture - Briefing • Seminar • Assignment 	<ul style="list-style-type: none"> • QA Session • Seminar Presentation

UNIT- 3: CURRICULUM AND ITS MEANING

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the various concepts of curriculum	3.1 Curriculum - Meaning, nature and principles of curriculum construction 3.2 Need for Curriculum in schools 3.3 Curriculum and syllabus - significance in school education 3.4 Core curriculum significance in Indian context 3.5 Meaning and concerns of 'hidden curriculum' 3.6 Curriculum visualized at different levels National, State, Local, School, Class levels	<ul style="list-style-type: none"> • Peer Learning • Digital Presentation 	<ul style="list-style-type: none"> • Class Test (Written/ Oral) • Quiz

UNIT- 4: CURRICULUM DETERMINANTS AND CONSIDERATIONS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes with the determinants and considerations of curriculum construction 2. Identifies the aspirations and issues that influence curriculum.	4.1. Determinants of curriculum construction Social , Political, Cultural, Geographical, Economic, Technological, Cultural Determinants 4.1.1 National priorities 4.2 Critical issues: 4.2.1 Environmental concerns 4.2.2 Gender issues 4.2.3 Inclusiveness 4.2.4 Value concerns and issues 4.2.5 Social sensitivity	<ul style="list-style-type: none"> • Peer Learning • Digital Presentation 	<ul style="list-style-type: none"> • Class Test (written/oral) • Quiz

UNIT- 5: CURRICULUM DEVELOPMENT

Learning outcome	Content	Suggested strategies and Approaches	Assessment
1. Understands the process of curriculum development 2. Realizes with the support system that enables curriculum transaction	5.1 Process of Curriculum Development 5.1.1 Subject-centred 5.1.2 environment-oriented (incorporating local concerns) 5.1.3 competency-based (including ‘mastery levels of learning’) 5.1.4 learner-centred 5.2 Process of curriculum construction. 5.2.1 Formulating aims and objectives 5.2.1.1 Criteria for selecting knowledge and representing knowledge 5.2.1.2 Organising and incorporating knowledge, attitude and skills -inter relationship of subjects 5.2.2 Selection and Organisation of learning environments. 5.3 Curriculum transaction 5.3.1 Support system for \ curriculum transaction 5.3.1.1 Physical Facilities 5.3.1.2 Library 5.3.1.3 laboratory 5.3.1.4 school playground 5.3.2 Resources Men, Money, Material, machine, Time	<ul style="list-style-type: none"> • Lecture - Briefing • Seminar • Peer Learning • Assignment 	<ul style="list-style-type: none"> • QA Session • Seminar Presentation

	<p>5.4 Role and responsibilities of teachers in curriculum development.</p> <p>5.4.1. Development of assessment modes - Process of curriculum evaluation and revision - Need for a model of continual evaluation - Feedback from learners, teachers, community, and Administrators - Appropriate reviewing and renewal of aims and processes.</p>		
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SUGGESTED ACTIVITIES (Any Two)

1. Analysis of any textbook with focus on learning outcome.
2. Critical appraisal of the thought of a contemporary Indian thinker on knowledge and education and their presentation.
3. Conduct of an interview with national \ state awardee related to education/MLA/MP/ Panchayat President/ DEO/ CEO/ academicians and preparation of a report.

📖 PRESCRIBED READINGS

1. Mohan.N & Kamala Kannan.R (2016). *Knowledge and curriculum*. Dharasuram: Thiruvalluvar publications.
2. Chisholma Rodrick.M (1987). *Theory of knowledge*. New Delhi: Prentice hall of India Pvt.
3. Vashist.S.R (2004). *The theory of curriculum*. New Delhi: Anmol publication pvt.
4. Mirnalini.T (2007). *Curriculum development*. Hyderabad: Neelkamal publications pvt.
5. Acharya.P.(1996). *Indigenous Education and Brahminical Hegemony*.

📖 SUGGESTED READINGS

1. *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History and Politics*. New Delhi: Oxford University Press, 98-118.
2. Badheka.G. (2001). *Ball Shiksham aur Shikshak Bikaner*: VaagdeviPrakashan.
3. Dewey.J. (1952). *The School and the Child*. New York: The Macmillan. Company. (Also available in Hindi School and Bachche Translation: RRCEE).

4. Palmer, Joy A. et al (2001). *Jean –Jacques Rousseau, John Dewey*.
5. Rabindranath Tagore.M.K. Gandhi, Maria Montessori Fifty Major Thinkerson. Education from Confucius to Dewey. USA: Routledge.
6. Badheka.G. (1999). *Montessori Paddhati*. Chapter 5: Montessori Shalaka.Vatavaran. Bikaner: Vaagdevi Prakashan.
7. Dewey.J. (2009). *School aur Samaj*. Delhi: Aakar. Chapter 2: Schoolaur. *Bachche ka Jeevan* (Also available in English Dewey (2007, 1899).The School and Society Cosimo: NewYork).
8. Krishnamurti.J. (2006). *Krishnamurti on Education*. Part I: Talks to Students:Chapter 1: *On Education*, Chapter 4: *On Freedom and Order*, Part II: *Discussion with Teachers*. Chapter 1: *On Right Education*. Chennai: Krishnamurti Foundation of India.
9. Rousseau, Jacques J.(1979). *Emile or on Education*, translated by Allan Bloom Basic.7-18.
10. Sykes, M. (1988). *The Story of Nai Taleem*, Nai Taleem Samiti, Sevagram: Vardha. Chapter 3: *The Seed Germinates*, Chapter 4: Basic National Education, (Also available in Hindi Nai taleem Ki Kahani Translation:RRCEE)
11. Thakur, R. (2004). *Ravindranath ka Shikshadarshan* Chapter 1: Tote ki Shiksha, Chapter Aashram Shiksha, New Delhi: Granthshipli. Weir (Eds.), *Curriculum, syllabus design and equity: A primer andmodel* Routledge.
12. Shulman.L.S. (1986). *Those who understand: Knowledge growth in teaching*. Educational Researcher, 4–14.
13. Sternberg, R.J. (2013). *Intelligence, competence, and expertise*. In A. J. Elliot & C.S.
14. Dweck (Eds.), *Handbook of competence and motivation* (pp. 15–30).Guilford Publications.
15. Stiggins.R. (2005). *From formative assessment to assessment for learning: A path to success in standards-based schools*. Phi Delta Kappan,324–328.
16. Sykes.M. (1987). *The story of Nai Talim*. Wardha: Nai Talim Samiti.
17. Tagore.R. (2003). *Civilization and progress*. In Crisis in civilization and other Essays. New Delhi: Rupa &co.
18. The PROBE Team. (1999). *Public report on basic education in India*. Delhi: Oxford.
19. NCERT (2014). *Basics in Education-Textbook for B. Ed. Course*. New Delhi: NCERT.

Course Code: B4CC1725

Core Course

B.Ed.Degree Programme
Semester-IV
GENDER, SCHOOL AND SOCIETY
 (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 gender related concepts, gender identity and socialization process.
2. understand the role of schools, peers, teachers, curriculum and text books in challenging gender inequalities / reinforcing gender parity
3. analyze the gender issues in the society

UNIT- I: GENDER: CONCEPT, ROLES IDENTITY AND SOCIALIZATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the differences between sex and gender 2. Identifies gender roles 3. Explains the gender identity and socialization process 4. Recognises the role of agencies in gender identity and socialisation	1.1 Concept of gender and transgender. Difference between gender and sex Gender related concepts: patriarchy, masculinity, equity and equality, sexuality. 1.2 Gender role: Gender roles in family, caste, class, religion, culture and media 1.3 Gender Identity and Socialization Practices: Role of Family, School, peer group, community and Media	<ul style="list-style-type: none"> • Lecture • Discussion • Class Seminar 	<ul style="list-style-type: none"> • Seminar • Presentations • Report • Test(oral / written)

UNIT- II: GENDER DISCRIMINATION AND PARITY IN EDUCATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Discusses gender discriminations in education 2. Reviews textbooks and curriculum 3. Identifies the ways and means to achieve gender equality and parity	2.1 Gender discriminations in education: school facilities , environment, class room interactions, rituals and school/ routines, curriculum, textbooks, pedagogy, Discipline, parents and teachers attitude 2.2 Influence of education on gender equality. Gender fair school environment, access to basic amenities and other instructional resources to girls- measures to gender equality. Role of school, parents, peers, teachers, curriculum and textbooks in reinforcing gender parity 2.3 Gender Parity in education: ways to achieve; women access to and participation in education: Mahila Samakhya, National Program for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBV)	<ul style="list-style-type: none"> • Lecture • Group Discussion and Presentation • Book Reviews • Document analysis • Panel Discussion • Debates • Seminar • Discussion • Assignment • Group discussion • Small group session 	<ul style="list-style-type: none"> • Document Analysis • Test(oral / written) • Report • Seminar Presentations

UNIT- III: GENDER ISSUES IN THE SOCIETY

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses gender issues 2. Analyses stereotyping 3. Examines gender based violence 4. Analyses the female body objectification 5. Analyses genders tereo types in mass media	3.1 Gender Issues: Gender bias, gender stereotyping, and gender in equalities. Reasons for gender in equalities 3.2 Gender-based violence (GBV) Violence Against women in Indian society. Offences against women and girls 3.3 Meaning and concept of body objectification - Combating female body objectification: 3.3 Gender stereotypes in mass media - objectification of female body- propagation of popular beliefs through media	<ul style="list-style-type: none"> • Lecture • Screening of short films, Discussion • Seminar • Viewing Advertisement • Class discussion • Class seminar • Assignment 	<ul style="list-style-type: none"> • Report • Assignments • Seminar presentation • Test (oral/ written)

SUGGESTED ACTIVITIES (Any two)

1. Prepare a report on violation of girl's rights by collecting data from various media resources.
2. Prepare a report on Analysis of textual materials from the perspective of gender bias
3. Prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities and the taboos.
4. Prepare an analytical report on portrayal of women in print and electronic media.

📖 PRESCRIBED READINGS

1. Bhasin, Kamla (2000). *Understanding Gender*. New Delhi: Kali for Women.
2. Bhasin, Kamla. (2004). *Exploring Masculinity*. New Delhi. Women Unlimited.
3. Byerly.C.M.(2011).*Globalreportonthestatusofwomeninthenewsmedia*. WashingtonDC: International Women’s Media Foundation.
4. Carole Brugeiles & Sylvie Cromer. (2009). *Promoting gender equality through text books*. Paris: UNESCO Publications Division.
5. Kosut, Mary. (2012). *Encyclopedia of gender in media*. New Delhi: Sage Publications.
6. NCERT. (2006). *Gender Issues in Education*. New Delhi: Publications Division.
7. NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
8. NCERT (2006). *Gender Issues in Education, Position Paper*. New Delhi: NCERT.
9. MHRD(2000). *Bringing Girls Centrestage: Strategies and Interventions for Girls Education in DPEP*. New Delhi:MHRD.
10. Mohanty&Manoranjan.(2004). (Eds), *Class, Caste, Gender*. New Delhi:Sage.
11. Rege, Sharmila (2003). *Sociology of Gender*. New Delhi: Sage.
12. Report of the CABE.(2005) .*Committee on Girl’s Education and the common School System*.New Delhi: MHRD.
13. Sharma.K.K & Punam Miglani. (2016). *Gender, school and society*. Patiala: Twenty first century publications.
14. ThompsonAudrey.(2003).*CaringinContext:FourFeministTheoriesonGenderand Education, Curriculum Inquiry*, Vol. 33, No. 1 (spring, 2003), pp.9-65.

📖 SUGGESTED READINGS

1. FredrickLuicAldama.(2005).*Brownonbrown: Chicapolare presentations of gender, sexuality, and ethnicity*. University of Texas Press.
2. Hurlock, Elizabeth.B.(1974) *Personality development*. New Delhi: McGraw HillEducation.
3. Jayaraman, Chindai (2016). *Understanding the schools*. Chennai: VinodhPublishers.
4. Kata Rousmaiere, Kari Dehli & Ning De Conink Smith. (2013). *Discipline, moral regulations and schooling: A social history*. New York:Routledge.

Course Code: B4CC1726

Core Course

B.Ed. Degree Programme**Semester: IV****PERSPECTIVES IN INCLUSIVE EDUCATION**

(2 credits – 60 hours)

📖 COURSE OBJECTIVES:

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

1. develop understanding about meaning and significance of Inclusive education
2. analyze the diversity among the differently abled and policies for them
3. appreciate the practices needed to create an inclusive school by addressing learners' diversity

UNIT- I UNDERSTANDING INCLUSIVE EDUCATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the historical background of inclusive education 2. Expresses the concept of inclusion 3. Distinguishes inclusive, integrated and segregated education 4. Appraises the need for inclusive schools 5. Examines strengths and limitations of inclusive schools	1.1 Historical perspective of inclusive education. 1.2 Concept, meaning and definition of inclusion 1.3 Understanding the Difference: Inclusive, Integrated and Segregated Education. 1.4 Need and importance of inclusive school in view of Right to Education in India 1.5 Inclusive schools- strengths and limitations	<ul style="list-style-type: none"> • Lecture-discussion • Power point presentations • Invited lectures • Brainstorming • Netsurfing • Field visit 	<ul style="list-style-type: none"> • Observation • QA session • Class test • Analysis of digital document • Report • Assignment

UNIT- II: DIVERSITY AMONG THE DIFFERENTLY ABLED,POLICIES AND LEGISLATIONS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Interprets physically and mentally differently abled. 2. Distinguishes psychological, socio- cultural, economic, emotional diversity and learning difficulties. 3. Appraises policy and legislative frameworks promoting inclusion 4. Outline services and programmes available for differently abled.	2.1 Differently abled – Based on Hearing, Visual, Physical -Motor and Mobility, Developmental / Intellectual Impairments Cerebral Palsy, Down’s Syndrome, Other Impairments and Disabilities, Multiple Impairments. 2.2 Types of diversity– gender –culture and language – marginalized- economic disparities- special ability groups, children with social, emotional and behavioural difficulties, Specific Learning Difficulties 2.3 International Convention, Policies and legislative measures pertaining to the disabled (2006) – Persons With Disabilities Act, Rehabilitation Council of India Act, National Trust Act. 2.4 Services and programmes for the differently abled.	<ul style="list-style-type: none"> • Narration-Video analysis • Peer learning • Auto instruction • Blog reading • Group discussion • Seminar • Multimedia approach. 	<ul style="list-style-type: none"> • Observation • Assignment • Report • Test • Posts • Quiz • Seminar presentation • Class test

UNIT- III: ADDRESSING LEARNERS' DIVERSITY IN SCHOOLS

Learning outcome	Content	Suggested strategies and Approaches	Assessment
<p>1. Recognises instructional strategies and school support to create inclusive learning environment.</p> <p>2. Analyses the cultures and practices needed to create an inclusive school</p> <p>3. Identifies alternative means for assessment and remedies in inclusive classrooms</p> <p>4. Compares measures taken by government of India for inclusive education.</p>	<p>3.1 Curriculum adaptation/modifications, Characteristics of inclusive learning Environment, Strategies for Dealing with Diversity in the Classroom.</p> <p>3.2 Concept of resource teacher –the Collaborative teaching by regular and collaborative teachers, methods of involving parents and communities in schools- HIV/AIDS and Discrimination</p> <p>3.3 Alternative means for assessment and evaluation in inclusive classrooms, monitoring and remedies, learner support- Technological assistive and adaptive devices</p> <p>3.4 Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, measures taken by Government of India for Inclusive Education of Differently abled at Secondary Stage (IEDSS)</p>	<ul style="list-style-type: none"> • Meaningful verbal expression • Web surfing • Seminar • Peer tutoring • Invited lectures 	<ul style="list-style-type: none"> • Report • Assignments • presentation • Observation • Class test

SUGGESTED ACTIVITIES (Any two)

1. Prepare a case study of a differently abled learner.
2. Prepare the need profile of all children in a class. Analyze the profile thus prepared for establishing relation between students' needs and their abilities/disabilities
3. Interview a teacher working in an inclusive school.

📖 PRESCRIBED READINGS

1. Alice,Rajkumar.M., Rita Sundari.D.,& Digumarti,Bhaskara,Rao, (2004).*Special Education*. New Delhi: Discovery Publishing House.
2. Bharat,Singh.(2008). *Modern teaching of exceptional children*. New Delhi: Anmol Publications.
3. Chakraborty, Asok, Bhattacharjee, Amitetal.(2013). *Principles of management in employment of persons with mental retardation*. New Delhi: Kanishka Publishers.
4. Chintamani,Kar.(2008). *Exceptional children their psychology and education*. NewDelhi: Sterling Publishers.
5. Dash.M.(2007). *Education of exceptional children*. New Delhi: Atlantic Publishers & Distributors.
6. Bender.W.N. Learning Disability, Allyn & Bacon, Simon & Schuster, 1995, Boston London.
7. Vijayan,Premavathy& Victoria.G.(Eds.). *Education of visually impaired children with additional disabilities*. New Delhi:KanishkaPublishers.
8. Dharma Raja. B. William., &Kumar, Praveen S. (2011).*Special education: Focus on mathematics learning disability*. New Delhi: APH Publishing Corporation.

📖 SUGGESTED READINGS

1. Berdine.W.H & Blackhurst.A.E.(eds). *An Introduction to Special Education*, HarpersCollins Publishers, Boston1980.
2. Dunn.L & Bay.D.M (ed.): *Exceptional Children in the Schools*, New York: Holt,Rinehart, Winston.
3. Hallahar.D.P& Kauffman.J.M., *Exceptional Children: Introduction to Special Education*, Allyn & Bacon, Massachusetts,1991.
4. Hewett, Frank.M.&Foreness Steven.R.,*Education of Exceptional Learners*, Allyn& Bacon, Masachusetts,1984.
5. Jorden, Thomes E. *The Exceptional Child*, Ohio: Merrill.
6. Kirk.S.A&GallagherJ.J.,*Education of Exceptional Children*; Houghton Mifflin Co., Boston, 1989.
7. Magnifico.L.X: *Education of the Exceptional Child*, New York: Longman.
8. National Policy on Education (1986, 1992), MHRD, GOI, Delhi
9. Shanker, Udey: *Exceptional Children*, Jullundur: Sterling Publications.
10. Singh, N.NandBeale.I.L. (eds.). *Learning Disabilities - Nature, Theory and Treatment* Spring-Verlag, New York, Inc: 1992.
11. Smith.C.R, *Learning Disabilities – the interaction of Learner, Task and Setting*. Allyn & Bacon, Massachusetts, 1991.
12. UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris.

Course Code: B4PC1727

Pedagogic Course

B.Ed. Degree Programme
Semester: 1V
LANGUAGE ACROSS THE CURRICULUM

(2 credits - 60 hours)

✍ COURSE OBJECTIVES:

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

1. Cognize significance of language and the role of the teacher in promoting language learning across the curriculum.
2. analyze discipline based language and discourses in the curricular components.
3. develop skills for using oral and written language in the classroom to promote learning in the subject area.

UNIT- I: INTRODUCTION TO LANGUAGE ACROSS THE CURRICULUM

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the concept of language and its functions 2. Examines the language diversity that exists in the classrooms. 3. Identifies language across curriculum approach and its role. 4. Appraises the role of subject and language teachers in LAC approach.	1.1 Language: meaning, concept, need and functions, home language and school language 1.2 Understanding the language back ground of students, first and second language acquisition, bilingualism, multilingualism and its implications in the classroom. 1.3 Language across curriculum- meaning, scope and significance, 1.4 Teacher in the global context-Role of subject teachers and language teachers in LAC approach	<ul style="list-style-type: none"> • Narrative Expression • Sessions in small groups • Debate • Video analysis • Discussion • Assignments • Auto instruction 	<ul style="list-style-type: none"> • Observation • Report • Test (oral / written) • Assignments • QA session

UNIT- II: DISCIPLINE BASED LANGUAGE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains meaning and nature of discipline based language. 2. Exemplifies discipline based language to identify functions of language in different school subjects. 3. Analyses the role of language in different subjects and curricular components 4. Examines the discourses in variety curricular components	1. Discipline based language- meaning, nature, variety, examples from different disciplines 2. Role of language in different subjects (Social Science, Maths, Science). 3. Discourses in variety curricular components-texts, supplementary material and additional resource	<ul style="list-style-type: none"> • Discussion • Peer learning • Seminar • Narrative expression • Self-experience • Brainstorming • Text book analysis 	<ul style="list-style-type: none"> • observation • Seminar presentation • report • test (oral / written)

UNIT- III: LANGUAGE FOR CLASSROOM INTERACTION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the role of discourse in the classroom 2. Justifies the role of a facilitator in the process of language acquisition. 3. Discusses the theories of language acquisition 4. Compares the strategies for reading and writing 5. Composes oral & written literary works Reading strategies: Importance of development (debate / paragraph writing)	1. The significant role of discourse in the classroom, Engaging learners in language learning (Importance of questioning & types of questions and discussion based learning). 2. Theories to explain language Acquisition -The Discontinuity theory, Deficit theory, Schema theory of reading in children and analyzing reading- (summarizing, skimming, scanning and reference skills) 4. Writing strategies: Importance of development of writing in children and analyzing writing- (Note making, persuasive writing, process writing, dialogue writing, diary entry, story writing, paragraph writing).	<ul style="list-style-type: none"> • Blog search • Meaningful verbal expression • seminar • QA sessions • Group discussion • Digital video presentations • Collection of literature • Extempore presentations 	<ul style="list-style-type: none"> • Blog posts • Seminar presentation • Observation • Test (Oral/ written) • Reports • Presentations of extempore activities.

SUGGESTED ACTIVITIES (Any Two)

- 1) Prepare a set of questions on diversity of languages and connect it with classroom discourse.
- 2) Observe two subject classes of secondary schools and record the discipline based language, teacher language and student language while discourse.
- 3) Based on Eller Deficit Theory: “Children from lower socio-economic classes cannot speak complete sentences, do not know the names of common objects, cannot form concepts or convey logical thoughts”.

Step-1: Student teachers have to find the students who are undergoing this type of problem.

Step-2: According to Eller Theory, give a remedial treatment by teaching correct pronunciation and record the progress of students before and after training.

📖 PRESCRIBED READINGS

1. Agnihotri, R.(2010). *Multi linguality and the Teaching of India English in, ERL.* Journal 1. The English and the Foreign Languages University.
2. Curriculum Framework of two year B.Ed. programme.(2004). National Council for Teachers Education, New Delhi.
3. National council of Educational Research and Training India (2005). New Delhi: National Curriculum Frame work.
4. National Curriculum Framework for Teacher Education. (2009). National Council for Teacher Education.
5. Richards, J., &Lockhart C. (1994). *Reflective teaching in sound language classrooms* - Cambridge University Press.
6. Kumar, K. (2007). *The Child's language and the Teacher* - India NBT.
7. Sinha S, (2000). *Acquiring Literacy in schools Re designing curricula: A symposium on working a framework for school Education.*
8. Thankaswamy, Kokila. (2016) *Communicative English for College students.* Chennai: Pavai Publications

SUGGESTED READINGS

1. Behrens, L, & Rosen, L. J. (1997). *Writing and reading across curriculum*. U. S: Longman
2. Corson, D. (1999). *Language policies in schools: A resource book for teachers and administrators*. Mahwah: Lawrence Erlbaum.
3. Eller, R.G. (1989). Johnny can't talk either: The perpetuation of the deficit theory in Classrooms.
4. Fichera, V.M. & Straight, H.S. (Ed.). (1997). *Using languages across the curriculum: Diverse disciplinary perspectives*. Binghamton: Centre for research in Translation
5. Kecht, M. & Kathrina. (2000). *Languages across the curriculum: Interdisciplinary structures and International education*. Columbus: National East Asian Language Resource Centre.
6. Krueger, M. and Frank. R. (Ed.) (1993). *Language and content: discipline based approaches to language study*. Lexington: DC.
7. Wallace, M. J.(1998). *Study skills in English*. Cambridge: Cambridge University Press

Course Code: B4PC1728

Pedagogic Course

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

(2 credits -60 hours)

COURSE OBJECTIVES:

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

1. appreciate new developments in Biological Science.
2. develop skill in selecting appropriate innovative strategies to transact the content.
3. develop techno pedagogical skills.

UNIT- I: NEW DEVELOPMENTS IN BIOLOGICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Realizes the significance of new developments in Biological Science	1.1 Biotechnology 1.2 Nano biotechnology 1.3 Population genetics 1.4 Bioinformatics 1.5 Genetic Engineering 1.6 Gene Cloning 1.7 Conservation of natural resources 1.8 New medicine and radioisotopes	<ul style="list-style-type: none"> • Lecture • Discussion • Digital presentation • Peer learning. • Seminar • Assignments 	<ul style="list-style-type: none"> • Tests (written/oral) • Report writing • Seminar presentation • Projects. • Assignment evaluation

UNIT- II: EMERGING STRATEGIES FOR TEACHING BIOLOGICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies various innovative strategies 2. Selects appropriate innovative strategies to transact the content	2.1 Co-operative learning 2.2 Collaborative learning 2.3 Concept mapping 2.4 Brain based learning 2.5 Experiential learning 2.6 Blended learning 2.7 E-learning 2.8 Videoconferencing	<ul style="list-style-type: none"> • Briefing/lecture • Group discussion • Peer learning • Brain Storming • Seminar • Participatory Learning 	<ul style="list-style-type: none"> • Test (written/oral) • Observation • Seminar presentation

UNIT- III: TECHNO PEDAGOGIC CONTENT KNOWLEDGE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies ways and means to link technology to pedagogic content knowledge. 2. Prepares a blog	3.1 Techno pedagogic content knowledge 3.1.1 Ways and means to link technology to pedagogic content knowledge 3.2 Web based learning 3.3 Blog creation –use of smart board 3.4 Science teacher as a techno pedagogue 3.4.1 Techno pedagogical skills	<ul style="list-style-type: none"> • Briefing/lecture • Discussion • Interactive Learning • Digital presentation • Hands on Experience 	<ul style="list-style-type: none"> • Test (written/oral) • Observation • Blog creation

SUGGESTED ACTIVITIES (Any Two)

1. Prepare a concept map on any one topic in Biological Science.
2. Create a blog in the website.
3. Carry out a project in Biology and prepare a project report.

PRESCRIBED READINGS

1. Chauhan S.S (1985). *Innovations in teaching learning process*, Vikas Publishing House, New Delhi.
2. Dash B.N (2005). *Psychology of teaching learning process*, New Delhi: Dominant Publishers and Distributors.
3. Gupta S.K. (1985). *Teaching of physical science in secondary schools*, New Delhi: Sterling Publishing Pvt Ltd.
4. Ignacimuthu, S.(2012). *Biotechnology an Introduction*, New Delhi: Narosa publishing house.
5. Mangal S.K (1913). *Advanced Educational Psychology*, New Delhi: PHI learning Pvt Ltd.
6. Radha Mohan (2010). *Innovative Science Teaching for Physical Science Teachers*, New Delhi: PHI Learning Pvt Ltd.
7. Sharma R.C (2006). *Modern Science Teaching*, New Delhi, Dhanpat Rai Publications.
8. Sharma .R.A.(2008). *Technological Foundation of Education*, Meerut: R.Lall Book Depot.
9. Singh B.D (2011). *Fundamentals of Genetics*, Ludhiana : Kalyani Publishers.
10. Krishnamacharyalu.V (2011). *Science Education*, Hyderabad: Neelkamal Publications Pvt Ltd.

SUGGESTED READINGS

1. Agarwal.S.K(2005). *Advanced Environmental Biotechnology*. New Delhi: A.P.H. Publishing Corporation.
2. Brown.T.A.(1999). *Principles of Genetic Engineering*. New York:Wiley.
3. Christopher Howe(2007). *Gene Cloning and Manipulation. Second Edition*, Cambridge University press.
4. Clark, R.C. & R.E. Mayer (2002). *E-learning and the Science of Instruction*, San Francisco: Pfeiffer.

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5. Foster, L E.(2003).*Medical Nanotechnology: Science, Innovation and Opportunity*. Pearson Education, Upper Saddle River.
 6. Gosh.T.K.(2005). *Biotechnology in Environmental Management*. Vol1&2, New Delhi: A.P.H Publishing Corporation.
 7. Heiss E.D. Obourn .S & Hoffman C.W. (1985). *Modern Science Teaching*, New Delhi.
 8. Kolb.D.A(1984).*Experiential Learning; Experience as a source of learning and development*, Englewood cliffs, NJ: Prentice Hall.

Fourth Semester

Course Code: B4PC1729

Pedagogic Course

B.Ed.Degree Programme
Semester IV
EMERGING TRENDS IN ENGLISH EDUCATION

(2 credits - 60 hours)

 **COURSE OBJECTIVES:**

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

1. identify the emerging trends in English language teaching/learning
2. design innovative strategies for effective teaching /learning English
3. familiarize with the concept of teacher as a techno pedagogue

UNIT- I: NEW DEVELOPMENTS IN ENGLISH

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the emerging developments in English language learning	1.1 ICT-enable techniques for teaching /learning English :Film adaptations of literary texts ,Online Vocabulary games ,Online Grammar games, Audio podcasts, Pronunciation, Conversation practice, Online learning critique of poems on websites, Exploring text types Online–Descriptive, Narrative, Expository, Argumentative- Neuro linguistic Programming	<ul style="list-style-type: none"> • Visual Presentation • e-learning • Small Group Discussion • Seminar 	<ul style="list-style-type: none"> • write- up submitted after analysing emerging e-learning techniques • Role performance analysis • Seminar presentation

UNIT- II: PREPARATION OF INNOVATIVE STRATEGIES

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the significance of preparing innovative strategies.	2.1 Programmed Instruction-meaning, types (Linear, Branching) preparation of Instructional modules 2.2 Computer Assisted Language Learning 2.3 Preparation of innovative strategies for language learning	<ul style="list-style-type: none"> • Lecture • Group Discussion • Presentation of Samples 	<ul style="list-style-type: none"> • QA Session • Role performance analysis

UNIT- III: TECHNO –PEDAGOGIC CONTENT KNOWLEDGE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the concepts of teacher as Techno-pedagogue	3.1 Techno –pedagogy : meaning and importance- the inter-relationship between Content Knowledge, Pedagogic Knowledge and Technological Knowledge 3.2 role and relevance of media in English language teaching 3.3 Technology in English language learning :virtual learning ,mobile learning , Blended learning ,online learning ,blog creation , preparation of digital lesson plans	<ul style="list-style-type: none"> • Group Discussion • Demonstrations in Smart Classroom • Assignment 	<ul style="list-style-type: none"> • Assignment Analysis • Test (oral/Written) • Role performance analysis

SUGESTED ACTIVITIES (Any Two)

1. Prepare a digitalized lesson plan Submit online.
2. Collect and submit online resources of teaching /learning English.
3. Create a blog for English language learning.

📖PRESCRIBED READINGS

1. The Internet Guide for English Language Teachers Dave Sperling, 1997, Prentice-Hall Regents. (1998 edition also available).Dave Sperling’s Internet Activity Workbook Prentice Hall, Regents ISBN 0-13-010325-X,1999.308.
2. Tim Boswood (1997). New Ways of Using Computers in Language Teaching, TESOL.
3. Joy Egbert &Elizabeth Hanson-Smith (1999).CALL Environments: Research, Practice and Critical Issues Internet for English Teaching.
4. Adams.M.J. (1990). Thinking and Learning about Print. Cambridge, Ma: MITPress.
5. Alexander.L.G.(1975).A first book in comprehension, précis and composition. Longman: Hongkong.
6. Brewster Jean ,Gail Ellis & Denis Giraf (1992).The primary English teachers’s guide. Penguin Books:London.
7. Choudhary.N.R. (2002). English Language Teaching, Himalaya Publish House, Mumbai.
8. Cameron,Lynne (2001).Teaching language to my young learners. Cambridge University Press: Cambridge.

📖SUGGESTED READINGS

1. Content-based second language instruction Brinton.D.M., Snow.M.A&Wesche.M.B. (1989). New York:Newbury.
2. Information&CommunicationTechnologiesinELTAbdulMahmoudIdreesIbrahim,Journalof Language Teaching and Research, Vol. 1, No. 3, pp.211-214, May 2010 © 2010 Academy Publisher ISSN1798-4769.

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3. Dave, Pratima.S.(2002). Communicative Approach to the Teaching of Bachelor of Education English as a Second Language, Himalaya Publishing House, Mumbai.
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 5. Singh .Y.K (2005). Teaching of English. New Delhi: APH Publishing Corporation.
 6. Amritavatli.R(1999). Language as a Dynamic Text: Essays on Language, Cognition and Communication. CIEFL Akshara series. Hyderabad: Allied Publishers.
 7. Bond.L.Getat(1980). Reading Difficulties – Their Diagnosis and Correction, New York: Appleton – Century Crafts.
 8. Byrne.D (1975): Teaching Writing, London, Longman.

Course Code: B4PC1730

Pedagogic Course

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

(2 credits – 60 hours)

✍ COURSE OBJECTIVES:

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

1. understand the concept of techno-pedagogue in teaching History
2. develop positive attitude towards innovative strategies in teaching/learning History
3. develop skill to undertake research studies in teaching-learning process.

UNIT- I: TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Consientizes the prospective teachers to become a techno-pedagogue. 2. Familiarizes with instructional module for teaching history content	1.1 Interrelationship between techno-pedagogy and content. 1.2 Scope and purpose of techno pedagogue in history. 1.3 Teacher as a techno pedagogue in history –Instructional module. 1.4 Professional and institutional growth through network. 1.5 Application of social networking systems.	<ul style="list-style-type: none"> • Lecture • Discussion • Visual presentation • Brain Storming 	<ul style="list-style-type: none"> • Test (Oral/ Written) • QA Session • Report writing

UNIT- II: EMERGING STRATEGIES IN TEACHING AND LEARNING HISTORY

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses and adopt emerging strategies in teaching History 2. Identifies appropriate strategies to transact the History curriculum.	2.1 Innovative strategies: Need and Importance 2.1.1 Peer Tutoring 2.1.2 Co-operative learning 2.1.3 Problem-based learning 2.1.4 Blended-learning 2.1.5 Flipped learning 2.1.6 Brain-compatible learning: i) Mind mapping ii) Concept mapping 2.1.7 Video-conferencing	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Visual presentation 	<ul style="list-style-type: none"> • Test (Oral/ Written) • Quiz • QA Session • Seminar presentation

UNIT- III: RESEARCH IN HISTORY EDUCATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Selects the appropriate area for conducting research in History for teaching and learning.	3.1 Research in History: Need and importance for research in History. 3.2 Current trends in teaching History 3.3 Problems faced by History researcher 3.4 History teacher as an action researcher 3.5 Analysis of research outcomes in teaching and Learning History.	<ul style="list-style-type: none"> • Lecture • Discussion • Brainstorming • Collection of reviews related to classroom teaching 	<ul style="list-style-type: none"> • Test (Oral/ Written) • QA Session • Report writing

SUGGESTED ACTIVITIES (Any Two):

1. Prepare a self-explanatory note on teacher as a techno pedagogue.
2. Design mind maps by selecting a unit for teaching Standard IX.
3. Identify the suitable topics for history research and prepare a brief report.

📖 PRESCRIBED READINGS

1. Aggarwal.J.C(2003). *Teaching of social studies: A Practical approach*. New Delhi: Prentice Hall India pvt ltd.
2. Alexey, Semenov, UNESCO (2005). *Information and communication technology in schools: A Hand book for teachers*.
3. Bhatt.B.D, Aggarwal.J.C. (1909). *Educational document in India: Survey of Indian education*. New Delhi: Arya book.
4. Dash.B.N. (1998). *Content cum methods of teaching Social Studies*. Ludhiana: Ralyani Publishers.
5. Josh.P. S.V, Gholkar.S.V. (1983). *History of Modern India*. New Delhi: Chand V Company.
6. Joyce.B.V, well.M. (2003). *Models of teaching* (5thed). New Delhi: Prentice Hall.
7. Madhukumar, Indira. (2005). *Internet based distance education*. New Delhi: Global Network.
8. Singh, Gopal. (2004). *Teaching strategies*. New Delhi: APH Publishing Corporation.

📖 SUGGESTED READINGS

1. Aggarwal.J.C (2003). *Teaching of social studies: A Practical approach*. New Delhi: Prentice Hall India pvt Ltd.
2. Alexey, Semenov, UNESCO. (2005). *Information and communication technology in schools: A Handbook for teachers*.
3. Bhatt. B.D, Aggarwal.J.C. (1909). *Educational document in India: Survey of Indian education*. New Delhi: Arya book.
4. Dash.B.N. (1998). *Content cum methods of teaching Social Studies*. Ludhiana: Ralyani Publishers.
5. Josh.P. S. V, Gholkar.S.V. (1983). *History of Modern India*. New Delhi: Chand VCompany.
6. Joyce.B.V, well.M. (2003). *Models of teaching* (5thed). New Delhi: Prentice Hall.
7. Madhukumar, Indira. (2005). *Internet based distance education*. New Delhi: Global Network.
8. Singh, Gopal(2004). *Teaching strategies*. NewDelhi: APH Publishing Corporation

Course Code: B4PC1731

Pedagogic Course

B.Ed. Degree Programme
Semester-IV
EMERGING TRENDS IN MATHEMATICS EDUCATION

(2 credits – 60 hours)

✍ **COURSE OBJECTIVES:**

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

1. acquaint with the recent developments in mathematics
2. develop understanding of the various innovative strategies in mathematics education
3. familiarise with the concept of techno pedagogy and understand the role of teacher as a techno pedagogue

UNIT- I: NEW DEVELOPMENTS IN MATHEMATICS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with recent developments in mathematics 2. Realizes the significance of new developments in Mathematics	1.1 Applied branches of Mathematics 1.2 Experimental mathematics 1.3 Semi-rigorous mathematics 1.4 Automated mathematics 1.5 Numerical Analysis and scientific computing 1.6 Mathematical logic	<ul style="list-style-type: none"> • Lecture • Seminar • Discussion • Assignment 	<ul style="list-style-type: none"> • Tests (oral/ written) • Seminar presentation • Evaluation of assignment

UNIT- II: INNOVATIVE STRATEGIES IN MATHEMATICS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises the various innovative strategies 2. Develops skill in selecting appropriate innovative strategies to transact the content	2.1 e-learning 2.2 Constructivist learning 2.3 Problem-based learning 2.4 Brain-based learning 2.5 Cooperative learning 2.6 Collaborative learning 2.7 Concept mapping 2.8 Flipped learning 2.9 Blended learning 2.10 Video Conferencing	<ul style="list-style-type: none"> • Lecture • Digital presentation • Seminar • Discussion • assignment 	<ul style="list-style-type: none"> • Tests (oral/ written) • Participant observation • Evaluation of assignment

UNIT- III: TECHNO-PEDAGOGIC CONTENT KNOWLEDGE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with the concept of techno-pedagogy 2. Familiarises the ways and means to link technology to pedagogic content knowledge. 3. Identifies the role of teacher as a techno pedagogue 4. Develop skill in the preparation of digital lesson plan	3.1 Concept of Techno pedagogic content knowledge 3.2 Technology in teaching and learning of Mathematics 3.3 Web-based Instruction 3.4 Online learning 3.5 Virtual learning 3.6 ICT based teaching and learning 3.7 Blog creation 3.8 Digital lesson plan	<ul style="list-style-type: none"> • Lecture • Illustrations • Digital presentations • Seminar • Discussions • Assignment 	<ul style="list-style-type: none"> • Participant observation • Online evaluation • Evaluation of assignment

SUGGESTED ACTIVITIES (Any two)

1. Prepare a concept map for any one topic in Mathematics.
2. Develop a CAI package in Mathematics.
3. Create a blog for anyone lesson in Mathematics.

📖 PRESCRIBED READINGS

1. Bruce, Joyce & Weil, Marsha. (2004). *Models of Teaching*. U.K: Prentice Hall of India.
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. Sharma.R.D. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.
5. Wadhwa.S. (2008). *Modern methods of teaching Mathematics*. New Delhi: Karan Papers.

📖 SUGGESTED READINGS

1. Aggarwal.S.M. (2001). *A Course in teaching of Modern Mathematics*. New Delhi: Dhanpat Rai Publishing House.
2. Bhasin, Sonia. (2005). *Teaching of Mathematics- A practical approach*. Mumbai: Himalaya PublishingHouse.
3. Costello.J. (1991). *Teaching and learning of mathematics*. London: RoutledgePublications.
4. Ediger.M &Rao.D.B. (2000). *Teaching Mathematics successfully*. New Delhi: Discovery PublishingHouse.
5. Siddiqui.H.S&Khan.M.S.(2004).*Models of Teaching –Theory and Research*. NewDelhi: Ashish Publishing House.
6. Siddiqui.M.H. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing House.

Course Code: B4PC1732

Pedagogic Course

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

(2 credits - 60 hours)

 **COURSE OBJECTIVES:**

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

1. understand the new development in the field of physical science.
2. apply the innovative strategies of physical science teaching.
3. develop skill in preparing techno pedagogy content in teaching physical science.

UNIT- I: NEW DEVELOPMENTS IN PHYSICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Discusses the different branches of science 2. Reports the emerging field in physical science	1.1 Branches of Science 1.1.1 Fundamental and new branches 1.2 Emergence of interdisciplinary subject 1.2.1 Nanotechnology 1.2.2 Bioinformatics 1.2.3 Information technology 1.2.4 Geo informatics 1.2.5 Nano fabrication and Analysis	<ul style="list-style-type: none"> • Discussion • Lecture • Peer learning 	<ul style="list-style-type: none"> • Test (oral/written) • Report writing

UNIT- II: EMERGING STRATEGIES FOR TEACHING PHYSICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Employs the emerging techniques in teaching	2.1 Peer tutoring	<ul style="list-style-type: none"> • Seminar • Group Discussion • Brainstorming • Digital Presentation 	<ul style="list-style-type: none"> • Participant observation • Report writing Mapping
2. Illustrates the various emerging strategies	2.2 Co-operative learning		
	2.3 Problem based learning		
3. Practices the strategies in the class room	2.4 Brain-based learning		
	2.5 Collaborative learning		
	2.6 Flipped learning		
	2.7 Blended learning		
	2.8 e-Learning trends		
	2.9 Mapping strategies		
	2.9.1 Concept mapping		
	2.9.2 Graphic organizers		

UNIT- III: TECHNO PEDAGOGIC CONTENT KNOWLEDGE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Prepares various digital resources 2. Creates a blog of their own 3. Observes the uses of smart board	3.1 Science teacher as techno pedagogue 3.2 Techno pedagogic skills and competencies 3.3 Digital resources 3.3.1 CD 3.3.2 DVD 3.3.3 Websites 3.3.4 m-learning 3.3.5 Creations of e-portfolio 3.3.6 Web based learning 3.3.7 Blog creation 3.3.8 Designing virtual classroom 3.3.9 Use of smart board.	<ul style="list-style-type: none"> • Lab resources • Discussion • Demonstration • ICT resources 	<ul style="list-style-type: none"> • Observation • Assignment • Material submission

SUGGESTED ACTIVITIES (Any two):

1. Prepare a module and present it through smart board.
2. Design a content in physical science based on mapping strategies.
3. Prepare a Blog in the website.

📖 PRESCRIBED READINGS

1. Radha Mohan (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
2. Sharma.R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.

3. Gupta.S.K. (1985). Teaching of Physical Science in Secondary Schools. Sterling Publication Pvt Limited.
4. Vanaja.M.(2010).Educational technology. New Delhi: Neelkamal Publishers.
5. Sivarajan K &Faziluddin. A(2006). Science Education, Calicut University, Central Co.

📖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. New Delhi: 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.&UmaMangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt Ltd.

Course Code: B4EC1733

Elective Course

B.Ed. Degree Programme
Semester-IV
EARLY CHILDHOOD CARE AND EDUCATION
(2 credits – 60 hours)

 **COURSE OBJECTIVES:**

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

1. develop understanding of the nature, scope and significance of early childhood education.
2. identify the contribution of select educational thinkers in the area of ‘Early Childhood Education’.
3. understand the different aspects of development during early childhood period.
4. develop skill in applying the different techniques of teaching and assessing pre-school children.

UNIT- I: INTRODUCTION TO EARLY CHILDHOOD CARE AND EDUCATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the nature, scope and significance of Early Childhood Education. 2. Acquaints with the development of Early Childhood Education in India with focus on Tamil Nadu 3. Develops an in sight into the contribution of various educational thinkers to the cause of Early Childhood Education.	1.1 Early Childhood Care and Education 1.1.1. Concept , Need and objectives ECE 1.1.2. Early Childhood Education trends in India 1.1.3. Issues and concerns of ECCE in India with focus on Tamil Nadu 1.2. Contributions of educational thinkers 1.2.1. western thinkers – Rousseau, Froebel, McMillan sisters, Montessori and Piaget. 1.2.2. Indian thinkers – Tagore, Gijubhai Badeka, Mahatma Gandhi and Tarabai Modak.	<ul style="list-style-type: none"> • Introductory Lecture • Group discussion • Assignment • Brainstorming • Seminar and discussion • Co-operative learning 	<ul style="list-style-type: none"> • Assignment evaluation • Test (Written/ Oral) • Participation in group discussion

UNIT- II: EARLY CHILDHOOD DEVELOPMENT

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Realizes the different aspects of child development 2. Examines the role of pre-school in promoting harmonious development of preschool children.	2.1. Development during early childhood period - Physical, motor, cognitive, social, emotional, language and moral development. 2.1.1. Factors influencing early childhood development. 2.1.2. Role of pre-school in promoting harmonious development of Children.	<ul style="list-style-type: none"> • Lecture • Seminars • Interactive session • Discussion • Assignment 	<ul style="list-style-type: none"> • Preparation of learning materials • Assignment evaluation • Test (Written/Oral)

UNIT- III: ORGANIZING ECCE PROGRAMME

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develops insight in Planning programs for children 2. Becomes acquaint with the different techniques of teaching children	2.1. Design of an ECCE centre– Building plan, different areas in an ECCE centre, Safety precautions, Learning environment- Indoor and outdoor. 2.2 Planning programs for Children –	<ul style="list-style-type: none"> • Lecture • Field visit • Development of weekly /daily schedules • Observation of Programs • Seminar and 	<ul style="list-style-type: none"> • Report writing • Assessing weekly / daily schedule • Assignment evaluation • Test (Written/Oral) • Assessing tools

<p>3. Imbibes skill in assessing pre- school children</p>	<p>principles and factors of program planning. (yearly, monthly, weekly and daily.)</p> <p>2.3 Strategies for involvement of children in learning activities- Sensory training, Rhymes, Storytelling, Dramatization, Puppetry, Nature walk and play way method</p> <p>2.4 Evaluation of children's competency</p> <p>2.4.1. Need of continuous and comprehensive evaluation- indicators & remedial measures</p> <p>2.4.2. Informal assessment strategies – observation, portfolio, heck list, activity sample, assessment & report card.</p>	<p>discussions</p> <ul style="list-style-type: none"> • Role play • Discussion • Demonstration • Visual presentations • Peer learning 	
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SUGGESTED ACTIVITIES (Any Two)

1. Prepare materials and activities for any two aspects of development.
 - 1.1 Motor development (gross motor skills and fine motor skills)
 - 1.2 Cognitive development
 - 1.3 Language development
 - 1.4 Creative development
2. Prepare a report on daily routine of an Early childhood education centre.
3. Prepare booklets-stories (5) Rhymes (5) with illustrations.

📖 PRESCRIBED READINGS

1. Aggarwal.J.C.& Gupta.S.(2007). *Early Childhood Care and Education-Principles and Practices*. New Delhi:Shirpa Publications.
2. Devadhas, P.Rajammal. (1984). *A Text Book on Child Development*. New Delhi: MC Millan India Ltd.
3. Hurlock, Elizabeth.B (2001). *Child Growth and Development*. NewDelhi: Tata McGraw Hill publishing company.
4. Kaul, Vinetha. (2001). *Early Childhood Education Programme*. New Delhi: National Council of Educational Research and Training.
5. Kaul.V &Sankar.D.(2009).*Early Childhood Care and Education in India: Mid-Decade Assessment*, NUEPA.
6. Kon, Ruth.(1972). *The Exploring child*. Mumbai: Orient Longman Ltd.
7. Mohanthy, Jaganath&Bhagyadhar, Mohanthy (2000). *Early Childhood Care and Education*. New Delhi: Deep and Deep Publication.
8. Montessori.M.(1962). *The Discovery of the Child*. Chennai: Kalakshetra Publications.
9. National Curriculum Framework(2005). *Early childhood care and Education*. NewDelhi: NCERT.
10. Pankajam. G(1994). *Pre.school education – Philosophy and Practice*.Ambalka: The Indian publication.
11. Santrock.J.W. (2010). *Child Development: An Introduction*. New Delhi: McGraw-Hill Publication Company.
12. Swaminathan, Mina (1995). *Playing to Learn, a Training Manual for Early Childhood Education*. M.S.Swaminathan Research Foundation.
13. Swaminathan,Mina&Daniel,Prema.(2005).*PlayActivitiesforChildDevelopment*, New Delhi: National Book Trust.

📖 SUGGESTED READINGS

1. Austin, Gilbert.R.(1976). *Early childhood education: Aninter national perspective*. New York: Academic Press.
2. Banta.T.(1966). *Aretheses really a Montessori method*, Columbus, Ohio: Ohio Psychological Association and Ohio Psychiatric Association. David.T. (1989). *Teaching Young Children*. New Delhi:Sage.
3. Essa.E.(1990).*Introductiontoearlychildhoodeducation*.NewYork:Delimar.
4. Kaul.V. & Bhatnagar.R.(n.d). *Early Childhood Education: A Trainers' Handbook*. New Delhi: NCERT.
5. Kaul.V.et al.(2004). *Reaching out to the Child*. New Delhi: Oxford University Press.
6. Kaul.V&Sankar.D (2009). *Early Childhood Care and Education in India: Mid-Decade Assessment*: NUEPA.
7. Nisha.M.(2006).*Milestonesofchilddevelopment*.Delhi:KalpazzPublication.
8. Shanmugavelayudham.K &Bhuvanewari.(2003). *The 'must' for Nursery Education*.TN- FORCES.
9. Soni.R.(2014). *Every Child Matters*. NewDelhi: NCERT.
10. Swaminathan.M.(1998).*TheFirstFiveYears: Acritical perspectiveon Early Childhood Care and Education in India*. New Delhi: Sage publications.
11. Swaminathan.M &Daniel. P.(2000). *Activity-Based Developmentally Appropriate Curriculum for Young Children*. Chennai: IAPE.
12. Vergas-Baron.E.(2005). *Planning Policies for Early Childhood Development: Guideline sfor Action*. Paris:UNESCO.

Course Code: B4EC1734

Elective Course

B.Ed. Degree Programme
Semester-IV
EDUCATION OF ADOLESCENTS

(2 credits -60 hours)

✍ COURSE OBJECTIVES:

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

1. develop an understanding of the needs and concerns of adolescents and Adolescence Education Program.
2. analyze the life skill Education for Adolescence, approaches, strategies and modus operandi
3. develop knowledge and sensitivity on matters related to reproductive health, sex and sexuality

UNIT- I: ADOLESCENTS EDUCATION PROGRAMME

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the needs and concerns of adolescents 2. Familiarizes the concept of adolescence education and its objectives, guiding principles and scope 3. Analyzes the Adolescence Education Program, approaches, strategies and implementation	1.1 Development during Adolescence 1.1.1. Physical, cognitive, social and emotional 1.1.2. Needs, concerns and realities of adolescents in India. 1.2 Adolescence Education Program(AEP) 1.2.1 Objectives, Content and Scope 1.2.2 Learning strategies: Knowledge: Lecture, self-study, QA session, quiz, Question box Attitude: Brainstorming, debate, value clarification Skill: Role play, Situation analysis 1.2.3 Capacity building for prospective teachers in adolescence education	<ul style="list-style-type: none"> • Lecture /briefing • Group discussion • Assignment • Brainstorming • Case study • Seminar and discussion • Role play 	<ul style="list-style-type: none"> • Oral questions • Assignment evaluation • Case study report • Test (written/ oral) • Observation of class room behaviour • Student's reflective reporting • Observation of students/ classes

UNIT- II: LIFE SKILLS EDUCATION FOR ADOLESENTS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises the concept of life skills education 2. Equips with different innovative strategies for life skills education to adolescents 3. Examine the role of life skills education in adolescent behaviour	2.1 Need, concept and significance of life skills education 2.2 Core life skills, development of life skills 2.3. Imparting life skills education – Role play, Group discussion, Debate, case study, Quiz 2.4. Role of life skills education adolescent behaviour, Teacher student relationship.	<ul style="list-style-type: none"> • Lecture /briefing • QA session • Student observation and reporting • Assignment • Seminar • Peer learning • Group discussion • Role play 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment evaluation

UNIT- III: REPRODUCTIVE HEALTH AND FAMILY LIFE EDUCATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the basic elements of reproductive health during adolescence 2. Internalizes the need for sexual and health education of adolescents 3. Realizes the need for strengthening healthy family relationship	3.1 Sexual and reproductive health of adolescents 3.2. Sexual health education – need and importance, objectives, role and responsibility of family and school. 3.2.1 STD's and HIV/AIDS- Causes, preventive measures 3.3. Gender-Base issues 3.4. Family life education- Meaning and concept, objectives 3.4.1. Role of home and school in family life education 3.4.2. Maintaining family relationships	<ul style="list-style-type: none"> • Lecture /briefing • Group discussion • Extension and field outreach • Assignment • Seminar • Debate • Peer learning 	<ul style="list-style-type: none"> • Class test • Assignment evaluation • Observation of classes • Field level observation and reporting

SUGGESTED ACTIVITIES (Any Two)

1. Detailed study of adolescent problems and issues in the school selected for practice teaching.
2. Case studies of students with different adjustment problems.
3. Organization of adolescence education session in the school selected for practice teaching.

PRESCRIBED READINGS

1. Arora, Pankaj (2008). *Sex Education in Schools*. New Delhi: Ocean Books Pvt Ltd.
2. CBSE(1999). *Population and Adolescent Education–A Training Package*. New Delhi.
3. Choudhary.G.B. (2014). *Adolescence Education*. New Delhi: PHI Learning Pvt Limited.
4. Department of Education & State AIDS Control Society (2005). *YUVA – School Adolescence Education Programme – Handbook for Teachers*. New Delhi.
5. Harrison, Jennifer.K., (2000). *Sex Education in secondary Schools*. Buckingham Philadelphia: Open University Press.
6. MHRD (2004). *Life Skills Modules, Adolescence Education Programme*. New Delhi: MHRD, NACO & UNICEF.
7. NCERT (2005). *Adolescence Education in Schools – Life skills Development General Framework; National Population Education Project*. New Delhi: Department of Education in Social Science and Humanities.
8. Prabhu, Vithal, (1998). *Sex Education to Adolescence: With Guidelines for Program/ Curriculam*; Mumbai: Majestic Prakashan.
9. Sahni.K.(2014). *Problems of Adolescence*. Delhi: Parent Teacher Association of India.
10. Sharma, Neeraja (2011). *Understanding Adolescents*. Delhi: National Book Trust of India.
11. Verma, Suman & Saraswathi.T.S.(2002). *Adolescence in India*. New Delhi: Rawat Publications.

SUGGESTED READINGS

1. Harrison, Jennifer.K., (2000). *Sex Education in secondary Schools*; Buckingham Philadelphia: Open University Press.
2. UNESCO (1991). *Adolescence Education*. Bangkok: UNESCO Principal Regional Office for Asia and the Pacific.
3. UNESCO (2001). *Life skills on Adolescence Education Reproductive Health*. Bangkok: UNESCO Principal Regional Office for Asia and the Pacific.
4. MHRD, NACO and UNICEF (2005). *Growing up in a World with HIV/AIDS*, FAQ Booklets for students, Adolescence Education Programme.
5. NCERT & NACO (1994). *AIDS Education in School: A Training Package*. New Delhi: NCERT.
6. NCERT(2005). *Adolescence Education in Schools - Life skills Development General Framework*. New Delhi: Department of Education in Social Science and Humanities.

Course Code: B4EC1735

Elective Course

B.Ed. Degree Programme
Semester-IV
ENVIRONMENTAL EDUCATION
(2 credits - 60 hours)

 **COURSE OBJECTIVES:**

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

1. acquaint with the concept of environmental education, need, principles and scope.
2. analyse environmental issues, its management and sustainable development.
3. appreciate the importance of Environmental Education in school curriculum and role of schools in conserving environment.
4. develop necessary skills in designing environment related activities.

UNIT- I: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains 'Environmental Education' and its significance 2. Distinguishes the various natural resources 3. Examines the problems associated with natural resources 4. Analyses the role of an individual in conservation of natural resources 5. Appraises the various approaches of teaching Environmental Education	1.1 Environmental Education: Meaning, Definition, Objectives, Principles, Significance and Scope 1.2 Natural resources – definition, meaning, importance and types (Forest, Land, Water Mineral and Energy resources) 1.3 problems associated with natural resources and its prevention 1.4 Role of an individual in conservation of natural resources. 1.5 Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary).	<ul style="list-style-type: none"> • Small group discussion • Digital presentation • Meaningful verbal discourse • Peer learning • Self-study • Reflective practices 	<ul style="list-style-type: none"> • Assignment • Document analysis • Report • QA session • Observation • Test

UNIT- II: ENVIRONMENTAL ISSUES AND MANAGEMENT INITIATIVES

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the major environmental issues 2. Analyses the different types of pollution 3. Predicts the control measures for pollution 4. Explains environmental management, need and initiatives 5. Justifies sustainable development and its practices	2.1 Major Environmental Issues: Meaning, Causes, Effects and Remedies 2.2 Pollution : Definition, types (Air, Water, Soil, Noise, Thermal and nuclear pollution) , effects and control measures of each types. 2.3 Management of environment: Definition, need and Initiatives (environmental legislation, Environmental Impact Assessment, Environmental movements in India, pollution control board and Green Tribunals) 2.4 Sustainable Development: Meaning, Need, Guiding Principles and practices (Rain water Harvesting, Mangroves Management, Solid Waste Management)	<ul style="list-style-type: none"> • Narrative expression sessions • Role Play/Skit • Field visit • Brainstorming. • Multimedia approach. • Invited talk • Reflective practices 	<ul style="list-style-type: none"> • Participation in group activity • Report • Quiz • Document • Test (oral/written)

UNIT- III: ENVIRONMENTAL EDUCATION IN SCHOOL CURRICULUM

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Compares Environmental Education at different levels of school Education	3.1 Environmental Education at different levels of school education and constraints in teaching	<ul style="list-style-type: none"> • Lecture cum • Blog Searching • Peer learning • ICT enabled lecture • Assignment • Seminar • Small group discussion 	<ul style="list-style-type: none"> • Blog Posts • Document analysis • observation • Seminar presentations • Assignment • Class test (written/ oral)
2. Lists the constraints in implementing Environmental Education at school	3.2 Innovative methods of teaching Environmental Education		
3. Analyses the innovative methods of teaching EE at schools	3.3 Role of school and teachers in environmental conservation		
4. Assesses the role of school in environmental conservation	3.4 Role of NCERT and media in promoting Environmental Education		
5. Evaluates the role of NCERT and media in promoting Environmental Education			

SUGGESTED ACTIVITIES (Any two)

1. Visit a place of environmental pollution in your locality, analyse the causes of pollution and suggest remedies.
2. Prepare a digital learning resource on issues related to the environment.
3. Prepare a time-line chart on environmental policies and programmes in India.

 PRESCRIBED READINGS

1. Bhalla.S.C. & Khanna.H. (2007). *Environmental Education*, New Delhi: Regal Publication.

2. Bharucha.E (2005). *Text book of Environmental Studies*, University Press.
3. Capra.F(1999). *Eco-literacy: The challenge for next century*. Liver pool Schumacher Lectures.
4. Dani.H.M. (1986).*Environmental Education*, Chandigarh: Publication Bureau, Punjab University.
5. Joseph Catherine, *Methods of Environmental Education* – Hyderabad: Neel Kamal Publications.
6. Krishnamachayulu.V & G.S. Reddy, *Environmental Education*, Hyderabad: Neelkamal publications.
7. Kumar.A.(2009).*Atextbookofenvironmentalscience*.NewDelhi:APHPublishing Corporation.
8. Orr.D (1992). *Ecological Literacy: Education and transition to a postmodern worlds*. Albany. New York: State University Press.
9. Reddy.P. K &Reddy, N. D. (2001). *Environmental Education*. Hyderabad: Neelkamal publications.
10. Sharma. R. A. (2008). *Environmental Education*. Meerut: R.Lall Books Depot.
- 11.Sharma.B. L & Maheswari.B. K. (2008). *Education for Environmental and Humanvalue*. Meerut: R.Lall Books Depot.
12. Singh.Y. K. (2009). *Teaching of environmental science*. New Delhi:APH Publishing Corporation.
13. Sharma.V. S. (2005). *Environmental education*. New Delhi: Anmol publication.

SUGGESTED READINGS

1. Joy.P & Neal.P. (1994). *The handbook of environmental education*: London, New FetterLane.
2. Goleman.D. (2010). *Ecological Intelligence*, Penguin Books, London136.
3. Odum.E.P. (1971). *Fundamentals of Ecology* WB Saunders.
4. Speth & James.G. (2006). *Global Environmental challenges: Transition to a sustainable world*, Orient Longmann.
5. Firor, John & Judith .E.J. (2003). *Crowded Green House*, University Press.
6. Brown, Lester.R (2002). *Eco Economy: Building an economy for earth*, Orient Longmann.
7. Gardner. H.S (2006). *Frames of Mind*. Harvard University Press.
8. UNESCO (2005). *Draft International Implementation Scheme of the United Nations Decade of Education for Sustainable Development*. Doc. 171 ex/7. Paris. UNESCO.
9. UNESCO (2006-b). *Framework for the UNDESD International Implementation Scheme*. ED/ DESD/2006/PI/1. Paris,UNESCO.

Course Code: B4EC1736

Elective Course

B.Ed. Degree Programme
Semester-IV
LIBRARY AND INFORMATION SCIENCE IN EDUCATION

(2 credits - 60 hours)

✍ COURSE OBJECTIVES:

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

1. familiarise emerging concepts and trends of libraries in education.
2. acquire the skills related to Information literacy and retrieval techniques.
3. internalise the role and responsibilities of academic libraries in sharing information sources and services.

UNIT- I: EMERGING CONCEPT OF LIBRARIES IN EDUCATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the development of library from ancient days to contemporary era	1.1 Library–meaning, definition 1.2 Transformation of manuscript to digital and virtual libraries 1.2.1. Traditional library 1.2.2. Hybrid library 1.2.3. Electronic library 1.2.4. Digital library 1.2.5. Virtual library	<ul style="list-style-type: none"> • Lecture • Assignment • Group Discussion • QA session 	<ul style="list-style-type: none"> • Assignment evaluation • Test (written/oral) • Seminar presentation

UNIT- II: INFORMATION LITERACY AND RETRIEVAL TECHNIQUES

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Familiarises the role of user education and information literacy</p> <p>2. Identifies e-resources and their effectiveness.</p> <p>3. Acquires Information Communication Technology skill son information retrieval</p> <p>4. Facilitates with the knowledge of writing American Psychological Association style manual</p>	<p>3.1 User Education and Information Literacy</p> <p>3.2 E-resources: definition, nature, characteristics</p> <p>3.3 Role of Information Communication Technology in library</p> <p>3.4 Inlib net – N list (Information Library Network– National Library and Information Services Infrastructure For Scholarly Content, Scopus.</p> <p>3.4.1 Search engine, type of search engine</p> <p>3.4.2 Boolean operators and its role in information retrieval.</p> <p>3.5 Information Retrieval Techniques</p> <p>3.6 Bibliography- definition</p> <p>3.7 Writing American Psychological Association style manual</p>	<ul style="list-style-type: none"> • Lecture • Assignment • Digital and visual presentation • Group discussion • College e-library visit: demonstration/ practical 	<ul style="list-style-type: none"> • Assignment evaluation • Test (written/ oral) • Seminar presentations

UNIT- III: INFORMATION SOURCES AND SERVICES

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises with academic libraries Information sources, their types and information services	2.1 Information Sources– definition 2.2 Types of Information Sources Documentary, Primary, Secondary and Tertiary sources 2.2.1.Non-documentary sources including electronic sources 2.3. Types of information services 2.3.1 Current awareness service 2.3.2 Selective dissemination of information 2.3.3 Reprographic service 2.3.4 Indexing and abstracting service	<ul style="list-style-type: none"> • Lecture • Group discussion • Assignment • QA session • College Library Visit and Classification of sources 	<ul style="list-style-type: none"> • Assignment evaluation Test (written/oral) • Seminar presentations

SUGGESTED ACTIVITIES (Any Two)

1. Prepare an abstract for an article relevant to your area of specialization.
2. Prepare bibliography for American Psychological Association style manual.
3. Documentation and compilation of website addresses relevant to the area of teacher education.

📖 PRESCRIBED READINGS

1. Dhiman.A.K & Rani,yashoda.(2005). *Information and reference sources and services*. New Delhi: Ess Ess publications.
2. Dhiman.A.K & Sinha.S.C (2002). *Academic libraries*. New Delhi: Ess Ess Publications.
3. Jain.M.K. (2006). *Teaching learning: Library and information services*. New Delhi: Shipra publications.
4. Jagdish.S. Sharma & Grover.D.R. (2004). *Reference services and sources of information*. New Delhi: Ess Ess publications.
5. Krishnan Gopal.(2005). *Digital libraries in electronic information era*. New Delhi: Authors press.
6. Kumar, Krishna (2007). *Library m-Management in Electronic Environment*. New Delhi: Har-Anand Publications.
7. Kumar, Krishana (1996). *Reference service*. New Delhi: Ess Ess Publications.
8. Mittal R.L.(1984). *Library administration: Theory and practice*. New Delhi: Ess Ess publications.
9. Galhotra, Mohan Kumar. (2008). *Information technology in library and information services*. New Delhi: Ess Ess publications.
10. Ranganathan.S.R. (2006). *The five laws of library science*. Bangalore: Sarada Ranganathan Endowment for library science.
11. Savitha Mittal (2005). *Digital Library Resources*. New Delhi: Ess Ess Publications.
12. Sharma.S.K.(2007). *Information technology and library services*. New Delhi: Shree publishers and distributors.
13. Sharma.C.K etal (2010). *E-library*. New Delhi: Shree Publishers.
14. Sheela.P,Saravanan.P & Mary, Lawrence .A. (2017). *Elements of library and information science*. Attoor: N.V.K.S publications.
15. Shri Nath Sahai (2014). *Academic library system*. New Delhi: Ess Ess publications.

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1. Bhatt.R.K.(1995). *History and development of libraries in India*. New Delhi: Mittal publications.
2. Chakrabarti.B. (1993). *Library and information society*. Calcutta: World press.
3. Cheney.F.N &Williams.W.J. (2000). *Fundamentals of reference sources*. Chicago:ALA.
4. Rajaraman.V.(2007). *Introduction to information technology*. New Delhi:Prentice Hall of India.
5. Winship & Mcnab (2000). *The students guide to the internet*. London: Library Association.

Course Code: B4EC1737

Elective Course

B.Ed. Degree Programme
Semester-IV
HEALTH AND PHYSICAL EDUCATION
 (2 credits - 60 hours)

 **COURSE OBJECTIVES:**

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

1. acquaint with the meaning, aims and objectives of Physical Education
2. acquire knowledge of health and safety education
3. develop understanding about the healthy food for healthy life

UNIT- I:INTRODUCTION TO PHYSICALEDUCATION

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the meaning, aim and objectives of physical education.	Physical Education 1.1 Meaning, Definition 1.2 Aim and Objectives 1.3 Need and importance	• Briefing/Lecture • Visual Presentation • Lecture • Group Discussions/ activities	• Test (Oral/ written) • Projects, • Assignments
2. Identifies the physical fitness components and the modes of developing them	1.4 Knock out and league tournament 1.5 Method of drawing fixtures. Physical Fitness 1.6 Definition, Components and Health related Physical fitness 1.7 Activities for development of physical fitness 1.8 Components and benefits of Physical fitness	• Demonstration and practice	

UNIT- II - HEALTH EDUCATION, SAFETY EDUCATION AND FIRST-AID

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the fundamentals of health and physical fitness 2. Values the importance of healthy living in Personal and community life. 3. Identifies the importance of Safety education 4. Acquaints with the significance of first-aid	Health education 2.1. Meaning, Definition, Importance and scope of health education 2.2. Aims and objectives of health education 2.3 Factors affecting health 2.4 Effects of exercise on circulatory and muscular systems. 2.5 Hygiene – Health hazards 2.6 Personal and Community hygiene. Safety education 2.7 Significance and meaning 2.8 Importance of safety education First - aid 2.9 Meaning, Definition 2.10 Principles, Need and importance of first-aid 2.11. First-aid in different cases 2.12. Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting, Burns, etc.	<ul style="list-style-type: none"> • Briefing/Lecture • Demonstration and practice • Presentations in small groups • Debate and Discussion • Survey related to safety education in a near by town/village • Theoretical presentation 	<ul style="list-style-type: none"> • Test (Oral / written) • Health practices of students • Participant observation • Reports • Visit to primary health centre and reporting

UNIT- III - FOOD, NUTRITION, COMMUNICABLE DISEASE AND LIFESTYLE DISORDER

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes food and nutrition 2. Identifies communicable diseases and their Prevention 3. Recognizes various Lifestyle diseases and their prevention	<p>Food and Nutrition</p> 3.1. Understanding Nutrition 3.2. Micro and Macro Nutrients 3.3. Carbohydrates, Protein, Fat, Vitamins (Fat soluble and water soluble), Minerals, Water & Fibre 3.4. Balanced diet 3.5. Vitamin deficiency diseases 3.6. Malnutrition. 3.7. Guidelines for food Selection 3.8. Diet for Obesity and underweight <p>Communicable diseases</p> 3.9. Common communicable diseases 3.10. Definition, Meaning and Types 3.11. Symptoms , causes and prevention <p>Lifestyle Disorder</p> 3.12. Diseases – Lifestyle diseases and their Management (Obesity, Hypertension, Diabetes Heart Attack and Ulcer)	<ul style="list-style-type: none"> • Narrative expressions • Survey • Debate • QA session • Experts Talk • Demonstration • Digital Presentations • Group activity • Verbal presentation • Preparation of database 	<ul style="list-style-type: none"> • Test (Oral/ Written) reports • Quiz • Group presentation • Discussions • Tests • Awareness campaign.

SUGGESTED ACTIVITIES (Any Two)

1. Visit and prepare a report on Physical education facilities available in the schools in the locality
2. Conduct a Health survey in a village(locality)
3. Prepare an album of communicable diseases (Anyone)

📖PRESCRIBED READINGS

1. Ashwani Bhardwaj (2012). *A Complete Guide to Family Safety and First-Aid*. New Delhi: Good will Publishing House.
2. Chaube S.P & Akhilesh Chaube (2003). *School Hygiene and Health Education*. Agra: Vinod Pustak Mandir.
3. Goel.S.L.(2007).*Health Education Theory and Practice*. New Delhi: Deep and Deep Publications.
4. Krishnammal.T (2013).*Physical and Health Education*. Madurai:Priyakamal Publications.
5. Mangal S.K. (1978). *Health and Physical Education*. Jullundur: Parkash Brothers Educational Publishers.
6. Ravi Saxena (2005).*Health and Physical Education*. New Delhi: Anmol publications.
7. Venkataiah.S (2004). *Physical Education*. New Delhi: Anmol publications.

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1. Achaya .K.T.(1975).*Your food and you*. New York: National Book Trust.
2. Arnold Gesell(1988).*Psychiatry and Modern life*. New York: Sterling Publishers private limited.
3. Auscter David & Jean pyfer(1985). *Principles and Methods of Adapted Physical Education and Recreation*. Moscow: Mosby Publishers.
4. Clarke.H.David(1975).*Exercise physiology*. New Jercy: Prentise hallINC.

Course Code: B4DP1738

Developing Professional Competencies

B.Ed. Degree Programme

Semester: IV

DEVELOPING READING HABITS AND REFLECTIONS

(2 credits-60 hours)

 **COURSE OBJECTIVES:**

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

1. enhance capacities as readers by becoming active readers
2. appreciate the classic works of our culture
3. develop study and reference skills
4. use reading and writing skills for enhancing study of other subjects.

Teacher/Learner Activities for Transaction of the course

I. Developing reading skills

1. Engaging in narrative and descriptive skills Tamil classics/ South Indian literature / Indian and world classics stories / chapters from fiction / dramatic incidents.
2. Engaging in reading the autobiographical narratives, field notes and ethnographies,
3. Engaging with subject-related reference books Prospective teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books.

II. Developing writing skill to suit different contexts

4. Engaging with journalistic writing the selected texts would include newspaper or magazine articles on topics of contemporary interest.
5. Engaging with educational writing (well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning) and writing reflections.
6. Preparation of minutes of a meeting, welcome speech, vote of thanks, report of meetings and incidents.

III. Tasks and Assignments.

1. Every student teacher should prepare and submit a comprehensive record of the reading writing activities done throughout the course.
2. Read any two books related to education and submit a review of them.