

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 on education.
2. evaluate the thought of thinkers on Education.
3. analyse the basic concepts of curriculum.
4. identify the determinants and considerations of curriculum construction.
5. comprehend the process of curriculum development.

Unit- I: COGNITIVE DOMAIN AND ITS SIGNIFICANCE (Taxonomy)

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Makes distinction between knowledge and information and reason based on epistemological basis of education	1.1 Cognitive Domain – Meaning, significance 1.2 Differentiate between Knowledge and knowing, Information and knowledge, 1.3 Types of knowledge 1.3.1 Local and universal 1.3.2 Concrete and abstract 1.3.3 Theoretical and practical 1.3.4 Contextual and textual 1.3.5 School and out of school	<ul style="list-style-type: none"> • Lecture • Briefing • Seminar • Assignment 	<ul style="list-style-type: none"> • QA Session • Seminar Presentation

Unit- II: 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. Plato 2.1.6. Martin Buber	<ul style="list-style-type: none"> • Lecture - Briefing • Seminar • Assignment • Digital presentation 	<ul style="list-style-type: none"> • QA Session • Seminar Presentation

Unit- III: CURRICULUM AND ITS MEANING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognise the various concepts of curriculum	3.1 Curriculum - Meaning, nature and principles of curriculum 3.2 Types of curriculum: i) subject centred, ii) student centred, iii) society centred iv) life centred. 3.3 Need for Curriculum in schools 3.4 Curriculum and syllabus 3.5 Core curriculum Vs eclectic curriculum 3.6 Hidden' curriculum Vs planned curriculum	<ul style="list-style-type: none"> • Peer Learning • Digital Presentation 	<ul style="list-style-type: none"> • Class Test (Written/Oral) • Quiz

Unit- IV: 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, and Cultural Determinants 4.2 Critical concerns in curriculum construction: 4.2.1 Environmental concerns 4.2.2 Gender issues concerns 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- V: 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: Subject-centred, Environment-oriented (incorporating local concerns) Learner-centred 5.2 Process of curriculum construction.	<ul style="list-style-type: none"> • Lecture - Briefing • Seminar • Peer Learning • Assignment 	<ul style="list-style-type: none"> • QA Session • Seminar Presentation

	<p>Formulating aims and Objectives, Criteria for selecting knowledge organising and incorporating knowledge, attitude and skills -inter relationship of subjects</p> <p>5.2.1 Selection and Organisation of learning environments.</p> <p>5.3 Curriculum transaction</p> <p>5.3.1 Support system for \ curriculum transaction (men and material)</p> <p>5.4 Role and responsibilities of teachers in curriculum development.</p> <p>5.4.1. curriculum evaluation - Need for evaluation - Feedback from learners, teachers, community, and administrators</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 awardees related to education/MLA/MP/Panchayat President/ DEO/ CEO/ academicians and preparation of a report.
4. Discuss concerns in curriculum construction and prepare a report.

PRESCRIBED READINGS

1. Mohan.N., & Kamala,Kannan.R. (2016). *Knowledge and curriculum*. Dharasuram: Thiruvalluvar publications.
2. Chisholm,Rodrick.M. (1987). *Theory of knowledge*. New Delhi: Prentice hall of India Pvt.
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SUGGESTED READINGS

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2. Badheka.G. (2001). *Ball Shiksham aur Shikshak Bikaner*: Vaagdevi Prakashan.
3. Dewey.J. (1952). *The School and the Child*. New York: The Macmillan Company. (Also available in Hindi School and Bachche

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 9. Rousseau, Jacques J.(1979). *Emile or on Education*, translated by Allan Bloom Basic.7-18.
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 11. Thakur, R. (2004). *RavindranathkaShikshadarshan*Chapter 1: Tote kiShiksha, Chapter AashramShiksha, 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.
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 14. Dweck (Eds.), *Handbook of competence and motivation* (pp. 15–30).GuilfordPublications.
 15. Stiggins.R. (2005). *From formative assessment to assessment for learning: A pathtosuccess in standards-based schools*. Phi Delta Kappan,324–328.
 16. Sykes.M. (1987). *The story of NaiTalim*. Wardha: NaiTalimSamiti.
 - 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: BED4CC06

Core Course

B.Ed. Degree Programme

Semester- IV

GENDER JUSTICE AND INCLUSIVE EDUCATION

(4 Credits – 120 Hours)

COURSE OBJECTIVES:

On successful completion of the course, the student teachers will 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
4. develop basic understanding of gender related concepts, gender identity and socialization process.
5. understand the role of schools, peers, teachers, curriculum and text books in challenging gender inequalities / reinforcing gender parity
6. analyze the gender issues in the society

Unit- I: UNDERSTANDING INCLUSIVE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Distinguishes psychological, socio- cultural, economic, emotional diversity and learning difficulties. 2. Identifies the historical background of inclusive education. 3. Expresses the concept of inclusion 4. Distinguishes inclusive, integrated and segregated education 5. Appraises the need for inclusive schools 6. Examines strengths and limitations of inclusive schools	1.1 Diversity–gender – culture and language –marginalized- economic disparities- special ability groups, children with social, emotional and behavioural difficulties, Specific learning difficulties. 1.2 Diversity and inclusion in education 1.3 Historical perspective of inclusive education.- From exclusion to inclusion. 1.4 Concept, meaning and definition of inclusion 1.5 Understanding the Difference: Inclusive, Integrated and segregated Education. 1.6 Need and importance of inclusive school in view of Right to Education in India 1.7 Inclusive schools- strength sand 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 DIFFERENTLY ABLED,POLICIES AND
LEGISLATIONS**

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Interprets physically and mentally differently abled. 2. Appraises policy and legislative frameworks promoting inclusion 3. Outline services and programmes available for differently abled.	2.1 Children with sensory and speech disabilities, Visual impairment, Hearing and Speechimpairment: Nature, Needs, Assessment, Intervention and Teaching Strategies. 2.2 Children with Neuro Developmental Disabilities Intellectual Disability(Cerebral Palsy), Learning Disability and Autism Spectrum Disorder: Nature, Needs, Assessment and Intervention. 2.3 Children With Loco Motor, and Multiple DisabilitiesNature, Needs, Assessment and Intervention. 2.4 Constitutional provisions, policies, programmes and acts for the differently abled.SarvaShikshaAbhiyan, Inclusive Education of Differently abled at Secondary Stage (IEDSS)RashtriyaMadhyamikShikshaAbhiyan	<ul style="list-style-type: none"> • Lecture • Debates • Seminar • Small group discussion 	<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	Assessment
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		and Approaches	
<p>1. Analyses the cultures and practices needed to create an inclusive School.</p> <p>2. Recognizes instructional strategies and school support to create inclusive learning environment.</p> <p>3. Identifies alternative means for assessment and remedies in inclusive classrooms</p>	<p>3.1 Characteristics of inclusive learning Environment.</p> <p>3.2 Curriculum adaptation: Concept Need and Principles of adaptation.</p> <p>3.3 Concept of resource teacher parents and communities in schools. Resource Mobilization, Collaborating with other Professionals, Collaborating with other Institutions ,Parents and Community as Resources</p> <p>3.4 Strategies for Dealing with Diversity in the Classroom: Individualized</p> <p>3.5 Educational Plan (IEP), Universal Design for Learning (UDL) and Differentiated Instruction (DI) Collaborative teaching,</p> <p>3.6 Aids, Appliances and Information Communication Technology (ICT) for Students with Special Needs</p> <p>3.7 Alternative means for assessment and evaluation in inclusive classrooms, monitoring and remedies, learner support- Technological assistive and adaptive devices.</p>	<ul style="list-style-type: none"> • Lecture • Group <p>Discussion and Presentation</p> <ul style="list-style-type: none"> • Panel Discussion • Debates • Seminar • Small group 	<ul style="list-style-type: none"> • Report • Assignments • presentation • Observation • Class test

**Unit- IV: GENDER: CONCEPT, ROLES IDENTITY, SOCIALIZATION
ISSUES IN THE SOCIETY**

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the differences between sex and gender 2. Explains Gender related concepts 3. Identifies gender roles 4. Explains the gender identity and socialization process 5. Recognises the role of agencies in gender identity and socialisation 6. Analyses gender issues 7. Analyses stereotyping 8. Examines gender based violence 9. Analyses the female body objectification 10. Analyses gender stereo types in mass media	1.1 Concept of gender and transgender. Difference between gender and sex Gender related concepts: patriarchy, matriarchy, 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 1.4 Gender Issues: Gender bias, gender stereotyping, and gender inequalities. Reasons for gender inequalities 1.5 Gender-based violence (GBV) Violence Against women in Indian society. Offences against women and girls	<ul style="list-style-type: none"> • Lecture • Discussion • Class Seminar 	<ul style="list-style-type: none"> • Seminar Presentations • Report • Test (oral / written)

	1.6 Meaning and concept of body objectification - Combating female body objectification: 1.7 Gender stereotypes in mass mediaobjectification of female body- propagation of popular beliefs through media.		
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Unit- V: 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	<ul style="list-style-type: none"> • Lecture • Group Discussion and Presentation • 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

	access to and participation in education: MahilaSamakhya, National Program for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi BalikaVidyalaya (KGBV)		
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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. Prepare a report on violation of girl's rights by collecting data from various media resources.
4. Prepare a report on analysis of textual materials from the perspective of gender bias

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).*Principlesofmanagementinemploymentof persons with mental retardation*. New Delhi: KanishkaPublishers.
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.
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7. Vijayan, Premavathy., & Victoria. G. (Eds.). *Education of visually impaired children with additional disabilities*. New Delhi: Kanishka Publishers.
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9. Bhasin, Kamla. (2000). *Understanding Gender*. New Delhi: Kali for Women.
10. Bhasin, Kamla. (2004). *Exploring Masculinity*. New Delhi. Women Unlimited.
11. Byerly. C.M. (2011). *Global report on the status of women in the news media*. Washington DC: International Women's Media Foundation.
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14. NCERT. (2006). *Gender Issues in Education*. New Delhi: Publications Division.
15. NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
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SUGGESTED READINGS

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2. Dunn.L&Bay.D. M (ed.).*Exceptional Children in the Schools*, New York: Holt, Rinehart, Winston.
3. Hallahar.D.P.,&Kauffman.J.M. (n.d.). *Exceptional Children: Introduction to Special Education*, Allyn., & Bacon, Massachusetts,1991.
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&Foreness Steven.R.,*Education of Exceptional Learners*, Allyn & Bacon, Massachusetts,1984.
5. Jorden, Thomes E. (n.d.).*The Exceptional Child*, Ohio:Merrill.
6. Kirk.S.A.,&GallagherJ.J., *Education of Exceptional Children*;Houghton Mifflin Co., Boston, 1989.
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12. UNESCO (1994). *The Salamanca statement and framework for action on special needs education*.Paris.
13. FredrickLuicAldama.(2005).*Brownonbrown: Chicapolarepresentationsof gender, sexuality, and ethnicity*. University of Texas Press.
14. Hurlock, Elizabeth.B.(1974) *Personality development*. New Delhi: McGraw Hil Education.
15. Jayaraman, Chindai (2016). *Understanding the schools*. Chennai: VinodhPublishers.
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Course Code: BED4PC17

Pedagogic Course

B.Ed. Degree Programme
Semester-IV
EMERGING TRENDS IN BIOLOGICAL SCIENCE EDUCATION
 (4 Credits -120 Hours)

✍ COURSE OBJECTIVES:

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

1. appreciate new developments in Biological Science.
2. apply the knowledge of various teaching models for teaching Biological science.
3. develop skill in selecting appropriate innovative strategies to transact the content.
4. develop techno pedagogical skills.
5. develop the competencies required for a Biology teacher

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 Nanobiotechnology 1.3 Population genetics 1.4 Genetic Engineering 1.5 Gene Cloning 1.6 Conservation of natural	<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

	resources		
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Unit- II: MODELS OF TEACHING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies various teaching models for teaching Biological Science 2. Prepares lesson plans based on mode of teaching	2.1 Models of teaching – elements and functions. 2.2 Concept Attainment model 2.3 Advance organizer model 2.4 Inquiry training model	<ul style="list-style-type: none"> • Lecture • Discussion • Digital presentation • Interactive learning • Lesson plan preparation 	<ul style="list-style-type: none"> • Tests (written/oral) • Observation • Lesson transcript/plan

UNIT-III: EMERGING STRATEGIES FOR TEACHING BIOLOGICAL SCIENCE

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
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<p>1. Identifies various innovative strategies</p> <p>2. Selects appropriate innovative strategies to transact the content</p>	<p>3.1 Co-operative learning</p> <p>3.2 Collaborative learning</p> <p>3.3 Concept mapping</p> <p>3.4 Brain based learning</p> <p>3.5 Experiential learning</p> <p>3.6 Blended learning</p> <p>3.7 E-learning</p>	<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
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Unit- IV: TECHNO PEDAGOGIC CONTENT KNOWLEDGE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Identifies ways and means to link technology to pedagogic content knowledge.</p> <p>2. Prepares a blog</p>	<p>4.1 Techno pedagogic content knowledge</p> <p>4.1.1 Ways and means to link technology to pedagogic content knowledge</p> <p>4.2 Web based learning</p> <p>4.3 Blog creation</p> <p>4.4 Science teacher as a techno pedagogue</p> <p>4.4.1 Techno pedagogical skills</p>	<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

Unit-V: PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHERS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the qualities of a Biology teacher 2. Recognize the measures for the professional development of Science Teachers.	5.1. Qualities of a Biology teacher 5.1.1 Academic and professional qualification 5.1.2. Professional Competencies – soft skills, Technological skill 5.2. Professional development of Biology teachers 5.2.1 In-service training 5.2.2. Summer institutes	<ul style="list-style-type: none"> • Lecture • Discussion • Interactive learning • Seminar • Assignment • Autoinstruction 	<ul style="list-style-type: none"> • Tests (written/oral) • Seminar presentation • Assignment evaluation • Report writing

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.
4. Prepare a lesson plan based on models of teaching.

📖 PRESCRIBED READINGS

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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. Joyce., B., & Weil (2000). *Models of teaching (6th Edn)*. Boston:

- AllynandBacon.
6. Mangal S.K. (1913).*Advanced Educational Psychology*, New Delhi: PHI learning PvtLtd.
 7. Passi .B.K .(1976).*Becoming a Better Teacher. Microteaching Approach*,Ahmadabad: Sahitya.
 8. Radha Mohan (2010).*Innovative Science Teaching for Physical Science Teachers*,New Delhi: PHI Learning Pvt. Ltd.
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 11. Singh B.D (2011).*Fundamentals of Genetics*, Ludhiana: KalyaniPublishers.
 12. Krishnamacharyalu.V. (2011).*Science Education*, Hyderabad: Neelkamal PublicationsPvtLtd.

SUGGESTED READINGS

1. Agarwal.S.K(2005).
AdvancedEnvironmentalBiotechnology.NewDelhi: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 Universitypress.
4. Clark, R.C. & R.E. Mayer (2002).*E-learning and the Science of Instruction*,SanFrancisco: Pfeiffer.
5. Foster, L E.(2003).*Medical Nanotechnology: Science, Innovation and Opportunity*. Pearson Education, Upper Saddle River.
6. Gosh.T.K.(2005).
BiotechnologyinEnvironmentalManagement. Voll&2,NewDelhi: A.P.H PublishingCorporation.
7. Heiss E.D. Obourn. S., & Hoffman C.W. (1985).*Modern Science Teaching*, NewDelhi.
8. Kolb.D.A.(1984).*Experiential Learning; Experience as a source of learning anddevelopment*,Englewood cliffs, NJ: Prentice Hall.

Course Code: BED4PC18Pedagogic Course

B.Ed.Degree Programme
Semester- IV
EMERGING TRENDS IN ENGLISH EDUCATION
 (4 Credits – 120 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
4. Identify creative forms of English language
5. Comprehends the professional growth and evaluation of teachers

Unit- I: NEW DEVELOPMENTS IN ENGLISH

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the emerging developments in English language teaching	1.1 ICT-enabled techniques for teaching /learning English :Film adaptations of literary texts ,Online Vocabulary games,Online Grammar games, Audio podcasts, Pronunciation, Conversation practice, Exploring text types Online– Descriptive, Narrative, Expository, Argumentative- Neuro-linguistic	<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

	Programming		
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Unit- II: PREPARATION OF INNOVATIVE STRATEGIES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the significance of preparing innovative strategies.	2.1 Programmed Instruction-meaning,types (Linear,Branching) preparation of Instructionalmodules 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
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1. Familiarizes the concepts of teachers as Techno-pedagogue	<p>3.1 Techno –pedagogy : meaning and importance</p> <p>3.2 Inter-relationship between Content Knowledge, Pedagogic Knowledge and Technological Knowledge</p> <p>3.3 Scope of techno-pedagogue in English language teaching</p> <p>3.4 Technology in English language learning : virtual learning, mobile learning, Blended learning, online learning, blog creation, preparation of digital lesson plans</p>	<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
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Unit- IV: DIFFERENT CREATIVE FORMS OF ENGLISH LANGUAGE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
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1. analyses role and relevance of media in English language teaching and learning	<p>4.1 Role and relevance of media in English language teaching-learning: newspaper, radio, television, films, internet, magazines.</p> <p>4.2 Literature in school curriculum: needs, objectives and relevance.</p> <p>4.3 Translation: importance and name, translation as a creative activity.</p>	<ul style="list-style-type: none"> • Group Discussion • Demonstration • Smart Classroom • Assignment 	<ul style="list-style-type: none"> • Assignment • Analysis • Test (oral/Written) • Role performance analysis
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Unit – V: PROFESSIONAL GROWTH AND EVALUATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
5.1. Develops knowledge in using worksheets, class tests & self - evaluation.	<p>5.1. Teaching as a profession, professional competences of an English teacher.</p> <p>5.2. Pre-service and in-service programme.</p> <p>5.3. Action research: concept and identification of problems in English</p>	<ul style="list-style-type: none"> • Assignments • Group work • Peer teaching • Seminar 	<ul style="list-style-type: none"> • Q.A. sessions • Discussion • Vocabulary check

	classrooms.		
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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.
4. Prepare secondary level worksheets

📖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.
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3. Joy Egbert., & Elizabeth Hanson-Smith. (1999). CALL Environments: Research, Practice and Critical Issues Internet for English Teaching.
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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

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2. Information & Communication Technologies in ELT Abdul Mahmoud Idrees Ibrahim, Journal of Language Teaching and Research, Vol. 1, No. 3, pp. 211-214, May, 2010 Academy Publisher ISSN 1798-4769.

3. Dave, Pratima.S.(2002). Communicative Approach to the Teaching of Bachelor of Education English as a Second Language, Himalaya Publishing House, Mumbai.
4. Kohli.A.L(2001). Techniques of teaching English in the new millennium. Dhanp at Rai: New Delhi.
5. Singh .Y.K (2005). Teaching of English. New Delhi: APH Publishing Corporation.
6. Amritavati.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.
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Course Code: BED4PC19

Pedagogic Course

B. Ed. Degree Programme

Semester- IV

EMERGING TRENDS IN HISTORY EDUCATION

(4 Credits – 120 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.
4. develop skill and writing lesson transcripts based on selected models of teaching
5. develop positive attitude towards model instructional strategies in teaching history.
6. apply the various modes of evaluation strategies in History at school level
7. appreciate the programme meant for professional development of history teachers.

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 pedagogy 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 networkings 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 Brain-compatible learning: i) Mindmapping ii) Concept mapping 2.1.6 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

Unit- IV: MODELS OF TEACHING HISTORY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with the concept families and selected items of models of teaching 2. Prepares lesson plan based on selected models.	4.1 Models of Teaching - meaning and description of the model. 4.2 Different families: i) Concept attainment model ii) Advanced organizer model iii) Jurisprudential model iv) Inquiry training model	<ul style="list-style-type: none"> • Lecture • Discussion • Workshop on Model Lesson plan writing 	<ul style="list-style-type: none"> • Test (Oral/ Written) • QA Session • Report writing • Evaluating lesson plan

Unit- V: PROFESSIONAL DEVELOPMENT OF A HISTORY TEACHER

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Justifies the need for professional development of History teachers. 2. Equip themselves as a reflective practitioner	5.1 Teaching as a profession: pre-service and in-service programme 5.2 History teacher as a reflective practitioner concept and strategies. 5.3 Various programmes for professional development 5.4 Qualities of a History teacher - Professional Competencies- Soft Skills, Technological Skills.	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Autolearning • Brainstorming 	<ul style="list-style-type: none"> • Test (Oral/ Written) • QA Session • Evaluation of report

SUGESTED ACTIVITIES (Any Two):

1. Prepare a self-explanatory note on teacher as a techno pedagogue.
2. Prepare a module of a unit in History and present it to the peers.
3. Design mind maps by selecting a unit for teaching Standard IX.
4. Preparation of lesson transcripts based on any two models of teaching.

📖 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.
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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 PublishingCorporation.

Course Code: BED4PC20

Pedagogic Course

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

(4 Credits – 120 Hours)

COURSE OBJECTIVES:

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

1. familiarize with the concept of techno pedagogy and understand the role of teacher as a techno pedagogue
2. apply the knowledge of various teaching models for teaching mathematics
3. develop skill to undertake research in mathematics education
4. develop understanding of the various innovative strategies in mathematics education
5. comprehend the various strategies for the professional development of Mathematicsteacher.

Unit- I: TECHNO-PEDAGOGIC CONTENT KNOWLEDGE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with the concept of techno-pedagogy	3.1 Concept of Techno pedagogic content knowledge	• Lecture	• Participant observation
2. Familiarizes the ways and means to link technology to pedagogic content knowledge	3.2 Technology in teaching and learning of	• Illustrations	• Online evaluation
	3.3 Web-based Instruction	• Digital presentations	• Evaluation of assignment
	3.4 Online learning	• Seminar	
	3.5 Virtual learning	• Discussions	
3. Identifies the role of teacher as a techno pedagogue	3.6 ICT based teaching and learning	• Assignment	
	3.7 Blog creation		
4. Develops skill in the preparation of digital lesson plan	3.8 Digital lesson plan		

Unit- II: MODELS OF TEACHING MATHEMATICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies various teaching models for teaching Mathematics	2.1 Meaning and definition of teaching model 2.2 Assumptions regarding teaching models 2.3 Role of Teaching models 2.4 Families of teaching models	<ul style="list-style-type: none"> • Discussions • Electronic visual presentation • Seminar 	<ul style="list-style-type: none"> • Test (oral/ written) • Questioning • paper preparation
2. Proposes lesson plans based on models of teaching	2.5 Some typical models- concept attainment model, Advance organizer model, Cognitive Development Model and Glaser's Basic Teaching Model		

Unit- III: RESEARCH IN MATHEMATICS EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Selects the appropriate area for conducting research in Mathematics for teaching and learning.	4.2 Importance of research in Mathematics Education 4.3 Current trends in teaching Mathematics 4.4 Action research in Mathematics 4.5 Areas of research in mathematics 4.6 Analysis of research outcomes in teaching and learning Mathematics	<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

Unit- IV: INNOVATIVE STRATEGIES IN TEACHING AND LEARNING MATHEMATICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes 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 Videoconferencing	<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- V: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHER

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyse the qualities of a Mathematics teacher 2. Develops professional skills needed for teaching Mathematics	5.1 Special qualities and Professional skills of a Mathematics teacher 5.2 In-service education of the teachers 5.3 Role of reflective practices	<ul style="list-style-type: none"> • Lecture • Seminar • Discussions 	<ul style="list-style-type: none"> • Tests • Questioning • Student Reports

	in professional development		
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SUGGESTED ACTIVITIES (Any two)

1. Prepare a report on development of Mathematics in the 21st century.
2. Develop a CAI package in Mathematics.
3. Create a blog for anyone lesson in Mathematics.
4. Prepare a lesson transcript based on any one model of teaching.

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.
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6. Sharma, R.D. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.
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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 Publishing House.

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 PublishingHouse.
6. Siddiqui, M.H. (2007). *Teaching of Mathematics*. New Delhi:APH Publishing House.

Course Code: BED4PC21

Pedagogic Course

B.Ed.Degree Programme

Semester-IV

EMERGING TRENDS IN PHYSICAL SCIENCE EDUCATION

(4 Credits - 120 Hours)

COURSE OBJECTIVES:

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

1. acquire knowledge about the new development in the field of physical science.
2. understand the models of teaching and its types.
3. apply the emerging strategies of physical science teaching .
4. develop skill in preparing techno pedagogy content in teaching physical science.
5. develop interest in improving professional development of teacher

Unit- I: NEW DEVELOPMENTS IN PHYSICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Discusses the different branches of science	1.1 Branches of Science 1.1.1 Fundamental and new branches 1.2 Emergence of interdisciplinary subject	<ul style="list-style-type: none"> • Discussion • Lecture • Peer learning 	<ul style="list-style-type: none"> • Test (oral/written) • Report writing

2. Reports the emerging field in physical science	1.2.1 Nanotechnology 1.2.2 Biotechnology 1.2.3 Bioinformatics 1.2.4 Information technology 1.2.5 Geo informatics		
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Unit- II: MODELS OF TEACHING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Describes the concept models of teaching 2. Explains the types of teaching model	2.1 Models of teaching - Definition, Fundamental Elementsof models of teaching. 2.2 Types of Teaching Model. 2.2.1 Inquiry Training Model 2.2.2 Concept Attainment Model 2.2.3 Advance Organizer Model	<ul style="list-style-type: none"> • Digital presentation • Group discussion • Workshop 	<ul style="list-style-type: none"> • Test (oral/written) • Assignment

Unit-III: EMERGING STRATEGIES FOR TEACHING PHYSICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. applies the emerging	2.1 Collaborative learning	<ul style="list-style-type: none"> • Seminar 	<ul style="list-style-type: none"> • Participant

<p>techniques in teaching</p> <p>2. Illustrates the various emerging strategies</p> <p>3. Practices the strategies in the class room</p>	<p>2.2 Co-operative learning</p> <p>2.3 Problem based learning</p>	<ul style="list-style-type: none"> • Group Discussion • Brainstorming • Digital Presentation 	<ul style="list-style-type: none"> • observation • Report writing • Mapping
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Unit- IV: TECHNO PEDAGOGIC CONTENT KNOWLEDGE

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

Unit- V: PROFESSIONAL DEVELOPMENT OF TEACHERS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Appraises the teaching</p>	<p>5.1 Teaching as a profession</p> <p>5.2 Pre-service and in-service programme</p>	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Participant observation

profession 2. Identifies the qualities of science teacher 3. Participates in various activities	5.3 Role of reflective practices on professional development 5.4 Qualities of a science teacher 5.4.1 Professional competencies 5.4.2 Soft skills 5.4.3 Technological skills.	• Debate	• Report based on debate
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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.
4. Develop a lesson plan in physical science based on models of teaching.

PRESCRIBED READINGS

1. Radha, Mohan (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
2. Sharma.R.C. (2006). Modern Science Teaching. New Delhi: DhanpatRaiPublications.
3. Gupta.S.K. (1985). Teaching of Physical Science in Secondary Schools. Sterling Publication Pvt. Limited.
4. Vanaja.M.(2010).Educational technology. New Delhi: NeelkamalPublishers.
5. Sivarajan,K ., &Faziluddin. A. (2006). Science Education, Calicut University, CentralCo.

SUGGESTED READINGS

1. Mishra.R.C (2008). Lesson Planning. NewDelhi: APHPublishingCorporation.
2. Panner,Selvam.A.(1976).Teaching ofPhysicalScience, GovernmentofTamilNadu.
3. Das.R.C. (1985). Science teaching in schools. New Delhi: SterlingPublishers.
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 BookPublishers.

6. Bhatia.K.K. (2001). Foundations of teaching learning process. Ludhiana: TandonPublication.
7. Mangal.S.K., &UmaMangal. (2009). EssentialsofEducational Technology. New Delhi: PHI Learning Pvt.Ltd.

Course Code: BED4DP01

Developing Professional Competencies

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

(2 Credits- 60 Hours)

📖 COURSE 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: BED4DP02 Developing Professional Competencies

B.Ed.Degree Programme
Semester-IV
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.

 COURSE 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 transformational 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 I & level II) using role play during internship programme.

Suggested Activities (Any Two) :

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'.