Course Code: BED1CC01   *Core Course*

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

✍ COURSE OBJECTIVES:

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

1. acquire knowledge of terms and concepts related to education and philosophy.

2. develop overall understanding of education and philosophy.

3. analyse the implications of schools of philosophy and thinkers on education.

4. understand the socio cultural realities of Indian society.

5. appreciate the unity and strengths of Indian diversities based on region, religion, languages, political, caste, and community.

6. understand the salient features of our Constitution and constitutional provision pertaining to education

7. develop overall understanding of the working and recommendations of various Commissions and Committees constituted and policies developed for improving education in India.

8. analyse the issues in education

Unit- I: EDUCATION AND PHILOSOPHY

Learning Outcome	Content	Suggested strategies and approaches	Assessment
1. Defines education 2. Recognizes the differences among formal, informal and non-formal education 3. Recognizes the aims and functions of education 4. Recognizes the role of family, community, school and media as agencies of education. 5. Explains the relationship between education and philosophy	1.1 Education: Meaning, definition, nature and scope of education. (formal, informal and non-formal) 1.2 Functions of education 1.3 Aims of education - (individual, social and national) and the four pillars of education. 1.4 Agencies of education – family, community, School and media. 1.5 Philosophy: meaning, definition and scope (meta - physics, epistemology and axiology). 1.6 Relationship between philosophy and education	• Seminar • Assignment • Lecture • Peer learning	• Observation • Assignment • Report of discussion • Tests (oral &written) • Report of seminar

Unit-II: SCHOOLS OF PHILOSOPHY AND EDUCATIONAL THINKERS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the educational implications of schools of philosophy 2. Analyses the contributions of Thinkers towards education	2.1 Idealism, 2.2 Naturalism 2.3 Pragmatism (Educational implications of these schools – aims, curriculum, methodology, and discipline) 2.4 SwamiVivekananda, 2.5 Rabindranath Tagore 2.6 Mahatma Gandhi, (Contributions on Education)	• Seminar • Assignment • Lecture • Peer learning • Small group discussion	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

Unit-III: SOCIO-CULTURAL REALITIES OF INDIAN SOCIETY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Recognizes the Diversity in Indian society and significance of Education for containing social diversity
2. Explains the Social inequality
3. Recognizes the Stratification of Indian Society
4. Discusses the role of education in addressing the needs of Marginalized groups in Indian society
	3.1 Diversity in Indian society: Nature, Challenges and Role of Education
	   3.1.1 Linguistic Diversity
	   3.1.2 Regional Diversity
	   3.1.3 Religious Diversity
	3.2 Multiculturalism-Unity in diversity
	3.3 Social inequality – In equality, discrimination and marginalization
	3.4 Stratification of Indian Society with reference to Caste, Class, Gender, Region (Rural – urban disparity)
	3.5 Role of Education in addressing the needs of Marginalized groups in Indian society: SC/ST and Women.
		• Seminar
		• Assignment
		• Lecture
		• Peer learning
		• Small group discussion
			• Observation
			• Assignment
			• Report of discussion
			• Tests (oral & written)
			• Report of seminar

Unit- IV: STATE AND EDUCATION

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Recognises the preamble of Indian constitution. 2. Recognises the differences between fundamental rights and Directive principles of State policy. 3. Explains articles and amendments related to education. 4. Discusses the Concurrent status of education. 5. Discusses the RTE2010 6. Discusses the Tamilnadu uniform system of school education (2010) 7. Explains the flagship programmes on education by government of India. 8. Recognizes the functions of central and state apex bodies of education	4.1 Indian Constitution: 4.1.1 Preamble 4.1.2 Fundamental Rights and Duties 4.1.3 Directive principles of State Policy 4.1.4 Articles and amendments related to education. 4.2 Concurrent status of education. 4.2.1 Role of Central and State governments in the development of education. 4.3 Right of children to Free and Compulsory Education act 2009 (RTE) 4.4 Tamil Nadu Uniform System of School Education Act, (2010). 4.5 Programmes to Achieve Universalisation of Education. 4.5.1 DPEP 4.5.2 SSA 4.5.3 RMSA 4.5.4 Mid- day meal Programme. 4.5.5 Samagra Shiksha Abhiyan 4.6 Role and functions of 4.6.1 NCERT 4.6.2 SCERT 4.6.3 NCTE 4.6.4 DIET in school education	• Seminar • Assignment • Lecture • Peer learning • Small group discussion	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

Unit- V: POLICY FRAMEWORKS AND ISSUES ON EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the educational policies and commissions in India. 2. Describes the NCF2005 3. Analyses the implications of liberalization, privatization and globalization. 4. Explains PPP 5. Recognizes the Importance of Quality assurance in education.	5.1 Kothari Commission (1964) 5.2 NPE (1986) and Programme of action (1992) 5.3 Yash Pal Committee Report- Learning without Burden. (1993) 5.4 National Knowledge Commission (2005). 5.5 Implications related to liberalization, privatization and globalization, and digitalization: role of education in improving the scenario. 5.6 Public private partnership (PPP) in School education 5.7 Quality assurance in Education.	• Seminar • Assignment • Lecture • Peer learning • Small group discussion	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

SUGGESTED ACTIVITIES (any two)

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

📖**PRESCRIBED READINGS**

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2. Dash.B.N. (2011). *Teacher and Education in the Emerging Indian Society.* New Delhi: Neelkamal Publication.
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5. GOI.(2009).*Therightofchildrentofreeandcompulsoryeducationact,*2009.Retri evedfrom http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf.

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7. Ghosh. S. C. (2007). *History of education in India. New Delhi: Rawat Publications.*

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Course Code: BED1CC02   *Core Course*

B.Ed. DegreeProgramme
Semester- I
CHILD AND DEVELOPMENT
(4 Credits - 120 Hours)

✍ **COURSE OBJECTIVES:**
On successful completion of the course, the student teacher will be able to:
1. understand education of psychology and child psychology
2. understand perspectives in growth and development of child
3. analyze the theories of growth and development of childhood
4. understand the individual differences of child and adolescence.
5. understand about personality, adjustment and mental health

Unit- I: INTRODUCTION TO PSYCHOLOGY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with the meaning, nature, and branches of psychology 2. Analyses the meaning, nature, scope and importance of educational psychology 3. Identifies the importance of child psychology 4. Explains the methods and techniques of child psychology	1.1 Psychology: Meaning, nature and branches of psychology 1.2 Educational Psychology: Meaning, nature and scope of educational psychology 1.2.1. Relevance of educational psychology to teacher. 1.3 Child Psychology: Meaning, scope and importance of child psychology 1.4 Methods of child psychology: introspection, observation, interview, case-study, clinical, socio- metric, experimental method.	• Lecture/ briefing • Group discussion • Assignment • Seminar through visual presentation • QA session • Peer learning	• Test (written/oral) • Assignment evaluation • Seminar presentation • Observation of classroom behaviour

Unit-II: CHILDHOOD AND DEVELOPMENT

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Examine the meaning, definitions, concept, principles and factors of growth and development
2. Identifies different aspects of a child's cognitive, physical, moral, social and emotional development
3. Compares and contrasts various theories and its contribution to child development.
4. Identifies the developmental tasks of children.
	2.1 Growth and development: Meaning, characteristics and principles of development
	2.2 Stages of development,
	2.3 Dimensions of development with reference of childhood and adolescence
	2.4 Childhood: Meaning, nature & characteristics.
	  2.4.1 Developmental tasks.
	2.5 Theories of development:
	  2.5.1 Psychosocial stages (Erikson)
	  2.5.2 Cognitive Development (Piaget)
	  2.5.3 Moral development (Kohlberg)
	  2.5.4. Psychosexual stages of development (Freud).
		• Lecture through visual presentation
		• Group discussion
		• Assignment
		• Seminar
		• Talk by experts
		• Debate
		• Brainstorming
		• Peer learning
			• Test (written/ oral)
			• Assignment evaluation
			• Observation of discussions
			• Observation of classroom behavior

Unit-III: FACTORS INFLUENCING CHILD DEVELOPMENT

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Analyze the factors affecting growth and development of childhood and adolescent
2. Identifies the role of various socializing agencies on child development
3. Realizes the present scenario, problems and need of adolescents
	3.1 Factors influencing child development
	  3.1.1family
	  3.1.2school
	  3.1.3 peer group
	  3.1.4 community
	3.1.4 society
	  3.1.5 media
	3.2 Agencies of child development
	3.3 Impact of urbanization and economic change on children and adolescents.
		• Lecture through visual presentation
		• Group discussion
		• Assignment
		• Seminar
		• Talk by experts
		• Panel discussion
		• Brainstorming
		• Auto instruction
			• Test (oral/ written)
			• Assignment evaluation
			• Observation of discussions
			• Observation of classroom behaviour

Unit-IV: INDIVIDUAL DIFFERENCES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Identifies the types of intelligence and assessment of intelligence
2. Realizes the stages and promotion of creativity
3. Explains the concept, meaning, types and assessment of attitude, interest and aptitude.
	4.1 Intelligence: definition & types of intelligence- social, emotional and spiritual
	4.2 Theories of intelligence
	4.3 Assessment of intelligence
	4.4 Creativity : definitions &characteristics
	    4.4.1 stages of creativity
	    4.2.2 fostering creativity among children.
	4.5 Attitude: meaning, and types
	4.6 Aptitude :meaning and types
	4.7 Interest: meaning and types
		• Lecture/ briefing
		• Group discussion
		• Assignment
		• Seminar
		• Auto instruction
		• Peer learning
		• Talk by expert
		• QA session
		• Debate
			• Test (written/oral)
			• Assignment evaluation
			• Seminar presentation
			• Observation of discussions
			• Observation of classroom behaviour

Unit-V: PERSONALITY, ADJUSTMENT AND MENTAL HEALTH

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Explains the meaning, definitions and theories of personality
2. Identifies the important role of teachers in developing the personality of the child
3. Realizes the mechanisms of adjustment invarious situation
4. Identifies the role of teachers for improving ofmentalhealthofc hild
	5.1 Personality: Meaning, and characteristics,
	    5.1.1 Theories of personality: Type theory, Trait theory, Type cum trait theory, Freud's Psychoanalytic theory
	    5.1.2 assessment of personality, and role of teachers
	5.2 Adjustment: Meaning, and importance Mechanisms of adjustment
	    5.2.1 Maladjustment– Concept and its effect.
	5.3 Mental health: Meaning, factors influencing mental health Role of teacher on improving mental health of children.
		• Lecture through visual presentation
		• Group discussion
		• Assignment
		• Seminar through visual presentation
		• Peer learning
		• Auto instruction
			• Test (written/ oral)
			• Assignment evaluation
			• Seminar presentation
			• Observation of discussions
			• Observation of classroom behaviour

SUGGESTED ACTIVITIES (Any two)

1. Visit primary/Secondary schools and prepare a report on mental health and hygiene programmes in schools.

2. View and prepare a report on short documentary films related to children

3. Report of Reflective experience of one's own childhood and adolescents.

4. Prepare a report on the current issues of children in Indian context

📖**PRESCRIBED READINGS**

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2. Agarwal.J.C. (200). *Basic ideas in educational psychology*. New Delhi: Shipra publications.

3. Antony.A. (1998). A textbook of educational psychology of guidance and counseling. Herbert.

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Course Code: BED1PC01 *Pedagogic Course*

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

✍ **COURSE OBJECTIVES:**

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

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

Unit- I: INTRODUCTION TO EVALUATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

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

Unit- II: TOOLS AND TECHNIQUES OF EVALUATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

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

Unit- III: PREVALENT PRACTICES OF ASSESSMENT

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

Unit- IV: REFORMS IN EVALUATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment

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

Unit- V: STATISTICS IN EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Identifies the need and importance of statistics in education
2. Lists out the types of graphical representation of data
3. Explains the correlation and types of correlation
4. Illustrates the
	5.1 Need and importance of statistics in education
	5.2 Classification and tabulation of data
	5.3 Graphical representation of data
	  5.3.1 Bar diagram,
	  5.3.2 Histogram,
	  5.3.3 Pie diagram,
	  5.3.4 Frequency polygon,
	  5.3.4 Cumulative Frequency curve.
	5.4 Statistical methods of analysis
		• Lecture
		• Peer learning
		• Group discussion
		• Assignment method
			• Class test
			• Presentation of report
			• Home assignment

various statistical method of analysis
5. Uses the statistical method to solve problem
	5.4.1 Measures of central tendency - Mean, Median, Mode.
	5.4.2 Measures of variability :
	  a) Mean deviation
	  b) Quartile deviation
	  c) Standard Deviation
	5.4.3 Measures of Relationship
	  5.4.3.1 Concept
	  5.4.3.2 Types of Correlation
	  5.4.3.3 Coefficient of correlation
	  5.4.3.4 Spearman's Rank Order Correlation.
	5.5 Percentile and percentile ranks.
	5.6 Normal distribution
	  5.6.1 Normal probability curve and its characteristics		

SUGGESTED ACTIVITIES (Any two):

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

📖**PRESCRIBED READINGS**

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📖**SUGGESTED READINGS**

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B.Ed. DegreeProgramme

Semester-I

THEORETICAL BASES OF BIOLOGICAL SCIENCE EDUCATION

(4 Credits - 120 Hours)

✍ COURSE OBJECTIVES:

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

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

Unit- I: AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the nature, aims and objectives of teaching Biological Science 2. Differentiates between general and specific instructional objectives	1.1 Nature of Science-Science as a product and process 1.2 Aims and objectives of teaching Biological science 1.3 General and specific instructional objectives based on Bloom's taxonomy 1.4 Bloom's Taxonomy (Revised)	• Briefing/ Lecture • Discussion • Seminar • Digital visual presentation • Question answer session	• Tests (Written/Oral) • Questioning • Seminar presentation

Unit- II: TEACHING SKILLS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Identifies various teaching skills
2. Practices various teaching skills
	2.1. Micro-teaching
	   2.1.1. Microteaching- Meaning, origin, need and characteristics
	   2.1.2. Micro teaching cycle
	2.2. Teaching skills
	   2.2.1 Skill of probing questions
	   2.2.2 Skill of reinforcement
	   2.2.3 Skill of stimulus variation
	   2.2.4 Skill of using black boards
	   2.2.5 Skill of Explanation
	   2.2.6 Integration of skills
		• Lecture
		• Team teaching
		• Discussion
		• Demonstration
		• Practicing the skills
		• Video recording and screening
			• Questioning
			• Peer evaluation
			• Observation schedule
			• Video presentation followed by feedback

Unit- III: PLANNING OF INSTRUCTION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Identifies the steps in developing unit plan and lesson plan
2. Compares unit plan and lesson plan
3. Prepares unit plan and lesson plan
	3.1. Year plan
	  3.1.1. Developing year plan
	3.2. Unit plan
	  3.2.1. Criteria of a good unit
	  3.2.2. Steps in unit plan
	3.3 Lesson plan
	  3.3.1. Importance of planning a lesson
	  3.3.2. Characteristics of lesson plan
	  3.3.3. Herbartian steps in lesson planning
	  3.3.4. Lesson plan preparation based on Active Learning Methodology
		• Lecture
		• Group discussion
		• Peer learning
		• Workshop
		• Lesson plan preparation
			• Lecture
			• Group discussion
			• Peer learning
			• Workshop
			• Lesson plan preparation

Unit- IV: METHODS AND TECHNIQUES OF TEACHING BIOLOGICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and approaches	Assessment

1. Identifies the methods and techniques of teaching Biological Science
 	
2. Selects most appropriate methods and techniques to transact the content
	4.1 Methods of instruction
	 4.1.1 Lecture method
	 4.1.2 Demonstration
	 4.1.3 Laboratory method
	 4.1.4 Project method
	 4.1.5 Heuristic method
	 4.1.6 Assignment method
	 4.1.7 Activity based
	 ` learning
	  4.1.8 Active learning methodology
	4.2 Techniques of Teaching
	  4.2.1 Panel discussion
	  4.2.2 Brainstorming
	  4.2.3 Roleplaying
	  4.2.4 Seminar,
	  4.2.5 Symposium
	  4.2.6 Buzz Session
		• Lecture
		• Group discussion
		• Brainstorming
		• Digital Visual Presentation
		• Assignment
		• Seminar
			• Questioning
			• Observation
			• Test (oral/ written)
			• Observation of teaching
			• Assignment evaluation
			• Seminar presentation

Unit-V: EVALUATION OF BILOGICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Identifies different types of evaluation
2. Prepares different types of test items
3. Constructs and administers achievement test and diagnostic test
	5.1 Concept of Evaluation
	5.2 Objective based evaluation
	5.3 Formative and summative evaluation
	5.4 Different types of Test items
	5.5 Types of tests
	  5.5.1 Achievement test-steps in construction
	  5.5.2 Diagnostic test- steps in construction
	  5.5.3 Prognostic test
		• Lecture
		• Discussion
		• Workshop
		• Digital presentation
			• Tests (written/oral)
			• Preparation of objective based test items
			• Construction & administration of achievement test and diagnostic test

SUGGESTED ACTIVITIES (Any Two)

1. Prepare a unit plan in Biology for high school class.

2. Prepare a lesson plan based on Active Learning Methodology.

3. Prepare different types of test items for any one unit in Biology.

4. Prepare a diagnostic test

📖PRESCRIBED READINGS

1. Ameeta. P (2010).*Techniques of teaching Biological Science.* New Delhi: Neel Kamal Publications Pvt. Ltd.

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8. Sood .J.K. (1985), *Teaching Life Science*. Delhi: Kohli publications.

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10. Yadav M.S (2003) *Teaching of Science,* New Delhi: Anmol publication.

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

2. Saunders. H.N (1967). *The teaching of General Science in Tropical Secondary School.* London: Oxford University Press.

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5. S.P. Kulshreshtha. (2010).*Teaching of Science,* Meerut: R.Lall Book Depot.

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Course Code: BED1PC03 *Pedagogic Course*

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

(4 Credits -120 Hours)

✐ **COURSE OBJECTIVES:**

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

1. comprehend the aims and objectives of language teaching

2. familiarise with the ways of employing teaching skills for better instruction.

3. create teaching manuals by incorporating relevant activities for effective teaching.

4. synthesize with the methods ,approaches and theories for use in the English classroom

5. evaluate the effective use of learning resources.

Unit- I: AIMS AND OBJECTIVES OF TEACHING ENGLISH

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the divergent role of language in life 2. Comprehends the aims and objectives of language teaching 3. Applies the concept of Bloom's taxonomy of instructional objectives	1.1 Nature and Scope of Language - Role of Language in Life: History of English language in India – Importance of English Language Learning –Intellectual, Emotional, Social and Cultural importance, Principles of language teaching – use of mother tongue in the English class 1.2 Aims and objectives of teaching English - general and specific aims- Difference between aims, objectives and specifications 1.3 Blooms Taxonomy of educational objectives - Objectives of teaching English as first language and second language	• Lecture-discussion • Seminar • Lecture-discussion • Small Group Discussion	• Test (written/ oral) • QA Session • Seminar Presentation • Practice tests

Unit- II: TEACHING SKILLS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Realises the role of microteaching skills in classroom instruction	2.1 Micro-teaching Skills: Meaning, Definition and importance 2.2 Teaching skills for class room instruction–skill of probing questions, skill of reinforcement ,skill of introduction, skill of explanation, skill of stimulus variation, skill of black board writing – integration of skills	• Lecture • Demonstration • Group Method	• Group Practice • Peer teaching

Unit- III: DESIGNING TEACHING MANUAL/LESSON PLAN

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Designs teaching plans for different lessons	3.1 Year plan, unit plan, lesson plan 3.2 Macro teaching –need and importance 3.3 Teaching of poetry, prose, composition, grammar, supplementary readers and Teaching vocabulary 3.4 Designing lesson plans for teaching /learning poetry, prose, composition, grammar and supplementary texts	• Demonstration by experts • Practice under guidance • Preparation of Group/individual lesson plan/ teaching manual	• Observation • Submission of lesson Plans/ teaching manuals • Discussion Lessons / Criticism lessons

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

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Comprehends methods, approaches and theories of teaching/learning English	4.1 Methods :Grammar translation method, Direct method, Group method, Play way method 4.2 Approaches : Communicative, Situational and Structural approach 4.3 Theories: Behaviourism, Cognitivism-Constructivism	• Lecture-discussion • Group discussion • Visual Presentation/ Electronic • Demonstration	• QA Session • Evaluation of Assignments

Unit- V: LANGUAGE LEARNING SUPPORT RESOURCES

Learning Outcome	Content	Suggested Strategies and approaches	Assessment
• Facilitates the effective use of learning resources	5.1 Teaching/learning resources-types 5.2 Pictures-Charts-Flash Card-Models-Radio Tape Recorder-Video Clips- Interactive White Board-LCD (liquid crystal display) Projector-Internet, CALL, (Computer Assisted Language Learning) Language Lab, magazines, newspapers, discussion, debates, workshops, seminar	• ICT enabled group discussion • Hands-on experience with resources Assignment	• QA Session • Quiz • Assignment Evaluation

SUGESTED ACTIVITIES- (Any Two)

1. Preparation of lesson plans based on ALM (Active Learning Method).

2. Identify and prepare different types of English teaching learning aids for children with special needs.

3. Prepare activities and tasks for effective teaching by including audio-video materials, Information Computer Technology and Internet.

4. Prepare a digital lesson plan for teaching English Vocabulary.

📖**PRESCRIBED READINGS**

1. Alexander .L.G. (1975). *A first book in comprehension, précis and composition. Longman:* Hongkong.

2. Brewster Jean,Gail Elli.,s & Denis, Giraf (1992). *The primary English teacher's guide.* Penguine Books: London.

3. Choudhary.N.R. (2002). *English Language Teachin*g, Himalaya Publish House, Mumbai.

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6. Kohli A.L (2001). *Techniques of teaching English in the new millennium*. NewDelhi: Dhanpat Rai.

7. Singh.Y.K. (2005). *Teaching of English*. New Delhi: APH Publishing Corporation.

📖**SUGGESTED READINGS**

1. Grillett.M (1983). Developing Reading Comprehension, London: CUP.

2. Halbe Malati. (2005). Methodology of English Teaching, Himalaya Publishing House.

3. Parrot.M (1993). Tasks for the Classroom Teacher, London: Pergamon.

4. Davis, Paul & Mario Rinvolucri. (1988).Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers.

5. Prabhu.N.S. (1987).Second Language Pedagogy. New York: Oxford University Press.

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7. Sunwani.V.K.(2005). The English Language and Indian Culture.

B. Ed. Degree Programme

Semester - I

THEORETICAL BASES OF HISTORY EDUCATION

(4 Credits – 120 Hours)

✎ COURSE OBJECTIVES:

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

1. develop understanding about the aims, objectives and values of teaching History.

2. analyze the Bloom's Taxonomy of instructional objectives in teaching History.

3. equip in developing various teaching skills through micro-teaching practices.

4. develop skill in instructional planning and designing lesson transcripts.

5. adopt different instructional strategies and techniques in teaching and learning History.

6. apply the various modes of evaluation strategies in History at school level

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

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the aims and objectives of teaching History 2. Endows with the significance of taxonomy of instructional objectives in teaching History	1.1 Meaning, definitions and scope of History. 1.2 Need and importance of History in school curriculum. 1.3 Aims, Objectives and values of teaching History at different levels: i)Primary, ii) Secondary, iii) Higher secondary. 1.4 Bloom's Taxonomy of instructional objectives *(Revised)* 1.5 Instructional Objectives and Specifications.	• Lecture • Discussion • Visual presentation • Assignment writing	• Test (Oral/written) • QA Session • Evaluating Assignment

Unit- II: ESSENTIAL REQUIREMENTS OF TEACHINGHISTORY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Defines microteaching and equip in developing teaching skills through micro teaching practices.
2. Prepares lesson plan for practicing micro-teaching skill.
	2.1 Essential requirements of teaching competency and skills.
	2.2 Micro teaching: Meaning, phases and steps.
	2.3 Micro-teaching: Skills
	  (a) Probing Question
	  (b) Reinforcement
	  (c) Stimulus Variation
	  (d) Explanation
	  (e) Blackboard Writing
	  (f) Link Practice
	2.4 Lesson plan writing, practice and assessment mechanism.
		• Lecture
		• Demonstration
		• Practicing
		• Discussion
		• Video recording and screening
			• Test (Oral/ written)
			• QA Session
			• Observation Schedule
			• Video presentation followed by feed-back

Unit- III: INSTRUCTIONAL PLANNING AND LESSON PLAN WRITING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Justifies the importance and phases of instructional planning in designing lesson transcripts.
2. Writes lesson plan.
	3.1 Instructional plan: Need and importance.
	3.2. Year plan, Unit plan: importance
	    3.2.1.Characteristics of unit plan
	    3.2.2. Steps in unit plan
	
	3.3. Lesson plan- Meaning
	    3.3.1. Importance of planning a lesson
	    3.3.2.Criteria of a good lesson plan
	    3.3.3. Herbartian Steps
	    3.3.4. Advantages, limitations of a lesson plan.
	3.4. Comparison of Unit plan and Lesson plan.
		• Lecture cum Discussion
		• Group discussion
		• Work shop on lesson plan writing
		• Peer learning
			• Assessing the lesson plan
			• Testing(oral/ written)
			• QA Session

Unit- IV: INSTRUCTIONAL STRATEGIES AND APPROACHES IN TEACHING HISTORY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Analyzes the unique feature of different instructional methods suited for teaching History.
2. Adopts appropriate teaching methods for teaching History.
	4.1 Need and factors determining selection of teaching method.
	4.2 Different methods and techniques for teaching History.
	4.3. Teacher centered and Learner centered methods.
	  4.3.1 Lecture Method
	  4.3.2 Demonstration
	  4.3.3 Lecture cum Discussion method
	  4.3.4 Dalton plan
	  4.3.5 Heuristic method
	  4.3.6 Project method
	  4.3.7 Source method
	  4.3.8 Inductive and Deductive method
	  4.3.9 Brain Storming
		• Lecture cum Discussion
		• Report writing
		• Seminar
		• Peer learning
		• Interactive session
			• Test (Oral/ Written)
			• QA session
			• Report writing

Unit- V: EVALUATION OF HISTORY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the various modes of evaluation strategies in learning history	5.1 Concept of evaluation 5.2 Continuous and Comprehensive Evaluation (CCE), Grading system 5.3 Formative and Summative evaluation 5.4 Assessment Tools 5.5 Construction of achievement test 5.6 Peer Evaluation 5.7 Diagnostic and achievement test 5.8 Remedial teaching	• Lecture • Discussion • Visual Presentation • Assignment	• Test (Oral/ Written) • QA Session • Evaluating Assignment

SUGGESTED ACTIVITIES (Any Two):

1. Prepare the instructional objectives and specifications based on revised Bloom's Taxonomy for teaching History.

2. Prepare a Year plan and Unit plan for Class VI.

3. Prepare a diagnostic test for any class at secondary level.

4. Discuss any one current issue by organizing a brain storming session and prepare a report.

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1. Aggarwal. J.C.(2003). *Teaching of History: A Practical approach*. New Delhi: sterling publications.

2. Bhata. R.L.(2004). *Contemporary teaching of History*. (2nd.ed.).New Delhi: Surjeet publications.

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9. Sivarajan.K.,Thulasideeran ., &Vijayan.N.K. (2007). *Social science education: Methods and techniques of teaching.* Calicut: Calicut university co-operative store.

10. Srinivas,Murthi.,Rao, IPrasad., & Rao,DigumartiBhaskara. (2004). *Methods of teaching History.* New Delhi: Discovery publishing.

📖SUGGESTED READING:

1. Aggarwal,.J.C.(2003). *Teaching of History: A Practical approach.* New Delhi: Sterling publications.

2. Allen. D.,&Rayan.K.(1969). *Micro-teaching.* London: Adisonwiley.

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5. Clarck.L.H.(1974). *Teaching social studies in secondary school.* (2nd ed.).Newyork (NY): Mcmillian.

6. Dash.B.N.(1998). *Content and methods of teaching social studies.* Ludhiana: kalianpublishers.

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Course Code: BED1PC05   *Pedagogic Course*

B.Ed. Degree Programme

Semester-I

THEORETICAL BASES OF MATHEMATICS EDUCATION

(4 Credits – 120 Hours)

✍ **COURSE OBJECTIVES:**

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

1. acquire knowledge about the aims and objectives of teaching mathematics.
2. acquire the knowledge of different teaching skills.
3. develop skill in planning instruction.
4. apply methods and techniques of teaching mathematics.
5. understand various evaluation techniques in mathematics

Unit- I: AIMS AND OBJECTIVES OF TEACHING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Familiarizes the relevance of Mathematics learning
2. Identifies the aims and objectives of teaching Mathematics
	1.1 Meaning and Nature of Mathematics
	1.2 Need and significance of teaching Mathematics
	1.3 Aims of teaching Mathematics
	  1.3.1 Practical aim
	  1.3.2 Social aim
	  1.3.3 Disciplinary aim
	  1.3.4 Cultural aim
	1.4 Values of teaching Mathematics
	1.5 Bloom's Taxonomy (Revised) of educational objectives - General Instructional objectives(GIOs) and Specific Learning Outcomes (SLOs) relating to cognitive, affective and Psychomotor domains
		• Lecture
		• Experience sharing
		• Illustrations
		• Auto instruction
		• Digital presentations
		• Seminar
		• Discussions
		• Demonstration
		• QA session
			• Tests (oral/written)
			• Report
			• Seminar presentation

Unit- II: TEACHING SKILLS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Practices different teaching skills	2.1 Meaning, need and relevance of microteaching 2.2 Microteaching cycle 2.3 Developing the skills of a) Explanation b) Probing questions c) Stimulus variation d) reinforcement e) using writing boards 2.4 Link practice	• Discussion • Team teaching • Demonstration, video recording and screening	• Observation schedule • Video presentation followed by feedback

Unit- III: PLANNING FOR INSTRUCTION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Becomes aware of the need, relevance and stages of planning instruction in Mathematics 2. Gets acquainted with the steps of lesson planning	3.1 Lesson Plan, unit plan and year plan - need and relevance 3.2 Format of a lesson plan: Herbartian steps – motivation, presentation, application, recapitulation and assignment	• Lecture • Lesson plan preparation • Discussion • Individual work followed by group work	• Observation of class • Lesson transcript/ plan

Unit- IV: METHODS AND TECHNIQUES OF TEACHING MATHEMATICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Identifies the methods and techniques of teaching mathematics	4.1 Methods of teaching
	  4.1.1 Inductive, deductive and analogical thinking methods
	  4.1.2 analytic and synthetic and eclectic methods
	  4.1.3 heuristic method
	  4.1.4 laboratory method
	  4.1.5 problem solving method
	  4.1.6 project method–
	  4.1.7 Activity based learning (ABL)
	  4.1.8 Active Learning Method(ALM)
	4.2 Techniques of teaching
	  4.2.1 Supervised Study
	  4.2.2 Group Discussion
	  4.2.3 Assignments
	  4.2.4 Constructivist approach
		• Lecture
		• Digital presentation
		• Seminar
		• Discussions
		• Debates
		• QA session
			• Test (oral/written)
			• Assignment
			• Seminar presentation

Unit- V: EVALUATION OF MATHEMATICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the strategies of evaluation 2. Develops skill to construct test items in mathematics	5.1 Concept and purpose of evaluation 5.2 Types of evaluation – formative and summative evaluation, Continuous and Comprehensive Evaluation 5.3 Types of tests– achievement test, diagnostic test and prognostic test 5.4 Different types of test items Construction of Achievement test	• Lecture • Seminar • Discussions	• Tests (oral/ written) • Reports

SUGGESTED ACTIVITIES (Any two)

1. Prepare a report on learning Mathematics by students in class room situation.

2. Develop a CD on a lesson on learning Mathematics in high school with details.

3. Develop a lesson plan based on ALM.

4. Construct a diagnostic test in mathematics for any standard.

📖**PRESCRIBED READINGS**

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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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8. Sharma, R.A.(2000).*Teaching-learning strategies and Mathematical creativity.*

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📖SUGGESTED READINGS

1. Bhatia, K.K. (2001). *Foundations of teaching learning process.* Ludhiana: Tandon Publications.

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4. Siddizui, M.H. (2005). *Teaching of Mathematics.* New Delhi: APH Publications.

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Course Code: BED1PC06   *Pedagogic Course*

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

✍ COURSE OBJECTIVES:

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

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

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

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. ecognizes the nature aim and objective of teaching physical science 2. Compare aims and objectives 3. Identifies bloom's taxonomy	1.1 Nature of science 1.1.1 Science as a product and a process 1.1.2 Values of teaching physical science 1.2 Aims and objective 1.2.1 Meaning and difference 1.2.2 General and specific objectives of teaching physical science 1.2.3 Bloom's Taxonomy of Educational Objectives (Revised)	• Digital presentation • Group discussion • Lecture	• Test (oral / written) • Assignment

Unit- II: TEACHING SKILLS IN PHYSICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Recognizes the need for microteaching
2. Identifies the components
3. Practices various microteaching skills.
	2.1 Microteaching
	
	2.1.1 Origin – need – phases-definition
	
	2.1.2 Characteristics
	
	2.1.3 Process
	
	2.1.4 Advantages of micro teaching.
	
	2.1.5 Skills
	
	  a) Probing question
	
	  b) Reinforcement
	
	  c) Stimulus variation
	
	  d) Explaining
	
	  e) Blackboard usage
	
	  f) Introduction
	
	  g) Link lesson.
		• Demonstration
		
		• Observation
		
		• Practicing skills
			• Questioning
			
			• Feedback based on video
			
			• Observation schedule

Unit- III PLANNING OF INSTRUCTION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Recognizes year plan, unit plan and lesson plan.
2. Writes a lesson plan based on Herbartian steps
3. Compares unit plan and lesson plan
	3.1 Year plan
	   3.1.1 Developing a year plan
	   3.1.2 Advantages
	3.2 Unit plan
	   3.2.1 Definition
	   3.2.2 Characteristics of a good unit
	   3.2.3 Steps in Unit plan
	   3.2.4 Importance of unit plan
	3.3 Lesson plan
	   3.3.1 Definition
	   3.3.2 Importance of planning a lesson
	   3.3.3 Criteria of a good lesson plan
	   3.3.4 Herbartian steps
	   3.3.5 Merits and demerits of lesson planning
	3.4 Comparison of lesson plan and unit plan.
		• Lecture Method
		• Discussion
		• Group discussion
		• Workshop
		• Lesson segment Preparation
			• Test (oral/written)
			• Assignment
			• Participant observation
			• Lesson transcript

Unit- IV: METHODS OF TEACHING PHYSICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. List out various methods in teaching 2. Recognizes the most appropriate methods for teaching.	4.1 Lecture Method 4.2 Demonstration method 4.3 Lecture cum Demonstration method 4.4 Scientific method 4.5 Heuristic method 4.6 Project method 4.7 Laboratory method- 4.8 Historical and Biographical method 4.9 Active learning Methodology (ALM).	• Seminar • Group discussion • Debate • Brain Storming	• Test (oral/written) • Participation in group discussion

Unit- V: EVALUATION OF PHYSICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment

1. Recognizes the importance of evaluation in teaching learning process
2. Prepares an achievement and diagnostic test
3. Suggests remedies for teaching physical science
	5.1 Evaluation
	    5.1.1. Concept and Need
	    5.1.2 Importance
	    5.1.3 Qualities of good test
	    5.1.4 Formative and summative evaluation.
	5.2 Different types of test
	    5.2.2 Achievement test
	    5.2.3 Diagnostic test
	    5.2.4 Prognostic test
	5.3 Construction of an achievement test
	5.4 Diagnostic test -Steps
	5.5 Remedial teaching in physical science
		• Digital presentation
		• Group Discussion
		• Assignment
			• Test (oral/written)
			• Test construction
			• Seminar presentation

SUGGESTED ACTIVITIES (Any Two):

1. Construct a diagnostic test in physical science (Standard VIII or IX).
2. Prepare a unit plan in physical science.
3. List out various specific instructional objectives from any one unit of standard VIII.
4. Prepare a lesson plan based on Active Learning Methodology.

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SUGGESTED READINGS

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