*Course Code: BED4CC05*                                          *Core Course*

**B.Ed. Degree Programme**
**Semester- IV**
**CURRICULUM AND LEARNING DOMAINS**
(4 Credits-120 Hours)

✍ **COURSE OBJECTIVES:**

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

1. realise the significance of cognitive domain oneducation.

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 <br> 1.2 Differentiate between Knowledge and knowing, Information and knowledge <br> 1.3 Types of knowledge <br>   1.3.1 Local anduniversal <br>   1.3.2 Concrete and abstract <br>   1.3.3 Theoretical and practical <br>   1.3.4 Contextual and textual <br>   1.3.5 School and out of school | • Lecture <br> • Briefing <br> • Seminar <br> • Assignment | • QASession <br> • 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 <br> 2.1.1 John Dewey <br> 2. 1.2 Mahatma Gandhi <br> 2.1. 3 Paulo Friere <br> 2.1.4 Rabindranath Tagore <br> 2.1.5. Plato <br> 2.1.6. Martin Buber | • Lecture - Briefing <br> • Seminar <br> • Assignment <br> • Digital presentation | • QA Session <br> • Seminar Presentation |

### Unit- III: CURRICULUM AND ITS MEANING

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Recognises the various concepts of curriculum | 3.1 Curriculum - Meaning, natureand principles of curriculum <br> 3.2 Types of curriculum: <br>   i) subject centred, <br>   ii) student centred, <br>   iii) society centred <br>   iv) life centred. <br> 3.3 Need for Curriculumin schools <br> 3.4 Curriculumandsyllabus <br> 3.5 Core curriculum Vs eclectic curriculum <br> 3.6 Hidden' curriculumVs planned curriculum | • Peer Learning <br><br> • Digital Presentation | • Class Test (Written/ Oral) <br> • 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<br>2. Identifies the aspirations and issues that influence curriculum. | 4.1. Determinants of curriculum construction Social, Political, Cultural, Geographical, Economic, Technological and Cultural Determinants<br>4.2 Critical concerns in curriculum construction:<br>  4.2.1 Environmental concerns<br>  4.2.2 Genderissues concerns<br>  4.2.3 Inclusiveness<br>  4.2.4 Value concernsand issues<br>  4.2.5 Socialsensitivity | • Peer Learning<br>• Digital Presentation | • Class Test (Written/ Oral)<br>• Quiz |

## Unit- V: CURRICULUM DEVELOPMENT

| Learning Outcome | Content | Suggested strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Understands the process of curriculum development<br>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<br>5. 2 Process of curriculum construction. Formulating aims and Objectives, Criteria for Selecting knowledge | • Lecture - Briefing<br>• Seminar<br>• PeerLearning<br>• Assignment | • QASession<br>• Seminar Presentation |

| | | | |
|---|---|---|---|
| | Organizing and incorporating knowledge, attitude and skills -inter relationship of subjects<br>  5.2.1  Selection and Organisation of learning environments.<br>5.3 Curriculum transaction<br>   5.3.1  Support system for curriculum transaction (men and material)<br>5.4 Role and responsibilities of teachers in curriculum development.<br>   5.4.1.curriculum evaluation - Need for evaluation - Feedback from learners, teachers, community, and administrators. | | |

**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 areport.

4. Discuss concerns in curriculum construction and prepare a report.

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*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. <br> 2. Identifies the historical background of inclusive education. <br> 3. Expresses the concept of inclusion <br> 4. Distinguishes inclusive, integrated and segregated education <br> 5. Appraises the need for inclusive schools <br> 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. <br> 1.2 Diversity and inclusion in education <br> 1.3 Historical perspective of inclusive education.- From exclusion to inclusion. <br> 1.4 Concept, meaning and definition of inclusion <br> 1.5 Understanding the Difference: Inclusive, Integrated and segregated Education. <br> 1.6 Need and importance of inclusive school in view of Right to Education in India <br> 1.7 Inclusive schools- strength sand limitations | • Lecture-discussion <br> • Power point presentations <br> • Invited lectures <br> • Brainstorming <br> • Netsurfing <br> • Field visit | • Observation <br> • QA session <br> • Class test <br> • Analysis of digital document <br> • Report <br> • 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.<br>2. Appraises policy and legislative frameworks promoting inclusion<br>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.<br>2.2 Children with Neuro Developmental Disabilities Intellectual Disability(Cerebral Palsy), Learning Disability and Autism Spectrum Disorder: Nature, Needs, Assessment and Intervention.<br>2.3 Children With Loco Motor, and Multiple DisabilitiesNature, Needs, Assessment and Intervention.<br>2.4 Constitutional provisions, policies, programmes and acts for the differently abled. SarvaShikshaAbhiyan, Inclusive Education of Differently abled at Secondary Stage (IEDSS) RashtriyaMadhyamik ShikshaAbhiyan | • Lecture<br>• Debates<br>• Seminar<br>• Small group. discussion | • Observation<br>• Assignment<br>• Report<br>• Test<br>• Posts<br>• Quiz<br>• Seminar presentation<br>• Class test |

**Unit- III: ADDRESSING LEARNERS' DIVERSITY IN SCHOOLS**

| Learning Outcome | Content | Suggested strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Analyses the cultures and practices needed to create an inclusive School.<br><br>2. Recognizes instructional strategies and school support to create inclusive learning environment.<br><br>3. Identifies alternative means for assessment and remedies in inclusive classrooms | 3.1 Characteristics of inclusive learning Environment.<br>3.2 Curriculum adaptation:Concept Need and Principles of adaptation.<br>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<br>3.4 Strategies for Dealing with Diversity in the Classroom: Individualized<br>3.5 Educational Plan (IEP), Universal Design for Learning (UDL) and Differentiated Instruction (DI) Collaborative teaching,<br>3.6 Aids, Appliances and Information CommunicationTechnology(ICT) for Students with Special Needs<br>3.7 Alternative means for assessment and evaluation in inclusive classrooms, monitoring and remedies, learner support- Technological assistive and adaptive devices. | • Lecture<br>• Group Discussion and Presentation<br>• Panel Discussion<br>• Debates<br>• Seminar<br>• Small group | • Report<br>• Assignments<br>• presentation<br>• Observation<br>• 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<br>2. Explains Gender related concepts<br>3. Identifies gender roles<br>4. Explains the gender identity and socialization process<br>5. Recognises the role of agencies in gender identity and socialisation<br>6. Analyses gender issues<br>7. Analyses stereotyping<br>8. Examines gender based violence<br>9. Analyses the female body objectification<br>10. Analyses gender stereo types in mass media | 4.1 Concept of gender and transgender. Difference between gender and sex Gender related concepts: patriarchy, matriarchy, masculinity, equity and equality, sexuality.<br>4.2 Gender role: Gender roles in family, caste, class, religion, culture and media<br>4.3 Gender Identity and Socialization Practices: Role of Family, School, peer group, community and Media<br>4.4 Gender Issues: Gender bias, gender stereotyping, and gender inequalities. Reasons for gender inequalities.<br>4.5 Gender-based violence (GBV) Violence Against women in Indian society. Offences against women and girls.<br>4.6 Meaning and concept of body objectification - Combating female body objectification:<br>4.7 Gender stereotypes in mass media objectification of female body-propagation of popular beliefs through media. | • Lecture<br>• Discussion<br>• Class Seminar | • Seminar Presentations<br>• Report<br>• Test (oral / written) |

**Unit- V: GENDER DISCRIMINATION AND PARITY IN EDUCATION**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Discusses gender discriminations in education<br>2. Reviews textbooks and curriculum<br>3. Identifies the ways and means to achieve gender equality and parity | 5.1 Gender discriminations in education: school facilities, environment, class room interactions, rituals and school/ routines, curriculum, textbooks, pedagogy, Discipline, parents and teachers attitude.<br>5.2 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.<br>5.3 Gender Parity in education: ways to achieve; women access to and participation in education: MahilaSamakhya, National Program for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBV) | • Lecture<br>• Group Discussion and Presentation<br>• Document analysis<br>• Panel Discussion<br>• Debates<br>• Seminar<br>• Discussion<br>• Assignment<br>• Group discussion<br>• Small group session | • Document Analysis<br>• Test (oral / written)<br>• Report<br>• Seminar Presentations |

**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**

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**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 BiologicalScience.

2. apply the knowledge of various teaching models for teaching Biological science.

3. develop skill in selecting appropriate innovative strategies to transact thecontent.

4. develop techno pedagogicalskills.

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<br>1.2 Nanobio-technology<br>1.3 Population genetics<br>1.4 Genetic Engineering<br>1.5 GeneCloning<br>1.6 Conservation of natural resources | • Lecture<br>• Discussion<br>• Digital presentation<br>• Peerlearning.<br>• Seminar<br>• Assignments | • Tests (written/oral)<br>• Reportwriting<br>• Seminar presentation<br>• Projects.<br>• Assignment evaluation |

## Unit- II: MODELS OF TEACHING

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Identifies various teaching models for teaching Biological Science<br>2. Prepares lesson plans based on models of teaching | 2.1 Models of teaching – elements and functions.<br>2.2 Concept Attainment model<br>2.3 Advance organizer model<br>2.4 Inquiry training model | • Lecture<br>• Discussion<br>• Digital presentation<br>• Interactive learning<br>• Lesson plan preparation | • Tests (written/oral)<br>• Observation<br>• Lesson transcript/ plan |

## UNIT-III: EMERGING STRATEGIES FOR TEACHING BIOLOGICAL SCIENCE

| Learning outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Identifies various innovative strategies<br>2. Selects appropriate innovative strategies to transact thecontent | 3.1 Co-operativelearning<br>3.2 Collaborativelearning<br>3.3 Conceptmapping<br>3.4 Brain basedlearning<br>3.5 Experientiallearning<br>3.6 Blendedlearning<br>3.7 E-learning | • Briefing/lecture<br>• Groupdiscussion<br>• Peerlearning<br>• BrainStorming<br>• Seminar<br>• Participatory Learning | • Test (written/oral)<br>• Observation<br>• Seminar presentation |

**Unit- IV: TECHNO PEDAGOGIC CONTENT KNOWLEDGE**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Identifies ways and meanstolinktechnology to pedagogic content knowledge.<br>2. Prepares ablog | 4.1 Techno pedagogic content knowledge<br>    4.1.1 Ways and meansto link technology to pedagogic content knowledge<br>4.2 Web basedlearning<br>4.3 Blog creation<br>4.4 Scienceteacherasatechno pedagogue<br>    4.4.1 Techno pedagogical skills | • Briefing/ lecture<br>• Discussion<br>• Interactive Learning<br>• Digital presentation<br>• Hands on Experience | • Test (written/oral)<br>• Observation<br>• Blogcreation |

**Unit-V: PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHERS**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Identifies the qualitiesof a Biologyteacher<br>2. Recognizesthe measures for the professional development of Science Teachers. | 5.1. Qualities of a Biology teacher<br>    5.1.1 Academic and professional qualification<br>    5.1.2. Professional Competencies – soft skills, Technological skill<br>5.2.Professional development of Biology teachers<br>    5.2.1 In-service training<br>    5.2.2. Summer institutes | • Lecture<br>• Discussion<br>• Interactive learning<br>• Seminar<br>• Assignment<br>• Autoinstruction | • Tests (written/oral)<br>• Seminar presentation<br>• Assignment evaluation<br>• 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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📖**SUGGESTED READINGS**

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*Course Code: BED4PC18*        *Pedagogic 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 languageteaching/learning

2. design innovative strategies for effective teaching /learningEnglish

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 Programming | • Visual Presentation<br>• e-learning<br>• SmallGroup Discussion<br>• Seminar | • write- up submitted after analysing emerging e-learning techniques<br>• Role performance analysis<br>• seminar presentation |

## 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 Instructional modules <br> 2.2 Computer Assisted Language Learning <br> 2.3 Preparation of innovative strategies for language learning | • Lecture <br> • Group Discussion <br> • Presentation of Samples | • QA Session <br> • Role performanc e analysis |

## Unit- III: TECHNO–PEDAGOGIC CONTENT KNOWLEDGE

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Familiarizes the conceptsofteach eras Techno-pedagogue | 3.1 Techno –pedagogy : meaning and importance <br> 3.2 Inter-relationship between Content Knowledge, Pedagogic Knowledge and Technological Knowledge <br> 3.3 Scope of techno-pedagogue in English language teaching <br> 3.4 Technology in English language learning :virtual learning, mobile learning, Blended learning, online learning, blog creation, preparation of digital lesson pans | • Group Discussion <br> • Demonstratio ns in Smart Classroom <br> • Assignment | • Assignment Analysis <br> • Test (oral/Written) <br> • Role performance analysis |

**Unit- IV:DIFFERENT CREATIVE FORMS OF ENGLSIH LANGUAGE**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. analyses role and relevance of media in English language teaching and learning | 4.1 Role and relevance of media in English language teaching-learning: newspaper, radio, television, films, internet, magazines.<br>4.2 Literature in school curriculum: needs, objectives and relevance.<br>4.3 Translation: importance and name, translation as a creative activity. | • Group Discussion<br>• Demonstration<br>• Smart Classroom<br>• Assignment | • Assignment Analysis<br>• Test (oral/Written)<br>• Role performance analysis |

**Unit – V: PROFESSIONAL GROWTH AND EVALUATION**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Develops knowledge in using worksheets, class tests & self - evaluation. | 5.1. Teaching as a profession, professional competences of an English teacher.<br>5.2. Pre-service and in-service programme.<br>5.3. Action research: concept and identification of problems in English classrooms. | • Assignments<br>• Group work<br>• Peer teaching<br>• Seminar | • Q.A. sessions<br>• Discussion<br>• Vocabulary check |

**SUGGESTED ACTIVITIES (**Any Two**)**
1. Prepare a digitalized lesson plan Submitonline.
2. Collect and submit online resources of teaching /learningEnglish.
3. Create a blog for English languagelearning.
4. Prepare secondary level worksheets

## 📖PRESCRIBED READINGS

1. Adams.M.J. (1990). Thinking and Learning about Print. Cambridge, Ma: MITPress.
2. Alexander.L.G.(1975).A first book in comprehension, précis and composition. Longman: Hongkong.
3. Brewster Jean, Gail Ellis., & Denis Giraf. (1992). The primary English teacher's guide. Penguine Books: London.
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6. Joy Egbert., & Elizabeth Hanson-Smith. (1999). CALL Environments: Research, Practice and Critical Issues Internet for EnglishTeaching.
7. 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.
8. Tim, Boswood. (1997). New Ways of Using Computers in Language Teaching,TESOL.

## 📖SUGGESTED READINGS

1. Amritavatli.R. (1999). Language as a Dynamic Text: Essays on Language, Cognition and Communication. CIEFL Akshara series. Hyderabad: AIllied Publishers.
2. Bond.L. Getat (1980). Reading Difficulties – Their Diagnosis and Correction, NewYork: Appleton – Century Crafts.
3. Byrne.D .(1975): Teaching Writing, London, Longman.
4. Content-based second language instruction Brinton.D.M., Snow.M.A.,& Wesche.M.B. (1989). New York: Newbury.
5. Dave, Pratima.S. (2002). Communicative Approach to the Teaching of Bachelor of Education English as a Second Language, Himalaya Publishing House, Mumbai.
6. 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 ISSN1798-4769.
7. Kohli.A.L(2001).Techniques of teaching English in the new millennium. DhanpatRai: NewDelhi.
8. Singh .Y.K (2005). Teaching of English. NewDelhi: APH Publishing Corporation.

*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 teachingHistory

2. develop positive attitude towards innovative strategies in teaching/learningHistory

3. develop skill to undertake research studies in teaching-learningprocess.

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.<br>2. Familiarizes with instructional module for teaching history content | 1.1 Interrelationshipbetween techno-pedagogy and content.<br>1.2 Scopeandpurposeoftechno pedagogue inhistory.<br>1.3 Teacher as a techno - pedagogue inhistory: Instructionalmodule.<br>1.4 Professional and institutional growththrough network.<br>1.5 Application ofsocial networkingsystems. | • Lecture<br>• Discussion<br>• Visual presentation<br>• Brain Storming | • Test (Oral/ Written)<br>• QASession<br>• Reportwriting |

## Unit- II: EMERGING STRATEGIES IN TEACHING AND LEARNING HISTORY

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Analyses and adopt emerging strategies in teachingHistory<br>2. Identifies appropriate strategies to transact the History curriculum. | 2.1 Innovative strategies: Need and Importance<br>  2.1.1 PeerTutoring<br>  2.1.2 Co-operative learning<br>  2.1.3 Problem-based learning<br>  2.1.4 Blended-learning<br>  2.1.5 Brain-compatible learning:<br>    i) Mindmapping<br>    ii) Concept mapping<br>  2.1.6 Video-conferencing | • Lecture<br>• Discussion<br>• Seminar<br>• Visual presentation | • Test (Oral/ Written)<br>• Quiz<br>• QASession<br>• 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.<br>3.2 Current trends in teaching History<br>3.3 Problems faced by History researcher<br>3.4 History teacher as an action researcher<br>3.5 Analysis of research out comes in teaching and learning History. | • Lecture<br>• Discussion<br>• Brainstorming<br>• Collection of reviews related to classroom teaching | • Test (Oral/ Written)<br>• QASession<br>• Reportwriting |

**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<br>2. Prepares lesson plan based on selected models. | 4.1 Models of Teaching - meaning and Concept, descriptions of the model.<br>4.2 Differentfamilies:<br>i) Concept attainment model<br>ii) Advanced organize model<br>iii) Jurisprudential model<br>iv) Inquiry training model | • Lecture<br>• Discussion<br>• Workshop on Model Lesson plan writing | • Test (Oral/ Written)<br>• QASession<br>• Report writing<br>• 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.<br>2. Equip themselves as a reflective practisener | 5.1 Teaching as a profession: pre-service and in-service programme<br>5.2 History teacher as a reflective practitioner concept andstrategies.<br>5.3 Various programmes for professional development<br>5.4 Qualities of a History teacher -Professional Competencies- SoftSkills, Technological Skills. | • Lecture<br>• Discussion<br>• Seminar<br>• Autolearning<br>• Brainstorming | • Test (Oral/ Written)<br>• QASession<br>• 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 thepeers.

3. Design mind maps by selecting a unit for teaching StandardIX.

4. Preparation of lesson transcripts based on any two models ofteaching.

### 📖PRESCRIBED READINGS

1. Aggarwal.J.C.(2003). *Teaching of social studies: A Practical approach.* New Delhi: Prentice Hall India pvt. Ltd.

2. Alexey,Semenov, UNESCO. (2005). *Information and communication technology in schools:* A Hand book for teachers.

3. Bhatt.B.D.,&Aggarwal.J.C. (1909). *Educational document in India:* Survey of Indian education. New Delhi: Arya book.

4. Dash.B.N. (1998). *Content cum methods of teaching Social Studies.* Ludhiana: Ralyani Publishers.

5. Josh.P. S.V, Gholkar.S.V. (1983). *History of Modern India.* New Delhi: Chand VCompany.

6.  Joyce.B.V, Well.M. (2003). *Models of teaching* (5[th]ed). 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 (5[th]ed).* New Delhi: Prentice Hall.

7.  Madhukumar, Indira. (2005). *Internet based distance education.* New Delhi: Global Network.

8.  Singh, Gopal. (2004). *Teaching strategies*. NewDelhi: APH Publishing Corporation.

*Course Code: 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 mathematicseducation
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 conceptoftechno-pedagogy<br>2. Familiarizes the ways and means to link technology to pedagogic content knowledge<br>3. Identifiestheroleof teacher as a techno pedagogue<br>4. Developsskillinthe preparation of digital lessonplan | 1.1 Concept of Techno pedagogic content knowledge<br>1.2 Technology in teaching and learning of<br>1.3 Web-basedInstruction<br>1.4 Onlinelearning<br>1.5 Virtuallearning<br>1.6 ICTbasedteachingand learning<br>1.7 Blogcreation<br>1.8 Digital lessonplan | • Lecture<br>• Illustrations<br>• Digital presentations<br>• Seminar<br>• Discussions<br>• Assignment | • Participant observation<br>• Online evaluation<br>• Evaluation of assignment |

## Unit- II: MODELS OF TEACHING MATHEMATICS

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Identifies various teaching models for teaching Mathematics <br> 2. Proposes lesson plans based on models of teaching | 2.1 Meaning and definition of teaching model <br> 2.2 Assumptions regarding teaching models <br> 2.3 Role of Teaching models <br> 2.4 Families of teaching models <br> 2.5 Some typical models- concept attainment model, Advance organizer model, Cognitive Development Mode land Glaser's Basic Teaching Model | • Discussions <br><br> • Electronicvisual presentation <br> • Seminar | • Test (oral/ written) <br> • Questioning <br><br> • paper preparation |

## Unit- III: RESEARCH IN MATHEMATICS EDUCATION

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Selects theappropriate area for conducting research in Mathematics for teaching and learning. | 3.1 Importance of research in Mathematics Education <br> 3.2 Current trends in teaching Mathematics <br> 3.3 Action research in Mathematics <br> 3.4 Areas of research in mathematics <br> 3.5 Analysis of research outcomes in teaching and learning Mathematics | • Lecture <br> • Discussion <br> • Brainstorming <br> • Collection of reviews related to classroom teaching | • Test (Oral/ Written) <br> • QASession <br> • 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<br>2. Develops skill in selecting appropriate innovative strategiesto transact the content | 4.1 e-learning<br>4.2 Constructivist learning<br>4.3 Problem-based learning<br>4.4 Brain-based learning<br>4.5 Cooperative learning<br>4.6 Collaborative learning<br>4.7 Concept mapping<br>4.8 Flipped learning<br>4.9 Blended learning<br>4.10 Video conferencing | • Lecture<br>• Digital presentation<br>• Seminar<br>• Discussion<br>• assignment | • Tests (oral/ written)<br>• Participant observation<br>• Evaluation of assignment |

## Unit- V: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHER

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Analyses the qualities of a Mathematics teacher<br>2. Develops professional skills needed for teaching Mathematics | 5.1 Special qualities and Professional skills ofa Mathematics teacher<br>5.2 In-service education for the teachers<br>5.3 Role of reflective practices in professional development | • Lecture<br>• Seminar<br>• Discussions | • Tests<br>• Questioning<br>• Student Reports |

**SUGGESTED ACTIVITIES** (Any two)

1. Prepare a report on development of Mathematics in the 21st century.

2. Develop a CAI package inMathematics.

3. Create a blog for anyone lesson inMathematics.

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.

4. Kulshreshtha, A.K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.

5. Mangal, S.K. (2000). *Teaching of Mathematics*. Ludhiana: R.P.Fadon Prakash Brothers.

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: DhanpatRai Publishing House.

2. Bhasin, Sonia. (2005). *Teaching of Mathematics - A practical approach*. Mumbai: Himalaya PublishingHouse.

3. Costello, J. (1991). *Teaching and learning of mathematics*. London: Routledge Publications.

4. Ediger, M.,&Rao, D.B. (2000). *Teaching Mathematics successfully*. New Delhi: Discovery Publishing House.

5. Siddiqui, H.S.,&Khan, M.S.(2004). *Models of Teaching –Theory and Research*. NewDelhi: Ashish Publishing House.

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

*Course Code: 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 Strategiesand Approaches | Assessment |
|---|---|---|---|
| 1. Discusses the different branches of science<br>2. Reports the emerging field in physical science | 1.1 Branches of Science<br>   1.1.1 Fundamental and new branches<br>1.2 Emergence of interdisciplinary subject<br>   1.2.1 Nanotechnology<br>   1.2.2 Biotechnology<br>   1.2.3 Bioinformatics<br>   1.2.4 Information technology<br>   1.2.5 Geo informatics | • Discussion<br>• Lecture<br>• Peer learning | • Test (oral/written)<br>• Report writing |

### Unit- II: MODELS OF TEACHING

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Describes the concept models of teaching<br>2. Explains the types of teaching model | 2.1 Models of teaching - Definition, Fundamental Elements of models of teaching.<br>2.2 Types of Teaching Model.<br>　　2.2.1 Inquiry Training Model<br>　　2.2.2 Concept Attainment Model<br>　　2.2.3 Advance Organizer Model | • Digital presentation<br>• Group discussion<br>• Workshop | • Test (oral/written)<br>• Assignment |

### Unit-III: EMERGING STRATEGIES FOR TEACHING PHYSICAL SCIENCE

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. applies the emerging techniques in teaching.<br>2. Illustrates the various emerging strategies<br>3. Practices the strategies in the class room | 3.1 Collaborative learning<br>3.2 Co-operative learning<br>3.3 Problem based learning | • Seminar<br>• Group Discussion<br>• Brain storming<br>• Digital Presentation | • Participant observation<br>• Report writing Mapping |

**Unit- IV: TECHNO PEDAGOGIC CONTENT KNOWLEDGE**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Prepares various digital resources<br>2. Creates a blog of their own<br>3. Observes the uses of smart board | 4.1 Science teacher as techno pedagogue<br>4.2 Techno pedagogic skills and competencies<br>4.2 Digital resources<br>    4.2.1 CD<br>    4.2.2 DVD<br>    4.2.3 Websites<br>    4.2.4 m-learning<br>    4.2.5 Creations of e-portfolio<br>    4.2.6 Web based learning<br>    4.2.7 Blog creation<br>    4.2.8 Designing virtual classroom<br>    4.2.9 Use of smart board. | • Lab resources<br>• Discussion<br>• Demonstration<br>• ICT resources | • Observation<br>• Assignment<br>• Material submission |

**Unit- V: PROFESSIONAL DEVELOPMENT OF TEACHERS**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Appraises the teaching profession<br>2. Identifies the qualities of science teacher<br>3. Participates in various activities | 5.1 Teaching as a profession<br>5.2 Pre-service and in-service programme<br>5.3 Role of reflective practices on professional development<br>5.4 Qualities of a science teacher<br>    5.4.1 Professional competencies<br>    5.4.2 Soft skills<br>    5.4.3 Technological skills. | • Lecture<br>• Discussion<br>• Debate | • Participant observation<br>• Report based on debate |

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

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

## 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 itssignificance
2. understand the meaning and significance of Asanas, Pranayama, and meditation
3. understand the meaning and significance ofMudra.
4. understand the importance of good posture.

*At the end of the course the student teachers know*

- History of Yoga and IndianPhilosophy
- Concepts of various religions.
- Principles ofYoga
- Concept of Yoga exercise forlongevity
- General principles of life,
- Know Self, family, relative, society andworld
- Physiology ofyoga
- Biomechanics in yoga
- YogaTherapy
- Causes and Treatment through yoga for Hypertension,Diabetic,
- Obesity and Thyroid, Asthma and Sinus etc
- Neutralization of anger and Eradication ofworries
- Harmonious relationship withsociety
- Virtuous way ofliving
- Types of Yoga andUses
- Identify the Personal problems and theirsolution
- Benefits ofMeditation

### Tasks and Assignments:
1. Write a detailed report on yoga.
2. Physiological and Biomechanical uses ofyoga.
3. Merits of Meditation.

## 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 andcreativity.
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 /inink.
2. Engage the student-teachers in visiting art galleries /art exhibitions and culturalfestivals
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 withothers.
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 transformationalaction.

8. Guide the student-teachers to experience and stage different kinds of drama/skits/streetplays/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 throughmusic.

10. Preparing four lesson transcripts using dramatization technique in their concernedsubject.

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 teachingyour schoolsubject.

3. Write a comprehensive report on the activities carried out for the course on 'Dramatics and Arts inEducation'.