

Course Code: BED4CC006

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. acquire knowledge about curriculum and its types.
2. evaluate the contributions of thinkers on education.
3. familiarise the significance of domains of learning in curriculum designing.
4. analyse the determinants and concerns in curriculum construction.
5. comprehend the process of curriculum development.

Unit- I: CURRICULUM AND ITS MEANING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognises the concept, types and need for curriculum 2. Differentiates curriculum and syllabus 3. Identifies the curriculum at different levels	1.1 Curriculum : meaning nature and principles 1.2 Types of curriculum: 1.2.1 subject centred, 1.2.2 student centred, 1.2.3 society centred 1.2.4 life centred. 1.3 Need for curriculum in schools 1.4 Curriculum and Syllabus 1.5 Core curriculum Vs elective curriculum 1.6 Hidden' curriculum Vs planned curriculum 1.7 Curriculum visualized at different levels - national, state, school, class..	<ul style="list-style-type: none"> • Peer Learning • Digital Presentation • Seminar • Group Discussion 	<ul style="list-style-type: none"> • Class Test (Written / Oral) • Quiz

Unit- II: CONTRIBUTIONS OF THINKERS ON KNOWLEDGE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognises 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: KNOWLEDGE AND DOMAINS OF LEARNING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Defines the concept of knowledge and its sources. 2. Identifies the role of teachers in knowledge assimilation and dissemination 3. Recognises the significance of domains of learning	3.1. Knowledge – meaning and nature 3.2. Differentiate between knowledge and knowing, information and knowledge, belief and truth 3.3 Role of culture 3.4 Sources of knowledge 3.5. Knowledge transmission and construction 3.6. Role of teachers in Knowledge assimilation and dissemination 3.7. Forms of Knowledge and its organization in schools. 3.8. Significance of domains of learning in curriculum designing.	<ul style="list-style-type: none"> • Lecture • Briefing • Seminar • Assignment 	<ul style="list-style-type: none"> • QA Session • Seminar Presentation

Unit- IV: CURRICULUM: DETERMINANTS AND CONCERNS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes with the determinants and considerations of curriculum construction 2. Identifies the issues that influence curriculum.	4.1. Determinants of curriculum construction 4.1.1 Social 4.1.2 Political 4.1.3 Geographical 4.1.4 Economic 4.1.5 Technological 4.1.6 Cultural 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	<ul style="list-style-type: none"> • Peer Learning • Digital Presentation • Lecture • Assignment 	<ul style="list-style-type: none"> • Class Test (Written/ Oral) • Quiz

Unit- V: CURRICULUM DEVELOPMENT

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Recognises the process of curriculum development 2. Discuss the steps involved in curriculum development process 3. Identifies the support system for curriculum transaction 4. Recognises the need for curriculum evaluation.	5.1 Process of curriculum development 5.1.1 Formulating aims and objectives, 5.1.2 Criteria for selecting knowledge, 5.1.3 Organizing and incorporating knowledge, attitude and skills. 5.1.4 Inter relationship of subjects. 5.1.5 Selection and Organisation of learning environments. 5.2 .Curriculum transaction 5.2.1 Support system for curriculum transaction (men and material) 5.2.2 Roles and responsibilities of teachers in curriculum development. 5.3. Curriculum evaluation Need for evaluation - Feedback from learners, teachers, community, and administrators .	<ul style="list-style-type: none"> • Lecture - Briefing • Seminar • Peer Learning • Assignment 	<ul style="list-style-type: none"> • QA Session • Seminar Presentation

SUGGESTED ACTIVITIES (Any Two)

1. Analyse a secondary school textbook for the incorporation of environmental concerns in curriculum.
2. Critical appraisal of the thought of a contemporary Indian thinker on knowledge and education and presentation of report.
3. Prepare a society-centered curriculum for the emerging Indian society.
4. Conduct a discussion on curriculum evaluation and prepare a report.

📖 PRESCRIBED READINGS

1. Acharya.P.(1996). *Indigenous Education and Brahminical Hegemony*.
2. Chisholma, 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 Shikshamaur 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 Translation: RRCEE).
4. Palmer, Joy A. et al (2001). *Jean –Jacques Rousseau, John Dewey*.
5. Rabindranath Tagore.M.K. Gandhi, Maria Montessori Fifty Major Thinkerson. Education from Confucius to Dewey. USA: Routledge.

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7. Dewey.J. (2009). *School aur Samaj*. Delhi: Aakar. Chapter 2: Schoolaur. *Bachcheka Jeevan* (Also available in English Dewey (2007, 1899). The School and Society Cosimo: NewYork).
8. Krishnamurti.J. (2006). *Krishnamurti on Education*. Part I: Talks to Students: Chapter 1: *On Education*, Chapter 4: *On Freedom and Order*, Part II: *Discussion with Teachers*. Chapter 1: *On Right Education*. Chennai: Krishnamurti Foundation of India.
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10. Sykes, M. (1988). *The Story of Nai Taleem*, NaiTaleem Samiti, Sevagram: Vardha. Chapter 3: *The Seed Germinates*, Chapter 4: Basic National Education, (Also available in Hindi Naitaleem Ki Kahani Translation: RRCEE)
11. Thakur, R. (2004). *Ravindranathka Shikshadarshan* Chapter 1: Tote kiShiksha, Chapter Aashram Shiksha, New Delhi: Granthshipli. Weir (Eds.), *Curriculum, syllabus design and equity: A primer and model* Routledge.
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13. Sternberg, R.J. (2013). *Intelligence, competence, and expertise*. In A. J. Elliot & C.S.
14. Dweck (Eds.), *Handbook of competence and motivation* (pp. 15–30). Guilford Publications.
15. Stiggins.R. (2005). *From formative assessment to assessment for learning: A path to success in standards-based schools*. Phi Delta Kappan,324–328.
16. The PROBE Team. (1999). *Public report on basic education in India*. Delhi: Oxford.
17. NCERT (2014). *Basics in Education-Textbook for B. Ed. Course*. New Delhi: NCERT.

Course code: BED4CC007

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. acquire knowledge 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. develop a positive attitudes towards 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: 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.	1.1 Concept of gender: difference between gender and sex 1.1.1.problems of transgender. 1.2 Gender related concepts: patriarchy, matriarchy, masculinity, equity, equality and sexuality.	<ul style="list-style-type: none"> • Lecture • Discussion • Class Seminar • Assessment • Panel Discussion 	<ul style="list-style-type: none"> • Seminar • Presentations • Report • Test (oral / written)

<p>4. Explains the gender identity and socialization process</p> <p>5. Recognises the role of agencies in gender identity and socialisation</p> <p>6. Analyses gender issues</p> <p>7. Examines gender based violence</p> <p>8. Analyses the female body objectification</p> <p>9. Analyses gender stereo types in mass media</p>	<p>1.3 Gender role: gender roles in family, caste, class, religion, culture and media</p> <p>1.4 Gender identity and socialization practices: role of family, school, peer group, community and media</p> <p>1.5 Gender Issues: Gender bias, gender stereo typing, and gender inequalities.</p> <p>1.5.1.Reasons for gender inequalities</p> <p>1.6 Gender-based violence (GBV) Violence against women in Indian society.</p> <p>1.6.1 Offences against women and girls.</p> <p>1.7 Meaning and concept of body objectification - Combating female body objectification:</p> <p>1.8 Gender stereotypes in mass media objectification of female body-</p> <p>1.8.1.propagation of popular beliefs through media.</p>		
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Unit- II: GENDER DISCRIMINATION AND PARITY IN EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Discusses gender discriminations in education 2. Reviews textbooks and curriculum 3. Identifies the ways and means to achieve gender equality and parity	2.1 Gender discriminations in school: school facilities, class room interactions, rituals and school/ routines, curriculum, textbooks, 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. 2.3 Role of school, parents, peers, teachers, curriculum and textbooks in reinforcing gender equality. 2.4 Gender Parity in education: ways to achieve; women access to and participation in education: Mahila Samakhya, National Program for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBV) National Scheme of Incentives to Girls for Secondary Education. UDAAN, Beti Bachao Beti Padhao scheme.	<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

Unit- III: DIVERSITY AND INCLUSION

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	3.1 Diversity: gender culture and language marginalized- economic disparities- children with social, emotional and behavioural difficulties. 3.2 Historical perspective of inclusive education- from exclusion to inclusion. 3.3 Concept, meaning and definition of inclusion 3.4 Difference among Inclusive, integrated and segregated education. 3.5 Need and importance of inclusive school in view of Right to Education in India 3.6 Inclusive schools- strengths and limitations	<ul style="list-style-type: none"> • Lecture- discussion • Power point presentations • Invited lectures • Brainstorming • Netsurfing • Field visit 	<ul style="list-style-type: none"> • Observation • QA session • Class test • Analysis of digital document • Report • Assignment

**Unit-IV: ASSESSMENT AND INTERVENTION STRATEGIES FOR THE
DIFFERENTLY ABLED**

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.	4.1 Nature, assessment and intervention strategies for the differently abled 4.1.1 Children with sensory impairment 4.1.2 Visual hearing and speech disabilities 4.1.3 Visual impairment, 4.1.4 Hearing and Speech impairment 4.2 Children with neuro-developmental disabilities, Intellectual disability (Cerebral Palsy), Learning disability and Autism Spectrum Disorder: 4.3 Children with Loco Motor, and Multiple Disabilities 4.4 Children with intellectual impairment	<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- V: ADDRESSING LEARNERS' DIVERSITY IN SCHOOLS

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
<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>5.1 Inclusive learning Environment - characteristics.</p> <p>5.2 Curriculum adaptation: Concept, need and principles</p> <p>5.3 Concept of resource teacher parents and communities in schools.</p> <p>5.3.1 Resource Mobilization,</p> <p>5.3.2 Collaborating with other Professionals, Collaborating with other Institutions</p> <p>5.3.3 Parents and Community as Resources</p> <p>5.4 Strategies for dealing with diversity in the classroom:</p> <p>5.5 Individualized Educational Plan (IEP),</p> <p>5.5.1 Universal Design for Learning (UDL)</p> <p>5.5.2 Differentiated Instruction (DI)</p> <p>5.5.3 Collaborative teaching,</p> <p>5.6 Assistive and adaptive devices for differently abled children</p> <p>5.7 Alternative means of assessment and evaluation in inclusive classrooms.</p>	<ul style="list-style-type: none"> • Lecture • Group Discussion and Presentation • Panel Discussion • Debates • Seminar • Small group 	<ul style="list-style-type: none"> • Report • Assignments • presentation • Observation • Class test

SUGGESTED ACTIVITIES (Any two)

1. Prepare a case study of a differently abled learner.
2. Prepare the need profile of all children in a class. Analyze the profile thus prepared for establishing relation between students' needs and their abilities/disabilities
3. 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. Bender.W.N. Learning Disability, Allyn., & Bacon, Simon & Schuster, 1995, Boston London.
3. Bharat, Singh. (2008). *Modern teaching of exceptional children*. New Delhi: Anmol Publications.
4. Bhasin, Kamla. (2000). *Understanding Gender*. New Delhi: Kali for Women.
5. Bhasin, Kamla. (2004). *Exploring Masculinity*. New Delhi. Women Unlimited.
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8. Chakraborty, Asok, Bhattacharjee, Amitetal. (2013). *Principles of management in employment of persons with mental retardation*. New Delhi: Kanishka Publishers.
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2. Dunn.L & Bay.D. M (ed.).*Exceptional Children in the Schools*, New York: Holt, Rinehart, Winston.
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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. apply the knowledge of various teaching models for teaching Biological science.
2. develop skill in selecting appropriate innovative strategies to transact the content.
3. develop techno pedagogical skills.
4. develop skill in organizing various co-curricular activities in Biological Science.
5. develop the competencies required for a Biology teacher.

Unit- I: 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 models of teaching	1.1 Models of teaching elements and functions. 1.2 Concept Attainment model 1.3 Advance organizer model 1.4 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-II: EMERGING STRATEGIES FOR TEACHING BIOLOGICAL SCIENCE

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

Unit- III: TECHNO PEDAGOGIC CONTENT KNOWLEDGE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies ways and means to link technology to pedagogic content knowledge. 2. Prepares a blog	3.1 Techno pedagogic content knowledge 3.2 Web based learning 3.3 Blog creation 3.4 Science teacher as a techno pedagogue 3.5 Techno pedagogical Skills 3.6 Free software in science 3.7 Learning management system	<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-IV: CO-CURRICULAR ACTIVITIES IN BIOLOGICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the importance of co-curricular activities 2. Develops a plan to organize various co-curricular activities	4.1 Co-curricular activities- need and importance 4.2 Science club- organization and activities 4.3 Science Exhibition and Science Fair 4.4 Field Trips 4.5 Science garden 4.6 Nature calendar 4.7 Science Museum	<ul style="list-style-type: none"> • Lecture • Organizing science exhibition • Seminar • Organization of seminars/ workshops related to the subject 	<ul style="list-style-type: none"> • Test (oral/written) • Participation in co-curricular activities • Report writing • Seminar presentation

Unit-V: PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHERS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the qualities of a Biology teacher 2. Recognizes 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 • Auto instruction 	<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. Visit a scientifically important place and prepare the report.
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.
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📖 SUGGESTED READINGS

1. Agarwal.S.K (2005). *Advanced Environmental Biotechnology*. New Delhi: A.P.H .Publishing Corporation.
2. Brown.T.A. (1999). *Principles of Genetic Engineering*. New York: Wiley.
3. Christopher Howe (2007). *Gene Cloning and Manipulation. Second Edition*, Cambridge University press.
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5. Foster, L E. (2003). *Medical Nanotechnology: Science, Innovation and Opportunity*. Pearson Education, Upper Saddle River.
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Course Code: BED4PCO13

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 language teaching/learning
2. appreciate and enjoy a wide range of literary or creative texts and other related cultural forms
3. design innovative strategies for effective teaching /learning English
4. familiarize with the concept of teacher as a techno pedagogue
5. comprehends the professional growth and evaluation of teachers

Unit- I: 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 and learning English: Film adaptations of literary texts, Online Vocabulary games, Online Grammar games, Audio podcasts, Pronunciation, Conversation practice, 1.2 Exploring text types Online–Descriptive, Narrative, Expository, Argumentative- Neuro-linguistic Programming	<ul style="list-style-type: none"> • Visual Presentation • e-learning • Small Group Discussion • Seminar 	<ul style="list-style-type: none"> • write- up submitted after analyzing emerging e-learning techniques • Role performance analysis • seminar presentation

Unit- II: PERSPECTIVES OF INNOVATIONS IN LITERATURE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the diverse creative works and reflect it in teaching. 2. Develops capacity for critical thinking, creativity, self-expression, personal growth, empathy and cultural understanding.	2.1 Literature in school curriculum- objectives, needs and relevance 2.2 Objectives of teaching literature in school curriculum 2.3 Literature and its indispensable role 2.4 Translation – Importance and need 2.4.1 Translation as a creative activity. 2.4.2 Personal Translation style, copy writing skill and using language as a creative tool.	<ul style="list-style-type: none"> • Lecture • Group Discussion • Presentation of Samples 	<ul style="list-style-type: none"> • QA Session • Role performance analysis

Unit- III: TECHNO–PEDAGOGIC CONTENT KNOWLEDGE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the concepts of teacher as Techno-pedagogue	3.1 Techno –pedagogy : meaning and importance 3.2 Inter-relationship between Content Knowledge, Pedagogic Knowledge and Technological Knowledge 3.3 Scope of techno-pedagogue in English language teaching 3.4 Technology in English language learning: virtual learning, mobile learning, Blended learning, online learning, blog creation, preparation of digital lesson plans	<ul style="list-style-type: none"> • Group Discussion • Demonstrations in Smart Classroom • Assignment 	<ul style="list-style-type: none"> • Assignment Analysis • Test (oral/Written) • Role performance analysis

Unit- IV: MEDIA IN ENGLISH LANGUAGE TEACHING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develops the skill of using media for communication 2. Utilizes social media as a platform for information sharing.	4.1 Role and relevance of media in English language teaching-learning: newspaper, radio, television, films, internet, magazines. 4.2 Social media- types 4.2.1 Social network – facebook, twitter, linkedin, media sharing – networks, instagram, snapchat, youtube – discussion forums - quora 4.3 Book marking and content curation networks- printerest, flipboard- internet based networks- good reads.	<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

Unit – V: PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHERS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Appraises the teaching profession 2. Identifies the qualities of English Teacher	5.1 Teaching as a profession 5.2 Pre-service and in-service programme 5.3 Qualities of an English Teacher 5.3.1 Professional competencies 5.3.2 Soft skills Technological skills.	<ul style="list-style-type: none"> • Assignments • Group work • Peer teaching • Seminar 	<ul style="list-style-type: none"> • Q.A. sessions • Discussion • Vocabulary check

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 a critical analysis of a fiction/poem.

📖 PRESCRIBED READINGS

1. The Internet Guide for English Language Teachers Dave Sperling, 1997, Prentice-Hall Regents. (1998 edition also available).Dave Sperling's Internet Activity Workbook Prentice Hall, Regents ISBN 0-13-010325-X,1999.308.
2. Tim, Boswood. (1997). New Ways of Using Computers in Language Teaching, TESOL.
3. Joy Egbert., & Elizabeth Hanson-Smith. (1999). CALL Environments: Research, Practice and Critical Issues Internet for English Teaching.
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2. Information & Communication Technologies in ELT Abdul Mahmoud I drees Ibrahim, Journal of Language Teaching and Research, Vol. 1, No. 3, pp.211-214, May, 2010 Academy Publisher ISSN1798-4769.
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. DhanpatRai: NewDelhi.
5. Singh .Y.K (2005). Teaching of English. NewDelhi: APH Publishing Corporation.
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7. Bond.L. Getat (1980). Reading Difficulties – Their Diagnosis and Correction, NewYork: Appleton – Century Crafts.
8. Byrne.D .(1975): Teaching Writing, London, Longman.

Course Code: BED4PC014

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 and writing lesson transcripts based on selected models of teaching
4. develop positive attitude towards model instructional strategies in teaching history.
5. develop skill in organizing various co-curricular activities
6. 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. Identifies the ways and means to link techno pedagogic content knowledge. 2. Consientizes the prospective teachers to become a techno-pedagogue.	1.1 Pedagogic content knowledge- ways to link techno pedagogy content knowledge 1.1.1 Need and significance 1.2 Inter relationship between techno-pedagogy and content. 1.3 Scope and purpose of techno pedagogue in history. 1.4 Teacher as a techno - pedagogue in history:	<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 Collaborative learning 2.1.3 Co-operative learning 2.1.4 Problem-based learning 2.1.5 Flipped learning 2.1.6 Blended-learning 2.1.7 Brain-compatible learning: i) Mind mapping ii) Concept mapping 2.1.8 Video-conferencing 2.1.9 Experiential learning	<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: MODELS OF TEACHING HISTORY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with the concept and families items for models of teaching 2. Prepares lesson plan based on selected models.	3.1 Models of Teaching - meaning and concept, 3.2 Descriptions of the model. 3.3 Different families: Information processing, Social behavior and modern i) Concept attainment model ii) Advanced organize 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- IV: CO-CURRICULAR ACTIVITIES IN HISTORY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Plans various programmes to organize co-curricular activities for promoting historical learning	4.1 Need and importance of co-curricular activities in teaching History - Advantages 4.1.1.Criteria for co-curricular activities 4.2 History Museum 4.3 Exhibitions 4.4 Excursions and fieldtrips 4.5 Field Visits 4.6 Club Activities	<ul style="list-style-type: none"> • Lecture • Discussion • Auto learning • Visual presentation 	<ul style="list-style-type: none"> • Tests (Oral/ Written) • Participation in co-curricular activities • QA Session

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 practisener	5.1 Professional development- meaning and significance 5.1.1 Need for continuous development 5.2 Teaching as a profession: pre-service and in-service programme 5.3 History teacher as a reflective practitioner: concept and strategies. 5.4 Various programmes for professional development 5.5 Qualities of a History teacher – 5.5.1 Professional Competencies- Soft Skills, Technological Skills.	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Auto learning • Brainstorming 	<ul style="list-style-type: none"> • Test (Oral/ Written) • QA Session • Evaluation of report

SUGGESTED ACTIVITIES (Any Two):

1. Critically analyse the role of technology in teaching and learning History.
2. Design mind maps by selecting a unit for teaching Standard IX.
3. Preparation of lesson transcripts based on any two models of teaching.
4. Prepare a report on various programmes for professional development of history teachers.

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.*
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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.*
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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.
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Course Code: BED4PC015

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. acquire knowledge of the concept of techno pedagogy and understand the role of teacher as a techno pedagogue
2. develop understanding of the various innovative strategies in mathematics education
3. apply the knowledge of various teaching models for teaching mathematics
4. develop understanding of the recent trends in mathematics education
5. comprehend the various strategies for the professional development of Mathematics teacher.

Unit- I: TECHNO-PEDAGOGIC CONTENT KNOWLEDGE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Remembers with the concept of techno-pedagogy 2. Identifies the ways and means to link technology to pedagogic content knowledge 3. Identifies the role of teacher as a techno pedagogue 4. prepares digital lesson plan in mathematics	1.1 Concept of Techno pedagogic content knowledge 1.2 Technology in teaching and learning mathematics 1.3 Web-based Instruction 1.4 Online learning 1.5 Virtual learning 1.6 ICT based teaching and learning 1.7 Blog creation 1.8 Digital lesson in mathematics	<ul style="list-style-type: none"> • Lecture • Illustrations • Digital presentations • Seminar • Discussions • Assignment 	<ul style="list-style-type: none"> • Participant observation • Online evaluation • Evaluation of assignment

Unit- II: 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 Video conferencing	<ul style="list-style-type: none"> • Lecture • Digital presentation • Seminar • Discussion • assignment 	<ul style="list-style-type: none"> • Tests (oral/written) • Participant observation • Evaluation of assignment

Unit- III: MODELS OF TEACHING MATHEMATICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies various teaching models for teaching Mathematics 2. Proposes lesson plans based on models of teaching	3.1 Meaning and definition of teaching model 3.2 Assumptions regarding teaching models 3.3 Role of Teaching models 3.4 Families of teaching models 3.5 Elements of Teaching models 3.6 Some typical model: i) concept attainment model, ii) Advance organizer model, iii) Inquiry training model	<ul style="list-style-type: none"> • Discussions • Electronic visual presentation • Seminar 	<ul style="list-style-type: none"> • Test (oral/ written) • Questioning • paper preparation

Unit- IV: RECENT TRENDS 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.	4.1 Computer assisted instruction 4.2 Computer managed instruction 4.4 Digital resources in Mathematics Education – CD, DVD, Websites Digital text books 4.4 Smart class room 4.5 Learning Management System 4.6 M-learning 4.7 Multimedia presentation 4.8 Modules in teaching and learning mathematics 4.9. Apps for 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- V: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHER

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the qualities of a Mathematics teacher 2. Equip with professional skills needed for teaching Mathematics	5.1 Professional Development: meaning and importance 5.2 Teaching as a profession 5.3 Inservice education of teachers 5.4 Special qualities of a mathematics teacher 5.5 Professional skills of mathematics teachers 5.6 Roll of reflective practices in professional development.	<ul style="list-style-type: none"> • Lecture • Seminar • Discussions 	<ul style="list-style-type: none"> • Tests • Questioning • Student Reports

SUGGESTED ACTIVITIES (Any two)

1. Prepare a concept map for any lesson in Mathematics.
2. Develop a CAI package in Mathematics.
3. Create a blog for any one lesson in Mathematics.
4. Prepare a lesson transcript based on any one model of teaching.

📖 PRESCRIBED READINGS

1. Bishoni, U.(2008). *Teaching of Mathematics*. Meerut: Lal Book Depot
2. Bruce, Joyce. & Weil, Marsha. (2004). *Models of Teaching*. U.K: Prentice Hall of India.
3. James, Anice. (2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publications.
4. James, Anice. (2006). *Techniques of teaching of Mathematics*. New Delhi: Neelkamal Publications.
5. Kulshreshtha, A.K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.

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7. Passi, B.K. (1991). *Models of Teaching*. New Delhi: NCTE
8. 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: 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*. New Delhi: Ashish Publishing House.
6. Siddiqui, M.H. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing House.

Course Code: BED4PC016

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. develop skill in writing lesson plan based on models of teaching
2. understands the emerging strategies of teaching physical science
3. develop techno-pedagogic skills
4. analyse various co-curricular activities in physical science teaching
5. develop the competencies required for physical science teacher

Unit- I: MODELS OF TEACHING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Describes the concept models of teaching	1.1 Models of teaching - Definition, Fundamental Elements of models of teaching.	<ul style="list-style-type: none"> • Digital presentation • Group discussion • Workshop 	<ul style="list-style-type: none"> • Test (oral/written) • Assignment
2. Explains the types of teaching model	1.2 Types of Teaching Model. 1.2.1 Inquiry Training Model 1.2.2 Concept Attainment Model 1.2.3 Advance Organizer Model		

Unit-II: EMERGING STRATEGIES FOR TEACHING PHYSICAL SCIENCE

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

Unit- III: TECHNO PEDAGOGIC CONTENT KNOWLEDGE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies ways and means to link technology to pedagogic content knowledge. 2. Recognize the learning management system 3. Identifies the software in science	3.1 Techno Pedagogic Content Knowledge 3.2 Science teacher as techno pedagogue 3.3 Techno pedagogic skills and competencies 3.4 Web based learning 3.5 m-learning 3.6 Software in science 3.7 Learning Management System	<ul style="list-style-type: none"> • Discussion • Demonstration • ICT resources 	<ul style="list-style-type: none"> • Observation • Assignment • Material submission

Unit- IV: CO-CURRICULAR ACTIVITIES IN PHYSICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the importance of co-curricular activities 2. Develops a plan to organize various co-curricular activities	4.1 Co-curricular activities 4.1.1 Definition 4.1.2 Need and relevance 4.1.3 Advantages of co-curricular activities 4.2 Criteria for selection of co-curricular activities 4.3 Science club 4.4 Science Exhibition and Fairs 4.5 Field visit	<ul style="list-style-type: none"> • Lecture • Organizing science exhibition • Extension activity • Organization of seminars/ workshops related to the subject 	<ul style="list-style-type: none"> • Test (oral/written) • Participation in co-curricular activities • Report writing • Seminar presentation

Unit- V: PROFESSIONAL DEVELOPMENT OF TEACHERS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Appraises the teaching profession 2. Identifies the qualities of science teacher 3. Participates in various activities	5.1 Teaching as a profession 5.2 Pre-service and in-service programme 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.	<ul style="list-style-type: none"> • Lecture • Discussion • Debate 	<ul style="list-style-type: none"> • Participant observation • Report based on debate

SUGGESTED ACTIVITIES (Any two):

1. Visit a scientifically important place and prepare a report
2. Design a content in physical science based on mapping strategies.
3. Visit an exhibition in your local and prepare a report.
4. Develop a lesson plan in physical science based on models of teaching.

📖 PRESCRIBED READINGS

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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, Central Co.
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📖 SUGGESTED READINGS

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3. Joseph.T. T. (1982). Modern trends in science education. (2nd Ed.). Kottayam, Kerala.
Mangal.S.K., & Uma Mangal. (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
4. Mathew.T.K., & Mollykutty.T. M. (2011). Science education: Theoretical bases of teaching and pedagogic analysis. Chenganoor: Rainbow Book Publishers.
5. Mishra.R.C (2008). Lesson Planning. NewDelhi: APH Publishing Corporation.
6. Panner, Selvam.A. (1976). Teaching of Physical Science, Government of Tamil Nadu.

Course Code: BED4EC001

Elective Course

B.Ed. Degree Programme
Semester-IV
EARLY CHILDHOOD CARE AND EDUCATION
(4 Credits – 120 Hours)

 **COURSE OBJECTIVES:**

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

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

Unit- I: INTRODUCTION TO EARLY CHILDHOOD CARE AND EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the nature, scope and significance of Early Childhood Education. 2. Acquaints with the development of Early Childhood Education in India 3. Familiarises the policies in ECCE in India	1.1 Early Childhood Care and Education: concept, need and objectives of ECCE 1.2. Early Childhood Education trends in India-public, private and voluntary sector initiatives in India 1.3. Issues and concerns of ECCE in India 1.4. Policies in ECCE in India- National Focus Group on ECCE (2006) 1.5 ECCE in National Education Policy 2020	<ul style="list-style-type: none"> • Introductory Lecture • Group discussion • Assignment • Brainstorming • Seminar and discussion 	<ul style="list-style-type: none"> • Assignment evaluation • Test (Written/ Oral) • Participation in group discussion

Unit- II: CONTRIBUTIONS OF EDUCATIONAL THINKERS TO EARLY CHILDHOOD CARE AND EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develops an insight into the contribution of various educational thinkers to the cause of Early Childhood Education	2.1 Contributions of western thinkers – Froebel, McMillan Sisters, Montessori, Piaget and Vygotsky 2.2. Indian thinkers – Gijubhai Badeka, Mahatma Gandhi and Tarabai Modak.	<ul style="list-style-type: none"> • Introductory lecture • Group discussion • Assignment • Brainstorming • Seminar and discussion 	<ul style="list-style-type: none"> • Assignment evaluation • Test (Written/ Oral) • Participation in group discussion

Unit- III: DEVELOPMENT DURING EARLY CHILDHOOD

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Realizes the different aspects of child development 2. Examines the role of pre-school in promoting harmonious development of children.	3.1. Development during early childhood period - physical, motor, cognitive, social, emotional, language and moral development. 3.2. Factors influencing early childhood development. 3.3. Role of early childhood centres in promoting harmonious development of children.	<ul style="list-style-type: none"> • Lecture • Seminars • Interactive session • Discussion • Assignment 	<ul style="list-style-type: none"> • Preparation of learning materials • Assignment evaluation • Test (Written/Oral)

Unit- IV: ORGANIZING ECCE PROGRAMME

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develops insight in Planning programs for children	4.1. Design of an ECCE centre– building plan, different areas in an ECCE centre, safety precautions, 4.2 Planning programs for children – principles and factors of program planning. (yearly, monthly, weekly and daily plans.)	<ul style="list-style-type: none"> • Lecture • Field visit • Development of weekly /daily schedules • Seminar and discussions • Discussion • Visual presentations • Peer learning 	<ul style="list-style-type: none"> • Report writing • Assessing weekly / daily schedule • Assignment evaluation • Test (Written/Oral)

Unit- V: PEDAGOGIC APPROACHES TO ECCE PROGRAMME

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. acquaints with the different techniques of teaching children 2. Imbibes skill in assessing pre- school children	5.1 Strategies for involvement of children in learning activities- sensory training, Rhymes, Storytelling, Dramatization, Puppetry, Nature walk and play way method 5.2 Evaluation of children's development and learning - Principles of assessment and reporting 5.3 Informal assessment Strategies - observation, portfolio, checklist. 5.4.Role of care giver/ ECCE Teacher-partnership with parents and family	<ul style="list-style-type: none"> • Lecture • Field visit • Observation of Programs • Seminar and discussions • Role play • Discussion • Demonstration • Visual presentations • Peer learning 	<ul style="list-style-type: none"> • Assignment evaluation • Test (Written/Oral)

SUGGESTED ACTIVITIES (Any Two)

1. Prepare materials and activities for any two aspects of development.
 - 1.1 Motor development (gross motor skills and fine motor skills)
 - 1.2 Cognitive development
 - 1.3 Language development
 - 1.4 Social development
2. Prepare a report on daily routine of an Early childhood Education Centre.
3. Prepare booklets-stories (5), Rhymes (5) with illustrations.
4. Prepare source file on different types of creative activities for children.

📖 PRESCRIBED READINGS

1. Aggarwal.J.C.,& Gupta.S. (2007). *Early Childhood Care and Education-Principles and Practices*. New Delhi: Shirpa Publications.
2. Devadhas, P.Rajammal. (1984). *A Text Book on Child Development*. New Delhi: MC Millan India Ltd.
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📖 SUGGESTED READINGS

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2. Banta.T.(1966).*Arethesesreallya Montessori method*, Columbus, Ohio: Ohio Psychological Association and Ohio Psychiatric Association. David.T. (1989). *Teaching Young Children*. New Delhi: Sage.
3. Essa.E.(1990). *Introduction to early childhood education*. NewYork:Delimar.
4. Kaul.V. ,& Bhatnagar.R.(n.d). *Early Childhood Education: ATrainers' Handbook*. New Delhi: NCERT.
5. Kaul.V.et al.(2004). *Reaching out to the Child*. NewDelhi: Oxford University Press.
6. Kaul.V.,& Sankar.D (2009). *Early Childhood Care and Education in India: Mid-Decade Assessment*: NUEPA.
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8. Shanmuga velayudham.K.,& Bhuvanewari.(2003). *The ' must 'for Nursery Education*. TN- FORCES.
9. Soni. R.(2014).*Every Child Matters*. NewDelhi: NCERT.
10. Swaminathan.M.(1998). *The First Five Years:A critical perspective on Early Childhood Care and Education in India*. New Delhi: Sage publications.
11. Swaminathan. M., & Daniel. P. (2000). *Activity-Based Developmentally Appropriate Curriculum for Young Children*. Chennai: IAPE.
12. Vergas-Baron.E.(2005). *Planning Policies for Early Childhood Development: Guidelines for Action*. Paris: UNESCO.

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

(4Credits -120 Hours)

 COURSE OBJECTIVES:

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

1. develop an understanding of the needs and concerns of adolescents
2. develop understanding about the content and scope of Adolescence Education Programme.
2. acquaint with the pedagogical approaches of adolescence education programme
3. analyze the life skill education for adolescents, approaches, strategies and modus operandi.
4. develop knowledge and sensitivity on matters related to reproductive health, sex and sexuality

Unit- I: CONCERNS AND CHALLENGES DURING ADOLESCENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises with the development during adolescence 2. Identifies the needs and concerns of adolescents 3. Familiarises with the theories of Adolescence	1.1 Development during adolescence 1.1.1. Physical, cognitive, social and emotional 1.2 Needs, concerns and realities of adolescents in India. 1.3 Psycho-physiological problems -Depression, Anxiety, Suicide	<ul style="list-style-type: none"> • Lecture /briefing • Group discussion • Assignment • Brainstorming • Case study • Seminar and discussion 	<ul style="list-style-type: none"> • Oral questions • Assignment evaluation • Case study report • Test (written/ oral) • Observation of class room behaviour • Student's reflective reporting • Observation of students/ classes

Unit-II: ADOLESCENCE EDUCATION PROGRAMME

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the concept of adolescence education and its objectives, guiding principles and scope 2. Analyzes the adolescence education program, approaches, strategies and implementation	2.1. Adolescence Education Programme (AEP) 2.1.1. Objectives, Content and Scope 2.2.2. Role of Social agencies in Adolescence Education-School, Family, Media and Community 2.2.3 Capacity building for prospective teachers in adolescence education	<ul style="list-style-type: none"> • Lecture /briefing • Group discussion • Assignment • Brainstorming • Case study • Seminar and discussion • Role play 	<ul style="list-style-type: none"> • Oral questions • Assignment evaluation • Case study report • Test (written/oral) • Observation of class room behaviour • Student's reflective reporting

Unit-III: PEDAGOGICAL APPROACHES TO ADOLESCENCE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises the pedagogical approaches to adolescence education 2. Equips with different innovative strategies for adolescence education	3.1 Pedagogical Approaches to Adolescence Education 3.1.1 Case studies and critical incidents, 3.1.2 Brainstorming, 3.1.3 Role-playing, 3.1.4 Buzz groups 3.1.5 Gaming, 3.1.6 Value clarifications, 3.1.7 Question Box, 3.1.8 Discussions and Debates, 3.1.9 Puppet shows, 3.1.10 Video shows. 3.1.11 situation analysis	<ul style="list-style-type: none"> • Lecture /briefing • QA session • Student observation and reporting • Assignment • Seminar • Peer learning • Group discussion 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment evaluation

Unit- IV: LIFE SKILLS EDUCATION FOR ADOLESENTS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises the concept of life skills education 2. Equips with different innovative strategies for life skills education to adolescents 3. Examines the role of life skills education in adolescent behaviour	4.1 Need, concept and significance of life skills education 4.2 Core life skills, development of life skills 4.3 Imparting life skills education – Role play, Debate, case study, Quiz, Group discussion 4.4 Role of life skills education in adolescent behaviour, Teacher student relationship.	<ul style="list-style-type: none"> • Lecture /briefing • QA session • Assignment • Seminar • Peer learning • Group discussion • Role play 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment evaluation

Unit- V: REPRODUCTIVE HEALTH AND FAMILY LIFE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the basic elements of reproductive health during adolescence 2. Internalizes the need for sexual and health education of adolescents 3. Realizes the need for strengthening healthy family relationship	5.1 Sexual and reproductive health of adolescents 5.2. Sexual health education – need and importance, objectives, role and responsibility of family and school. 5.2.1. STD's and HIV/AIDS- Causes and preventive measures 5.3 Family life education- Meaning and concept, objectives 5.3.1.Role of home and school in family life education 5.3.2.Maintaining family relationships	<ul style="list-style-type: none"> • Lecture /briefing • Group discussion • Extension and field outreach • Assignment • Seminar • Debate • Peer learning 	<ul style="list-style-type: none"> • Class test • Assignment evaluation • Observation of classes • Field level observation and reporting

SUGGESTED ACTIVITIES (Any Two)

1. A detailed case study on child abuse victims
2. Detailed study of adolescent problems and issues in the school selected for practice teaching.
3. Organization of adolescence education session in the school selected for practice teaching.
4. Study and report adolescents in drug rehabilitation centers.

📖 PRESCRIBED READINGS

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

📖 SUGGESTED READINGS

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

Course Code:BED4EC003

Elective Course

B .Ed. Degree Programme
Semester-IV
ENVIRONMENTAL EDUCATION
 (4 Credits-120 Hours)

📖 COURSE OBJECTIVES:

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

1. acquaint with the concept, need, principles and scope of environmental education.
2. analyse the various issues related to natural resources.
3. appraise the policies and legislations towards environmental management.
4. develop a positive attitude towards environmental conservation.
5. appreciate the importance of environmental education in school curriculum.
6. imbibe necessary skills to participate actively in community oriented environmental activities.

Unit- I: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the concept of environmental education 2. Identifies the principles and Scope of Environmental education 3. Analyses the approaches of teaching Environmental Education	1.1 Environmental Education: Historical background, Concept, Meaning and Definition 1.2 Need, Objectives, Principles and Scope 1.3 Approaches of teaching Environmental Education (Multidisciplinary and Inter disciplinary).	<ul style="list-style-type: none"> • Small group discussion • Digital presentation • Meaningful verbal discourse • Peer learning • Self study • Reflective practices 	<ul style="list-style-type: none"> • Assignment • Document analysis • Report • QA session • Observation • Test

Unit-II: NATURAL RESOURCES AND ASSOCIATED PROBLEMS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Appreciates the various natural resources 2. Analyses the problems associated with natural resources 3. Recognises the role of an individual in conservation of natural resources.	2.1.Natural resources – meaning, definition and importance. 2.2 Types of resources (Forest, Land, Water Mineral, Food and Energy resources) 2.3.Problems associated with different types of natural resources - their prevention 2.4 Role of individual in conservation of natural resources. 2.5 Role of environmental education in response to the COVID-19 pandemic.	<ul style="list-style-type: none"> • Narrative expression sessions • Role Play/Skit • Field visit • Multimedia approach. • Cooperative learning • Invited talk 	<ul style="list-style-type: none"> • Participation in group activity • Report • Quiz • Document • Test

Unit-III: POLLUTION AND MANAGEMENT INITIATIVES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognises the different types of pollution 2. Predicts the control measures for pollution 3. Explains environmental management and its need 4. Outlines the initiatives for environmental management	3.1 Pollution : definition, 3.1.1 Types (Air, Water, Soil, Noise, Nuclear and light pollution) 3.2 Effects and control measures of each type. 3.3 Management of environment: Definition and need 3.4 Initiatives: 3.4.1Environmental legislation, 3.4.2Environmental Impact Assessment 3.4.3Environmental movements in India 3.4.4pollution control board and Green Tribunals	<ul style="list-style-type: none"> • Lecture cum discussion • Blog Searching • Peer instruction • Digital Presentation • Seminar • Small group discussion • Brain storming 	<ul style="list-style-type: none"> • Blog Posts • Class test • Document analysis • Seminar presentations • Test

Unit-IV: SUSTAINABLE DEVELOPMENT AND PRACTICES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the concept of Sustainable Development, Need and Principles. 2. Appraises sustainable environmental practices	4.1 Sustainable Development: Meaning, Need, 4.2 Guiding Principles. 4.3 Sustainable Environmental Practices: 4.3.1 Rain water Harvesting, 4.3.2 Mangroves management, 4.3.3 Solid Waste management	<ul style="list-style-type: none"> • Lecture/briefing • Field visit • Multimedia approach. • Cooperative learning • Assignment • Peer learning 	<ul style="list-style-type: none"> • Report • Quiz • Document • QA session • Observation • Assignment evaluation

Unit-V: ENVIRONMENTAL EDUCATION IN SCHOOL CURRICULUM

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Infers Environmental Education at different levels of school Education 2. Appreciates the role of school in environmental conservation 3. Identifies the role of NCERT ,teachers and media in promoting Environmental Education 4. Examines the role of information technology in environmental and human health. 5. Prepares evaluation strategies for Environmental Education	5.1 Environmental education at different levels of school education 5.2 Innovative methods of teaching environmental education 5.3 Role of school in environmental conservation 5.4 Role of NCERT, teachers and media in promoting environmental education 5.5 Role of information technology in human health. 5.6 Evaluation in environmental education-meaning, aims, 5.6.1 Different types of tests for assessment	<ul style="list-style-type: none"> • Lecture cum discussion • Brainstorming • Blog Searching • Peer instruction • Poster Presentation • Assignment Seminar • Auto instruction • Invited lectures 	<ul style="list-style-type: none"> • Blog Posts • Class test • Document analysis • Participant observation • Posters • Seminar presentations

SUGGESTED ACTIVITIES (Any Two)

1. Prepare a scrap book on issues related to the environment
2. Visit a place of severe environmental pollution in your locality, analyse the causes of pollution and suggest control measures.
3. Conduct an activity to establish a butterfly garden or social forest
4. Prepare a time-line chart on environmental policies and programmes in India

📖 PRESCRIBED READINGS

1. Bhalla. S.C., & Khanna. H. (2007). *Environmental Education*, New Delhi: Regal Publication.
2. Bharucha.E.(2005). *Text book of Environmental Studies*, University Press.
3. Capra.F (1999). *Eco-literacy: The challenge for next century*. Liver pool Schumacher Lectures.
4. Dani.H. M.(1986). *Environmental Education*, Chandigarh: Publication Bureau, Punjab University.
5. Joseph Catherine, *Methods of Environmental Education* – Hyderabad: Neel Kamal Publications.
6. Krishnamachayulu.V.,& G.S. Reddy, *Environmental Education*, Hyderabad: Neelkamal publications.
7. Kumar.A.(2009). *A textbook of environmental science*. NewDelhi: APH Publishing Corporation.
8. Orr. D (1992). *Ecological Literacy: Education and transition to a post modern worlds*. Albany. New York: State University Press.
9. Reddy. P. K & Reddy, N. D. (2001). *Environmental Education*. Hyderabad: Neelkamal publications.
10. Sharma. R. A. (2008). *Environmental Education*. Meerut: R.Lall Books Depot.
11. Sharma.B. L & Maheswari. B. K. (2008). *Education for Environmental and Human value*. Meerut: R.Lall Books Depot.
12. Sharma.V. S. (2005). *Environmental education*. New Delhi: Anmol publication.
13. Singh.Y. K. (2009). *Teaching of environmental science*. New Delhi: APH Publishing Corporation.

📖 SUGGESTED READINGS

1. Brown, Lester.R (2002). *Eco Economy: Building an economy for earth*, Orient Longmann.
2. Firor, John., & Judith .E.J. (2003). *Crowded Green House*, University Press.
3. Gardner. H.S (2006). *Frames of Mind*. Harvard University Press.
4. Goleman.D. (2010). *Ecological Intelligence*, Penguin Books, London136.

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5. Joy.P., & Neal.P. (1994). *The handbook of environmental education*: London, New Fetter Lane.
 6. Odum. E.P. (1971). *Fundamentals of Ecology* WBSaunders.
 7. Speth., & James. G. (2006). *Global Environmental challenges: Transition to a sustainable world*, Orient Longmann.
 8. UNESCO (2005). *Draft International Implementation Scheme of the United Nations Decade of Education for Sustainable Development*. Doc. 171 ex/7. Paris. UNESCO.
 9. UNESCO (2006-b). *Framework for the UNDESD International Implementation Scheme*. ED/ DESD/2006/PI/1. Paris, UNESCO.

Course Code : BED4EC004

Elective Course

B.Ed. Degree Programme
Semester-IV
PHYSICAL AND HEALTH EDUCATION
 (4 Credits - 120 Hours)

✍ COURSE OBJECTIVES:

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

1. acquaint with the meaning, aims and objectives of physical education
2. acquire knowledge on health and safety education
3. develop understanding about the healthy food for healthy life
4. understand the principles of first aid

Unit- I: INTRODUCTION TO PHYSICAL EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the meaning, aim and objectives of physical education. 2. Identifies the components and modes of physical fitness	1.1 Physical Education 1.1.1 Meaning Definition 1.1.2 Aim and Objectives 1.1.3 Need and importance 1.1.4 Methods of teaching physical activities 1.1.5 Intramural and Extramural Competitions –Meaning, Definition. 1.1.6 Knock-out and League tournament 1.2 Physical Fitness 1.2.1 Definition, Components and Health related Physical fitness 1.2.2 Activities for development of physical fitness 1.2.3 Components and benefits of Physical fitness	<ul style="list-style-type: none"> • Briefing/Lecture • Visual Presentation • Lecture • Group Discussions/ activities • Demonstration and practice 	<ul style="list-style-type: none"> • Test (Oral/ written) • Projects • Assignments

Unit- II: HEALTH EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the fundamentals of health education 2. Values the importance of health education	2.1 Health education: meaning, definition, 2.1.1 Importance and scope of health education 2.1.2 Aims and objectives of health education 2.1.3 Methods of imparting Health Education in School – Health instruction – Health Service Health Supervision 2.1.4 Factors affecting health 2.1.5 Effects of exercise on muscular, circulatory, Digestive and Nervous systems. 2.1.6 Hygiene – Health hazards	<ul style="list-style-type: none"> • Briefing/Lecture • Demonstration and practice • Presentations in small groups • Debate and Discussion • Survey related to safety education in a near by town/village • Theoretical presentation 	<ul style="list-style-type: none"> • Test (Oral / written) • Health practices of students • Participant observation • Reports • Visit to primary health centre and reporting

Unit- III : POSTURE, SAFETY EDUCATION AND FIRST-AID

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Values the importance of posture 2. Identifies the importance of Safety education 3. Acquaints with the significance of first-aid	3.1 Posture 3.1.1 Meaning, and Importance of posture 3.1.2 Types of posture 3.1.3 Kyphosis, Lordosis, Scoliosis, Knock-Knee and Flat-Foot. 3.1.4 Causes and Prevention 3.2 Safety Education 3.2.1 Significance and meaning 3.2.2 Importance of safety education 3.2.3 Road Safety , School, College, Classroom and Play ground 3.3 First – aid 3.3.1 Meaning, Definition, Principles, Need and importance of first-aid 3.3.2 First-aid in different cases 3.3.3 Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting, Burns, etc.	<ul style="list-style-type: none"> • Briefing/Lecture • Demonstration and practice • Presentations in small groups • Debate and Discussion • Survey related to safety education in a near by town/village • Theoretical presentation 	<ul style="list-style-type: none"> • Test (Oral / written) • Health practices of students • Participant observation • Reports • Visit to primary health centre and reporting

Unit- IV: FOOD AND NUTRITION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Values the importance of food 2. Familiarizes food and nutrition	4.5 Food and Nutrition 4.1.1. Understanding Nutrition 4.1.2. Micro and Macro Nutrients 4.1.3. Carbohydrates, Protein, Fat, Vitamins, Minerals, Water & Fiber 4.1.4. Balanced diet 4.1.5. Vitamin deficiency diseases 4.1.6. Malnutrition 4.1.7. Guidelines for food Selection 4.1.8. Diet for Obesity and underweight	<ul style="list-style-type: none"> • Narrative expressions • Survey • Debate • QA session • Experts Talk • Demonstration • Digital Presentations • Group activity • Verbal presentation • Preparation of database 	<ul style="list-style-type: none"> • Test (Oral/ Written) reports • Quiz • Group presentation • Discussions • Tests • Awareness campaign.

Unit- V: COMMUNICABLE DISEASES AND LIFESTYLE DISORDER

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies communicable diseases and their Prevention 2. Recognizes various Lifestyle diseases and their prevention	5.1 Communicable diseases 5.1.1 communicable diseases-definition and meaning 5.1.2 Malaria, Typhoid, Tuberculosis, Cholera, Diarrhea HIV /AIDS and COVID-19, Symptoms, causes and prevention Lifestyle disorder and their management (Obesity, Hypertension, Diabetes Heart Attack and Ulcer)	<ul style="list-style-type: none"> • Debate • QA session • Experts Talk • Demonstration • Digital Presentations • Group activity • Verbal presentation • Preparation of database 	<ul style="list-style-type: none"> • Test (Oral/ Written) reports • Quiz • Group presentation • Discussions • Tests • Awareness campaign.

SUGGESTED ACTIVITIES (Any Two)

1. Visit and prepare a report on physical education facilities available in the schools in your locality
2. Conduct a health survey in a village(locality)
3. Prepare an album for any three communicable diseases
4. Prepare a report on first aid

📖 PRESCRIBED READINGS

1. Ashwani, Bhardwaj. (2012). *A Complete Guide to Family Safety and First-Aid*. New Delhi: Goodwill Publishing House.
2. Chaube S.P.,& Akhilesh, Chaube (2003). *School Hygiene and Health Education*.Agra: Vinod Pustak Mandir.

3. Goel.S.L. (2007).*Health Education Theory and Practice*. New Delhi: Deep and Deep Publications.
4. Krishnammal.T. (2013).*Physical and Health Education*. Madurai: Priyakamal Publications.
5. Mangal, S.K. (1978). *Health and Physical Education*. Jullundur: Parkash Brothers Educational Publishers.
6. Ravi, Saxena. (2005).*Health and Physical Education*. New Delhi: Anmol publications.
7. Venkataiah.S. (2004). *Physical Education*. New Delhi: Anmol publications.

SUGGESTED READINGS

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

Course Code: BED4EC005

Elective Course

**B.Ed. Degree Programme
Semester-IV**

**LIBRARY AND INFORMATION SCIENCE IN EDUCATION
(4 Credits-120 Hours)**

📖 COURSE OBJECTIVES:

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

1. familiarise emerging concepts and trends of libraries in education.
2. internalise the role and responsibilities of academic libraries in sharing information sources.
3. analyse the different types of information services
4. acquire the skills related to information literacy and retrieval techniques.
5. understand the importance of resource sharing and library networks

Unit- I: EMERGING CONCEPT OF LIBRARIES IN EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the development of library from ancient days to contemporary era 2. identifies the types of libraries	1.1 Library–meaning, definition 1.2 Transformation of manuscript to digital and virtual libraries 1.3 Five laws of library science. 1.4 Types of Library 1.4.1. Public Library 1.4.2. Academic Library 1.4.3. Special Library 1.4.4. Digital Library 1.4.5. Virtual library	<ul style="list-style-type: none"> • Lecture • Assignment • Group Discussion • QA Session 	<ul style="list-style-type: none"> • Assignment evaluation • Test (written/oral) • Seminar presentation

Unit- II: INFORMATION SOURCES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises with academic libraries Information Sources and their types 2. Identifies e- resources and their effectiveness	2.1 Information Sources– definition 2.2 Types of Information Sources 2.2.1 Documentary Sources 2.2.1.1 Primary Sources 2.2.1.2 Secondary Sources 2.2.1.3 Tertiary Sources 2.2.2. Non Documentary Sources 2.3 Electronic/Web Learning Resources 2.3.1 e-journals 2.3.2 e-books 2.3.3 Scopus, web of science and Eric databases	<ul style="list-style-type: none"> • Lecture • Group discussion • Assignment • QA session • College Library Visit and Classification of Sources 	<ul style="list-style-type: none"> • Assignment evaluation • Test (written/oral) • Seminar presentations

Unit- III: INFORMATION SERVICES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises the various types of information services	3.1 Types of Information services 3.1.1 Current Awareness Service 3.1.2. Selective Dissemination of Information 3.1.3 Reprographic Service 3.1.4. Translation Service 3.1.5. Indexing and Abstracting Service	<ul style="list-style-type: none"> • Lecture • QA session • Digital and visual presentation • Group Discussion 	<ul style="list-style-type: none"> • Quiz • Test (Written/ Oral) • Assignment Evaluation

Unit- IV: INFORMATION LITERACY AND RETRIEVAL TECHNIQUES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises the role of user education and information literacy 2. Acquires technological skills on information retrieval 3. Develop skills in using different reference styles	4.1 User Education and Information Literacy 4.2 Role of Information Communication Technology in modern libraries 4.3 Search engines 4.4 Information Retrieval Techniques-. Boolean operators and its role in information retrieval. 4.5 Bibliography and References 4.6 Reference styles - American Psychological Association and MLA (Modern Language Association System)	<ul style="list-style-type: none"> • Lecture • Assignment • Digital and visual presentation • Group discussion • College e-library visit: demonstration / practical 	<ul style="list-style-type: none"> • Assignment evaluation • Test (written / oral) • Seminar presentations

Unit- V: RESOURCE SHARING AND LIBRARY NETWORKING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Defines the definition, need and objectives of resource sharing 2. Realizes the importance of internet in information transfer 3. Explains various types of library networks in India	5.1. Resource Sharing- definition, need and objectives 5.2. Types of Library Networks in India 5.2.1 Inlibnet and its major activities- N-List, e- Shodhsindhu, Shodhshuddhi, Shodhganga, Shodgangotri, IRINS-Vidwan Database, , e-Pg Pathshala, Vidyamitra, Ugc-Moocs, Swayam Prabha 5.2.2. ERNET 5.2.3. DELNET 5.2.4. CALIBNET 5.2.5. MALIBNET	<ul style="list-style-type: none"> • Lecture • Group discussion • College e-library visit: demonstration / practical 	<ul style="list-style-type: none"> • Assignment evaluation • Test (written /Oral) • QA session • Seminar presentation

SUGGESTED ACTIVITIES (Any Two)

1. Prepare an abstract for an article relevant to your area of specialization.
2. Prepare reference list in American Psychological Association (APA) / MLA style.
3. Documentation and compilation of website addresses relevant to the area of teacher education.
4. Write a review on any five books you read

📖 PRESCRIBED READINGS

1. Dhiman.A.K., & Rani, yashoda. (2005). *Information and reference sources and services*. New Delhi: EssEss publications.

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

SUGGESTED READINGS

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

Course Code: *BED4EPC04*

Enhancing Professional Capacities

B.Ed.Semester IV
LIFE SKILLS EDUCATION
(2 Credits - 60 Hours)

 **Course Objectives**

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

1. develop self and social positive healthy behaviour
2. increase the awareness of emotional capabilities and emotional intelligence
3. Gain Intellectual Competencies
4. manage stress
5. Be an integral Human Being

Content

Core Life Skills

Strategies for Life Skill Education

Activities (Any five)

Activity 1:Self Awareness- Discovering the self

Introspect and list your inner qualities that make you unique.

Activity 2 Motivation-Identification of strengths and Weakness

identify your strengths, weakness likes and dislikes

Activity 3.Goal Setting-Preparation of Goal statement

Prepare your goal statement

Activity 4.Communication skill-Communicating assertively

Role play the communication styles and evaluate your dominant communication style.

Activity 5.Interpersonal skills-Relationship Web

Appreciate different kinds of relationship you maintain in your life and suggest from your own experience the healthy relationship recipe.

Activity 6-Coping with stress-Am I stressed-

Describe the situations of your stress ,the symptoms you experienced, the impacts and tips for managing stress that you practically applied.

Activity 7-Coping with Emotion-Emotion collage

Brainstorm the different types of emotions you experience and present the emotions collage that represent different emotions by pictures/drawings/sketch etc

Activity 8-Study Skills-Case study

Conduct a Case study on Study skills of your friend.

Activity 9-Time management-Planner

Create a monthly schedule of your time

Activity 10-Anger Mangement-Control anger before it controls you

Identify 10 tips to tame your temper.

Reference book

Alka Wadkar (2016) *Life Skills for success*. Sage Publications Ltd.

Usha Rao (2014) *Life Skills*. Himalaya Publications