

Course Code: BED2CC03 Core Course

B.Ed. Degree Programme
Semester- II
PSYCHOLOGICAL PERSPECTIVES IN LEARNING

(4 Credits -120 Hours)

 **COURSE OBJECTIVES:**

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

1. understand the concept, nature and principles of learning
2. apply the implications of theories in the classroom content
3. understand the concept of learning and cognition
4. apply the concept of memory, forgetting and motivation in the classroom
5. understand group dynamics and guidance of diverse learners.

Unit- I: UNDERSTANDING LEARNING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Defines the meaning, concept and definitions of learning 2. Identifies the factors affecting learning of the learner 3. Explains the plateau of learning 4. Realizes transfer of learning from one situation to another	1.1 Learning: definitions and characteristics. 1.2 Factors affecting learning and principles of learning 1.3 Learning curves , types and plateaus in learning 1.4 Transfer of learning: types and implications.	<ul style="list-style-type: none"> • Lecture/briefing • Group discussion • Assignment • Seminar • Autoinstruction • QAsession • Peerlearning 	<ul style="list-style-type: none"> • Test (oral/written) • Assignment evaluation • Seminar presentation • Observation of classroom behaviour

Unit- II: THEORIES OF LEARNING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses various behaviourists, cognitive, constructive, social and humanistic learning theories 2. Compares and contrast within various theories of learning 3. Identifies the importance of learning theories in classroom	2.1 Behaviourist theories: Thorndike, Pavlov, Skinner, 2.2 Cognitive learning theories: Bruner and Kohler 2.3 Constructivist theories: Piaget and Vygotsky 2.4 Social learning theory: Bandura 2.5 Humanistic theories: Carl Rogers and Maslow 2.6. Gagne's hierarchy of learning	<ul style="list-style-type: none"> • Lecture through visual presentation • Group discussion • Assignment • Seminar • Talk by experts • Auto instruction • Panel discussion 	<ul style="list-style-type: none"> • Test (written/ oral) • Assignment evaluation • Report of discussion • Observation of classroom behaviour

Unit- III: LEARNING AND COGNITION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Differentiates, sensation and perception 2. Explains attention and its types 3. Evaluates thinking, reasoning and problem solving. 4. Defines concept formation and concept	3.1 Sensation and perception 3.2 Attention : meaning, types, factors and span of attention 3.3 Thinking, Reasoning and Problem solving. 3.4 Meta-cognition: meaning and strategies to improve meta-cognition 3.5 Concept formation, concept mapping	<ul style="list-style-type: none"> • Lecture through visual presentation • Group discussion • Assignment • Seminar • Q & A session • Talk by experts 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment evaluation • Report of discussion • Observation of classroom

mapping			
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Unit- IV: MEMORY, FORGETTING AND MOTIVATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the meaning, types, strategies to improve memory of learner 2. Analyses the causes of forgetting 3. Apply the various motivation techniques in the classroom	4.1 Memory: definitions, types and strategies to improve memory 4.2 Forgetting: definition, causes, and theories of forgetting, 4.3 Curve of forgetting, educational implications 4.4 Motivation –, definitions, types and classroom motivation techniques. 4.5 Achievement motivation meaning and developing	<ul style="list-style-type: none"> • Lecture • Group discussion • Assignment • Seminar through visual presentation • Debate • QA session • Peer learning 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment evaluation • Report of discussion

	achievement motivation.		
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Unit-V:GUIDANCE OF DIVERSE LEARNERS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains groupdynamics in the classroom 2. Analyses the guidance of diverse learners	5.1 Groupdynamics: Typesofgroups and group relationship in theclass 5.2 Guidance for 5.3.1 learning disabled 5.3.2 gifted learners 5.3.3.ADHD learners 5.3.4 slow learners 5.3.5 delinquent learners	<ul style="list-style-type: none"> • Lecture • Groupdiscussion • Assignment • Seminar • Autoinstruction • Peerlearning 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment evaluation • Report of discussion • Seminar presentation

SUGGESTED ACTIVITIES (Any two)

1. Visit any two schools and observe five classes on different learning process.
2. Prepare an album of any 10 psychologists and their contributions to learning process.
3. Visit any two special education institutions and write a report on the methods of teaching.
4. Write an assignment on meta cognitive strategies to enhance academic achievement.

📖 PRESCRIBED READINGS

1. Agarwal J.C. (2004). *Essentials of educational psychology*, VikasPublishingHouse.
2. Aggarwal.J.C (2004). *Educationalpsychology*.New Delhi: Vikas Publishing House Pvt. Ltd.
3. Aggarwal.J.C (2005). *Child development and process oflearning*.New Delhi:Shipra Publications.
4. AnupriyaChadha.(2004). Causes and characteristics of children with learning difficulties.*Chandigarh Unistar Book*.
5. Bhatia H.R. (2005). *A text book of educational psychology*.New Delhi: Macmillan India Ltd.
6. Bhatia.K.K. (2001). *Foundations of teaching learningprocess*.Ludhiana: Tandon Publication.
7. Bhatnagar. S &Saxena. A (2004). *Advanced educational psychology*.Meerut : Surya publication.
8. Bhatnagar.A.B &Meenakshi,Bhatnagar(2003). *Psychology of teaching learning*.Meerut : Surya Publication.
9. Biranchi Narayan Dash,Kunjalatha Dash(2009). *Essentials of educationalpsychology*.Hyderabad:Neelkamal Publications.
10. Chauhan S.S (2007). *Advanced educational psychology*. Vikaspublishinghouse.
11. Clarke Prema.(2001). *Teaching and learning*. New Delhi: SagePublications.
12. Dandapani S. (2007). *Advanced educationalpsychology*,New Delhi: Anmol Publications.
13. Hughes.A.G &Hughes. E.H. (2006). *Learning and teaching*. SurgeetPublications.
14. Kuppaswamy. B. (2010). *Advanced educationalpsychology*. New Delhi: Sterling publisher's private limited.Legge Karen &Harari Philippe (2000). *Psychology andeducation*. London: Heinemann Educational Publishers.
15. Mangal S.K. (2007). *Essentials of educationalpsychology*. New Delhi:Prentice hall of India.
16. Mangal.S.K(2004). *Psychology of learning anddevelopment*.

Ludhiana: Tandon Publications.

17. Sachedeva. M.S(2001). *A new approach to teaching learning process.*
Ludhiana: Bharat Book Centre.
18. Sharma .S.K. (2005). *Learning and teaching.* New Delhi: Gyan books.
19. Sharma.Y (2004). *A textbook of educational psychology.*New Delhi: kanishka publisher.

SUGGESTED READINGS

1. Anastasi, Anne (1989). *Psychology testing.* New York:Macmillan Publishing Company.
2. Ausubel David. P &Floyd.G.Robinson (1985). *Educational psychology,*Holt Rinehart and Winston Inc.
3. Benjafield.J.G. (1992). *Cognition, Prentice Hall,* EnglewoodCliffs.
4. Kauffman, et al. (1993). *Exceptional children. USA:* Allyn&Bacon:Boston.
5. Gardner, Howard (1989). *Frames of mind. The theory of multiple intelligences.*New York: BasicBooks.

Course Code: BED2PC07Pedagogic Course

B.Ed. Degree Programme
Semester-II
DEVELOPMENT OF BIOLOGICAL SCIENCE EDUCATION

(4 Credits - 120 Hours)

📖 COURSE OBJECTIVES:

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

1. familiarize the history and development of Biological science education.
2. appreciate the contributions of biologists in human progress.
3. have an insight of the inter and intra disciplinary nature of Biological science.
4. Acquaint with the emerging trends and principles of curriculum construction
5. develop skills in organizing various co-curricular activities in Biological science.
6. appreciate various resources for teaching Biological science.

**Unit-I: DEVELOPMENT OF BIOLOGICAL SCIENCE AND CONTRIBUTIONS
OF BIOLOGISTS**

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the development of Biological science	1.1 History and development of Biological science 1.2 Development of science Education in India 1.3 Recommendations of different education commissions	<ul style="list-style-type: none"> • Discussion • Digital presentation • Peer learning • Seminar • Debate • Talk by experts 	<ul style="list-style-type: none"> • Test (oral/written) • Assignments • Report writing • Seminar presentation • Quiz • Information sheet
2. Identifies various commissions and their recommendations in science education	1.3.1. Kothari Commission (1964), 1.3.2. Ishwarbhai Patel Committee (1977) 1.3.3. National policy on Education- NPE (1986), 1.3.4. National Curriculum framework- NCF (2005).		
3. Develops appreciation of the contributions of biologists	1.3.5. National Knowledge Commission-NKC (2007) 1.4 Contributions of eminent biologists 1.4.1 Louis Pasteur 1.4.2 Robert Koch 1.4.3 Gregor Mendel 1.4.4 Ian Wilmut 1.4.5 M.S. Swaminathan 1.4.6 Hargobind Khurana		

Unit- II: INTER AND INTRA DISCIPLINARY NATURE OF BIOLOGICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the correlation of Biology with other disciplines. 2. Explains the correlation with life situation	2.1 Correlation among different branches of Biological science 2.1.1 Correlation with other disciplines a) Language, b) Physics, c) Chemistry, d) Mathematics, e) Social Sciences f) Arts 2.1.2 Correlation with life Situations.	<ul style="list-style-type: none"> • Group discussion • Assignment • Peer learning • Debate 	<ul style="list-style-type: none"> • Test (oral/written) • Report writing • Seminar • Quiz • Preparation of experience paper

Unit- III: CURRICULUM IN BIOLOGY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the principles of curriculum construction 2. Differentiates between various approaches of curriculum development 3. Familiarizes various	3.1 Curriculum – Meaning, Components of curriculum 3.2 Principles of curriculum construction 3.3 Approaches to curriculum development Topical, Logical, Concentric, Spiral, Unitary approach 3.4 Curricular reforms 3.4.1 Biological Science curriculum study	<ul style="list-style-type: none"> • Briefing /Lecture • Discussion • Interactive learning • Seminar • Group activity • Digital presentation 	<ul style="list-style-type: none"> • Tests (written/oral) • Observation • Report writing • Seminar presentation

curricular reforms			
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Unit-IV: CO-CURRICULAR ACTIVITIES IN BIOLOGICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the importance of co-curricular activities	4.1 Co-curricular activities- need and importance	<ul style="list-style-type: none"> Lecture Organizing science exhibition Seminar 	<ul style="list-style-type: none"> Test (oral/written) Participation in co-curricular activities
2. Develops a plan to organize various co-curricular activities	4.2 Science club- organisation 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"> Organization of seminars/ workshops related to the subject 	<ul style="list-style-type: none"> Report writing Seminar presentation

Unit-V: RESOURCES FOR TEACHING BIOLOGICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies various supporting materials useful for learning Biological Science	5.1 Printresources-textbooks-qualities of a biology text book, workbook, journals, newspapers, science encyclopedias 5.2 Visual resources- charts, flashcards,models,posters, Photographs 5.3 ICT resources- Smart phone, Internet, Interactivewhiteboard 5.4 Community resources– Zoological gardens, Botanical gardens, Aquarium 5.5 Laboratory andits organization 5.5.1.Laboratoryplan 5.5.2. Laboratoryregister s and Labrules 5.5.3. Accidentsandfirst aid	<ul style="list-style-type: none"> • Lecture • Groupdiscussion • Seminar • Debate • Autoinstruction • Digitalvisual presentation 	<ul style="list-style-type: none"> • Observation • Questioning • Tests (written/oral) • Reports • Tests • Preparation of visual resources

SUGGESTED ACTIVITIES (Any two):

1. Prepare a digital album on the life and contributions of abiologist.
2. Organize a Field Study and prepare areport.
3. Collect and preservespecimens.
4. Select a unit and prepare visual resources for teaching Biological science.

📖 PRESCRIBED READINGS

1. Ameeta. P (2010), *Techniques of teaching Biological Science*, New Delhi, Neel Kamal Publications Pvt.Ltd.
2. Anju,Soni (2005) *Teaching of Biological Science Ludhiana*, TandonPublications.
3. Das R.C. (1992) *Teaching of Science Amritsar*. M/SKrishnaBros.
4. Jasim Ahmad (2011) *Teaching of Biological Science*, New Delhi: PHILearning.
5. Mangal S.K (2005), *Teaching of Biology Meerut*: ChandigrahLoyalkPublications.
6. Sharma .R.C (1984) *Modern Science teaching*. Meerut: Dhanpatrai andsons.
7. Sivarajan.A.,&Faziluddin. A.(2005). *ScienceEducationCalicut*:CalicutUniversity Central Co-operative storesLtd.
8. Sood.J.K. (1985), *Teaching Life Science*.Kohlpublications,Delhi.
9. SudhaPahuja.(2010).*Teaching of Biological Sciences*. Meerut, R.LallBookDepot.
10. Yadav,M..S .(2003) *Teaching of Science*, New Delhi: Anmolpublications

📖 SUGGESTED READINGS

1. Ameeta .P. (2012) *Methods of Teaching Biological Science*,New Delhi: Neelkamal Publications Pvt. Ltd.
2. Buffaloe, Neal, Thornberry J.B. (1972) *Principles of Biology*, Universitypress, New Delhi: Prentice Hall of IndiaLtd.
3. Bhatnagar,.A.B.&Bhatnagar S.S. (2010).*Teaching of Science*, Meerut: R. Lall BookDepot.
4. Joseph .T.T (2004).*Modern Trends in Science Education*, Kottayam: Ashoka offsetPress.
5. S.P.Kulshreshtha (2010).*Teaching of Science*, Meerut: R.Lall BookDepot.
6. Mathew.T.K&Mollykutty.T.M (2011). *Science Education: Theoretical bases ofteaching and pedagogic analysis*. Chenganoor: Rainbow BookPublishers.
7. Saunders.H.N (1967).*The Teaching of General Science in Tropical Secondary School*, London: Oxford University Press.

Second Semester

Course Code: BED2PC08 Pedagogic Course

B.Ed.Degree Programme

Semester - II

DEVELOPMENT OF ENGLISH EDUCATION

(4 Credits -120 Hours)

📖 COURSE OBJECTIVES

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

1. analyse the role of English language in the Indian context
2. recognize the importance of linguistic characteristics of English language
3. develop language skills -Listening ,Speaking ,Reading and Writing
4. develops knowledge to teach vocabulary and grammar

Unit- I: ROLE OF ENGLISH IN THE INDIAN CONTEXT

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the sound system of English language. 2. Applies correct sounds in every day use.	1.1 Phonology – Organs of speech- Classification and descriptions of consonants, Vowels and Diphthongs 1.2 Word accent– Stress and rhythm in English – intonation – Practice in phonetic transcription – Received Pronunciation	<ul style="list-style-type: none"> • Lecture-Discussion • Small group discussion • Brainstorming 	<ul style="list-style-type: none"> • Class test (oral/written) • QA Session • Assignment • Group work

Unit- II: LINGUISTIC BEHAVIOUR AND SYSTEM

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the importance of linguistic behavior of English language 2. Analyses the linguistic system of English language	2.1 Linguistic Behaviour- language as a rule governed behaviour and linguistic variability- linguistic diversity. 2.2 Linguistic system - Morphemes, Allomorph, Syntax and Semantics,	<ul style="list-style-type: none"> • Lecture/discussion • Expert talks • Language Lab • Video/Audio presentation 	<ul style="list-style-type: none"> • QA Session • Class Test (oral/written) • Seminar • Assignment

Unit-III: DEVELOPING LANGUAGE SKILLS (LISTENING SPEAKING, READING AND WRITING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develops knowledge to teach the language Skills of listening and speaking.	3.1 Language skills – Listening, speaking, reading, writing (LSRW) 3.2 Listening: Concept, types, Significance and Activities to develop Listening and its evaluation 3.3 Speaking: Concept, Significance and activities to develop speaking and its evaluation 3.4 Materials and resources for developing listening and speaking skills: storytelling, dialogues, situational conversations, phone calls, interviews, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources.	<ul style="list-style-type: none"> • Group Discussion • Brainstorming • Seminars • Assignments • Peer Learning • Digital Presentation 	<ul style="list-style-type: none"> • Participation in brain storming / Relevance of ideas • Observation • Seminar Presentation • QA Session • Evaluation of Assignments

Unit- IV: DEVELOPING LANGUAGE SKILLS (READING AND WRITING)

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Critically evaluate the methods of teaching the skills reading and writing.	4.1 Reading: Concept, Methods (Phonic, Whole Word), 4.1.1 Types (Loud, Silent, Intensive, Extensive) 4.2 Techniques to increase speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading). 4.2.1 Sub – skills of reading; strategies for developing reading skills 4.3 Writing—Stages of writing; 4.3.1 Process of writing; Formal and Informal, short story, letter, memo, diary, notices, articles, reports, dialogue speech, advertisement. 4.4 Composition -Types of Composition (Guided, Free and Creative), 4.5 Evaluating Compositions, 4.6 Letter Writing (Formal, Informal) 4.7 Study Skills (Note Taking and Making), 4.8 Reference Skills (Dictionary, Encyclopedia, Thesaurus)	<ul style="list-style-type: none"> • Group Discussion • Brainstorming • Seminars • Assignments • Peer Learning • Digital Presentation 	<ul style="list-style-type: none"> • Participation in brain storming / Relevance of ideas • Observation • Seminar Presentation • QA Session • Evaluation of Assignments

Unit -V: COMMUNICATIVE ACTIVITIES & VOCABULARY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develops Knowledge to teach vocabulary and grammar.	5.1. Creating a need to Communicate: guessing games; information gap	<ul style="list-style-type: none"> • Assignments • Group work • Peer teaching • Seminar 	<ul style="list-style-type: none"> • Q.A. sessions • Discussion • Vocabulary check

	exercises, exchanging personal information. 5.2 Showing the meaning of words – giving examples – using a new word in questions – active and passive vocabulary.		
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SUGGESTED ACTIVITIES (Any Two):

1. Identify the challenges of teaching and learning English in Tamil Nadu and present a report.
2. List Language (English) related pronunciation errors common among students in your Practice teaching school and suggest corrective measures.
3. Prepare instructional strategies for enhancing language skills- Listening, Speaking, Reading and Writing (one for each skill).
4. Prepare a vowel and consonant chart.

📖 PRESCRIBED READINGS

1. Adams.M.J. (1990): *Thinking and Learning about Print*. Cambridge, Ma: MIT Press.
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 teachers' guide*. Penguin Books: London.
4. Choudhary.N.R. (2002): *English Language Teaching*. Mumbai: Himalaya Publish House.
5. Cameron, Lynne (2001) *Teaching language to my young learners*. Cambridge University Press: Cambridge.
6. Dave, Pratima .S. (2002): *Communicative Approach to the Teaching of Bachelor of Education English as A Second Language*, Himalaya Publishing House, Mumbai. Kohli A.L (2001) *Techniques of teaching English in the new millennium*. Dhanpat Rai : New Delhi.
7. Singh .Y.K (2005). *Teaching of English* .APH Publishing Corporation: New Delhi.
8. Amritavatli. R. (1999): *Language as a Dynamic Text: Essays on Language, Cognition and Communication*. CIEFL Akshara series. Hyderabad: Allied Publishers
9. Bond.L. Getat. (1980): *Reading Difficulties- Their Diagnosis and Correction*, New York, Appleton – Century Crafts.

10. Byrne. D. (1975): *Teaching Writing*, London, Longman.
11. Choudhary. N.R. (2002): *English Language Teaching*, Mumbai: Himalaya Publish House.
12. Dave, Pratima.S. (2002): *Communicative Approach to the Teaching of English as a Second Language*, Himalaya Publish House, Mumbai.
13. David. E. (1977): *Classroom Techniques- Foreign Languages and English as a Second Language*, New York, Harcourt Brace.
14. Balasubramanian.T. (2005). *A Text Book of English, Phonetics for Indian Students*. New Delhi: Maxmilan publishers.

SUGGESTED READINGS

1. Davis, Paul & Mario Rinvoluceri. (1988): *Dictation: New Methods, New Possibilities. Cambridge Handbook for Language Teachers*.
2. Halbe, Malati, (2005): *Methodology of English Teaching*, Himalaya Publish House.
3. Hill.L.A. (n.d.). *Selected Articles on the teaching of English as a foreign language*, oxford University Press, 1967.
4. Johnson. K (1983): *Communicative Syllabus Design and Methodology*, Oxford, Pergamon Press.
5. Khan, Nasiruddin. (2005): *Introduction of English as a subject at the primary level*. Ms., NFG-English.
6. Kohali.A.L. (2016). *Techniques of Teaching English in the New Millennium*.

Course Code: BED2PC09

Pedagogic Course

B.Ed.Degree Programme

Semester - II

DEVELOPMENT OF HISTORY EDUCATION

(4 Credits – 120 Hours)

***✍* COURSE OBJECTIVES:**

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

1. acquire knowledge about various theories that influence Historyteaching
2. appreciate the contributions of eminent historians to the development ofHistory
3. understand the interdisciplinary nature of History with other social sciences.
4. familiarize emerging trends and principles of curriculum construction ofHistory in high school classes.
5. develop skill in organizing co-curricular activities for promoting historical learning.
6. develop interest in utilizing the various instructional resources in learningHistory.

Unit-I: THEORIES INFLUENCING SELECTION OF HISTORY MATERIALS AND CONTRIBUTIONS OF HISTORIANS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Recognizes the various theories that influence History teaching</p> <p>2. List out and internalize the contributions of the eminent historians to the development of History</p>	<p>1.1 Doctrine of natural tastes and interest</p> <p>1.2 Cultural Epoch Theory</p> <p>1.3 Proceeding from near to remote</p> <p>Greek Historians: Herodotus, Thucydides, Polybius, Plutarch</p> <p>Roman Historians: Cato, Cicero, Livy, Tacitus</p> <p>Renaissance Historians Machivelli, Erasmus, Thomas Moore, Francis-Bacon.</p> <p>Enlightened Historians- Montesque, Voltaire, Edward Gibbon, Thomas Carlyle.</p> <p>Indian Histography: Kalhane, Ahul Fazl, Vincent Smith, K.P. Jayaswal, J.N.Sarkar, R.C. Majundar, K. M .Panikkar, SatyanathaIyer, NeelakandaSastri.</p>	<ul style="list-style-type: none"> • Briefing • Preparation of report on Biographies • Discussion • Auto learning 	<ul style="list-style-type: none"> • Tests (Oral/ Written) • QA Session • Evaluation of Report

Unit- II: INTERDISCIPLINARY NATURE OF HISTORY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Discusses the relationship between History and other Social Sciences.	2.1 Relationship between History and other Social Sciences – Geography, Economics, Politics, Sociology, Psychology. 2.2 Geographical foundations of History. 2.3 Dimensions of History - Time, Place, Continuity and Development	<ul style="list-style-type: none"> • Seminar • Discussion • Lecture • Brainstorming 	<ul style="list-style-type: none"> • QA Session • Tests (Oral/ Written) • Assessing Seminar papers

Unit- III: CURRICULUM CONSTRUCTION IN HISTORY AT SCHOOL LEVEL

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with emerging trends and principles in the construction and organization of History curriculum. 2. Identifies evaluation criteria for history curriculum.	3.1 Curriculum: Meaning and Concept 3.2 Difference between curriculum and syllabus. 3.3 Principles and approaches of curriculum construction: (i) Concentric (ii) Spiral (iii) Progressive (iv) Regressive (v) Chronological and (vi) Genealogical 3.4 Evaluation of Curriculum in History	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Auto Instruction 	<ul style="list-style-type: none"> • Test (Oral/ Written) • QA Session • Seminar presentation

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 Fieldvisits 4.6 Club Activities	<ul style="list-style-type: none"> • Lecture • Discussion • Autolearning • Visual presentation 	<ul style="list-style-type: none"> • Tests (Oral/ Written) • Participation in co-curricular activities • QA Session

Unit-V:INSTRUCTIONAL RESOURCES IN TEACHINGHISTORY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Conscientizes the inevitable role of various instructional resources ineffective instructional practices.</p> <p>2. Locates and lists out the important community resources in teaching history.</p>	<p>5.1. Instructional Resources– need for instructional resources in learning. Types:</p> <p>5.1.1 Text books</p> <p>5.1.2 Workbook</p> <p>5.1.3 Supplementary reading</p> <p>5.1.4 Globe, Maps and Atlas: Types and uses.</p> <p>5.2. Historical Resources: Palace, Museum, Forts, archives.</p> <p>5.3. Community Resources – importance and methods of utilizing community resources in teaching History.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Interactive session • Auto learning • Preparation of list of resources 	<ul style="list-style-type: none"> • Evaluating assignment • Test (Oral/ Written) • QA session • Evaluation of report writing

SUGESTED ACTIVITIES (Any Two):

1. Prepare biographies of famous Historians.
2. Visit the identified historically important places and prepare a report.
3. Prepare an album by collecting different types of maps.
4. Prepare a report on various resources available for teaching/learning History

📖 PRESCRIBED READINGS

1. Bhata. R.L.(2004). *Contemporary teaching of History*.(2nd Ed.).New Delhi: Surjeetpublications.
2. Kocchar. S.K. (1995). *Methods and techniques of teaching*. New Delhi: Sterlingpublishers.
3. Roblyer. M.D. (2008). *Integrating educational technology into teaching*. New Delhi:Pearson.
4. Sagar, Krishna.(2005). *ICT Teacher training*. New Delhi: Globalnetwork.
5. Singh.,&Gopal(2004). *Teaching strategies*. New Delhi: APH PublishingCorporation.
6. Sivarajan.K,Thulasideeran.,&Vijayan.N.K.(2007).*Socialscienceeducation: Methodsand techniques of teaching*. Calicut: Calicut university co-operativestore.
7. *Teachers hand book in social science for standard eighth, ninth and tenth*. NCERT Textbooks.
8. Kocchar, S. K. (1995). *Methods and techniques of teaching*. New Delhi: Sterlingpublishers.

📖 SUGGESTED READINGS

1. Ehman.,& Patrick. (1974). *Towardseffective instruction in social studies*.Ludhiana: Kalyan publishers.
2. Kocchar. S. K. (1995). *Methods and techniques of teaching*. New Delhi: Sterlingpublishers.
3. Roblyer.M.D. (2008). *Integrating educational technology into teaching*. New Delhi:Pearson.
4. Sagar, Krishna. (2005). *ICT Teacher training*. New Delhi: Globalnetwork.
5. Singh.,&Gopal.(2004). *Teaching strategies*. New Delhi: APH Publishingcorporation.
6. Sivarajan.K.,Thulasideeran.,&Vijayan. N.K.(2007). *Socialscienceeducation:Methodsand techniques of teaching*. Calicut: Calicut university co-operativestore.

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7. *Teachers hand book in social science for standard eighth, ninth and tenth.*
NCERT Textbooks.

Course Code: BED2PC10

Pedagogic Course

B.Ed. Degree Programme
Semester - II
DEVELOPMENT OF MATHEMATICS EDUCATION
(4 Credits – 120 Hours)

✍ COURSE OBJECTIVES:

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

1. familiarize the history of development of Mathematics and the contributions of various Mathematicians
2. have an insight of the intra and interdisciplinary of Mathematics
3. acquaint with emerging trends and principles of curriculum construction in Mathematics
4. develop skill in organising co-curricular activities in Mathematics
5. appreciate various resources for teaching Mathematics.

Unit-I: DEVELOPMENT OF MATHEMATICS AND CONTRIBUTIONS OF MATHEMATICIANS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the history of development of mathematics 2. Recognises the contribution of various mathematicians	1.1 Brief history of the development of 1.2 An examination of the contribution of India to the development of mathematical concept of Vedic mathematics. 1.3 Contributions of great Mathematicians 1.3.1 Phytagoras 1.3.2 Rene Descartes 1.3.3 Aryabhata 1.3.4 Brahmagupta 1.3.5 Bhaskaracharya 1.3.6 SrinivasaRamanujan 1.3.7 Euclid 1.3.8 Euler	<ul style="list-style-type: none"> • Lecture • Electronic visual presentation • Seminar • Discussion 	<ul style="list-style-type: none"> • Tests (oral/written) • Reports • Seminar presentation

Unit-II: INTER AND INTRA DISCIPLINARY NATURE OF MATHEMATICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the relationship of mathematics with other subjects 2. Familiarizes about correlating mathematics in real life situations	2.1 Correlation among different branches of mathematics 2.2 Correlation of mathematics with other disciplines – Physics, Chemistry, Biology, Social Science, Language, Arts 2.3 Correlation of mathematics with life situations	<ul style="list-style-type: none"> • Briefing • Seminar • Assignment • Group Discussion • Debate 	<ul style="list-style-type: none"> • Tests (oral/written) • Reports • Seminar presentation • Evaluation of assignment

Unit- III: CURRICULUM DEVELOPMENT IN MATHEMATICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarises curriculum development in Mathematics 2. Identifies the new trends in curriculum construction and organization 3. Analyses thereforms in curriculum 4. Acquaints with the projects for the development of curriculum	3.1 Curriculum development in Mathematics– Need and importance 3.2 Principles of curriculum development in Mathematics 3.3 Approaches to curriculum development: logical and psychological, topical and spiral 3.4 Types of curriculum: Activity based, child centered, Community based, Hidden curriculum 3.5 Reforms in Curriculum 3.5.1. Rationale and principles of curricular reforms 3.5.2 National and state level reforms 3.6 Study of certain important projects for the development of Curriculum– SMSG, SMP, NCERT Curriculum	<ul style="list-style-type: none"> • Lecture • Electronic visual presentation • Seminar • Discussion 	<ul style="list-style-type: none"> • Test (oral/ written) • Seminar presentation • Reports

Unit-IV: CO-CURRICULAR ACTIVITIES IN MATHEMATICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develops the ability to organize co-curricular activities relevant to curriculum 2. Analyses the importance of aesthetic and recreational	4.1 Mathematics club - Importance, organization and functioning 4.2 Exhibition and fair 4.3 Recreational 4.3.1 Riddles 4.3.2 Puzzles 4.3.3 Paradoxes 4.3.4 Magic squares 4.3.5 Beautiful number pattern	<ul style="list-style-type: none"> • Lecture • Seminar • Discussions 	<ul style="list-style-type: none"> • Participant observation • Reports

Unit- V: RESOURCES FOR TEACHING MATHEMATICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with the various supporting system/material useful for learning Mathematics 2. Develops skill in preparing various instructional materials for effectiveness of instruction	5.1 Print resources 5.1.1 Textbooks 5.1.2 Workbooks 5.1.3 Handbooks 5.1.4 Journals 5.1.5 Magazines 5.1.6 Newspapers 5.2 Visualresources 5.2.1 Pictures 5.2.2 Charts 5.2.3 Flashcards 5.2.4 Models 5.3 Electronic resources 5.3.1 Computer 5.3.2 Interactive Whiteboard 5.3.3 Smartphone	<ul style="list-style-type: none"> • Lecture • Digital presentation • Seminar • Discussion • Debates • Auto instruction 	<ul style="list-style-type: none"> • Test (oral/written) • Questioning • Reports

SUGGESTED ACTIVITIES (Any two)

1. Prepare a report on history of development of mathematics
2. Collect the biography of any one mathematician
3. Prepare a report on curriculum development in Mathematics
4. Prepare a report on correlation of mathematics in real life situations

📖 PRESCRIBED READING

1. Aggarwal, S.M. (2001). *A Course in teaching of Modern Mathematics*. New Delhi: Dhanpat Rai Publishing House.
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. Kumar, S., & Ratnalikar, D.N. (2003). *Teaching of Mathematics*. New Delhi: Anmol Publishing House.
5. Kulshreshtha, A.K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.
6. Shakuntala, D. (1999). *More puzzles*. New Delhi: Orient Paperbacks.
7. Sidhu, K.S. (2000). *Teaching of Mathematics*. New Delhi: Sterling Publications.

📖 SUGGESTED READING

1. Bruner, J.S. (1971). *Towards a study of instruction*. Cambridge: Harvard University press.
2. Gagne, R.M (1967). *Learning and individual differences*. Ohio: Charles E. Merrill Books.
3. Kapoor, S.K. (2006). *The teaching of vedic mathematics*. New Delhi: Lotus Press.
4. Reymond, B. (2000). *Math tricks, puzzles and games*. New Delhi: Orient Paperbacks.
5. Siddiqui, M.H. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing House.

Course Code: BED2PC11 Pedagogic Course

**B.Ed. Degree Programme
Semester-II
DEVELOPMENT OF PHYSICAL SCIENCE EDUCATION
(4 Credits - 120 Hours)**

✍ COURSEOBJECTIVES:

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

1. acquire knowledge about the development of Physical Science Education.
2. develop understanding about the inter and intra disciplinary nature of physical science.
3. acquire knowledge about the meaning, principle and various curricular improvement project.
4. develop skills in organizing various co-curricular activities in physical science.
5. appreciate the contributions of scientists in human progress and use of various resources in teaching physical science

Unit- I: DEVELOPMENT OF SCIENCE AND CONTRIBUTIONS OF SCIENTISTS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Discusses the evolution of science 2. Lists out the various commissions and their recommendations in science education 3. Reads books related to the contribution of eminent scientist	1.1 Evolution of Science as a discipline 1.2 Development of science Education in India 1.3 Recommendations of various education commissions and committees with regards to science education 1.3.1 Ishwarbhai Patel Committee(1977), 1.3.2 Kothari Commission 1.3.3 NPE(1986), 1.3.4 National Council for Education Research and Training(NCERT). 1.4 Contribution of Eminent Scientists - Indian and Abroad- 1.4.1 Einstein 1.4.2 Sir Issac Newton 1.4.3 Mandeleev 1.4.4 C.V.Raman 1.4.5 HomiJehangirBhabha 1.4.6 A.P.J.Abdulkalam	<ul style="list-style-type: none"> • Discussion • Digital presentation • Peer learning • Seminar • Debate • Talk by experts • Debates • Digital presentation 	<ul style="list-style-type: none"> • Test (oral/written) • Assignments • Report writing • Quiz • Information sheet

Unit- II: INTER AND INTRA DISCIPLINARY NATURE OF PHYSICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and	Assessment
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		Approaches	
1. Outlines the correlation of science with other discipline 2. Explains the correlation with life situation 3. Suggests remedies to solve problems in everyday life	2.1 Correlation among different branches of Physical science. 2.1.1 Correlation of Science with one another. 2.1.2 Correlation with other disciplines: i)Language, ii)Mathematics, iii)History, iv)Geography, v)Craft, vi)Fine Arts 2.1.3 Correlation with life Situations. 2.1.4 Advantage of Correlation	<ul style="list-style-type: none"> • Group discussion • Preparation of Assignment • Peer learning • Debate 	<ul style="list-style-type: none"> • Test (oral/written) • Report writing • Seminar • Quiz

Unit-III: CURRICULUM DEVELOPMENT IN PHYSICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the meaning and importance of curriculum 2. Identifies the various curricular improvement project	3.1 Curriculum Meaning and scope, Principles of Curriculum Construction, Approaches to curriculum construction 3.2 Curricular improvement project in India 3.2.1 Role of NCERT 3.3 Curricular improvement project abroad 1.3.1 PSSC 1.3.2 CHEM Study 1.3.3 CBA	<ul style="list-style-type: none"> • Lecture • Discussion • Team teaching 	<ul style="list-style-type: none"> • Test (oral and written) • Assignment • Seminar presentation

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 and study	<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: RESOURCES FOR TEACHING PHYSICAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the various resources available for teaching physical science. 2. Locates the nearby resources 3. Apply the relevant resources for teaching	5.1 Visual Resources Pictures, Flashcards, Charts, Posters, Photographs, Models. 5.2 ICT Resources Television, Internet, Multimedia, Interactive whiteboard. 5.3 Community Resources 5.3.1 Sciencecenters 5.3.2 Science exhibition/fair 5.4 Laboratory Resources 5.4.1 Need and importance 5.4.2 Structure and Design 5.4.3 Maintenance of various registers 5.4.4 Accident and first aids	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Digital Presentation • Peer learning 	<ul style="list-style-type: none"> • Material development • Test (oral/written) • Report writing

SUGGESTED ACTIVITIES (Any two):

1. Prepare a digital album on the life and contributions of a scientist.
2. Organize a Field Study and prepare a report.
3. Visit a science exhibition in your locale and prepare a report.
4. Prepare a list of instructional resources for teaching Physical Science.

📖 PRESCRIBED READINGS

1. Sivarajan.K.,&Faziluddin.A.(2006). *Science Education*, Calicut University, Central Co.
2. Radha,Mohan.(2010).*Teachingofphysicalscience*.NewDelhi:NeelkamalPublishers
3. Sharma.R.C.(2006).*ModernScienceTeaching*.NewDelhi:DhanpatRaiPublications
4. Gupta.S.K.(1985).*Teaching of Physical Science in Secondary Schools*.Sterling Publication Pvt. Limited.
5. Vanaja.M.(2010).*Educationaltechnology*.NewDelhi:NeelkamalPublishers.

📖 SUGGESTED READINGS

1. Mishra.R.C.(2008).*Lesson Planning*: NewDelhi: APH Publishing Corporation.
2. Panner,Selvam.A. (1976).*TeachingofPhysicalScience*.GovernmentofTamilNadu.
3. Das.R.C.(1985).*Scienceteachinginschools*.NewDelhi:SterlingPublishers.
4. Joseph.T.T(1982).*Modern trends in science education*.(2nded.).Kottayam, Kerala.
5. Mathew.T.K.,&Mollykutty.T.M.(2011).*Scienceeducation: Theoreticalbases of teaching and pedagogic analysis*.Chenganoor:Rainbow Book Publishers.
6. Bhatia.K.K. (2001). *Foundations of teaching learning process*.Ludhiana: Tandon Publication.
7. Mangal.S.K.,& Uma Mangal. (2009):*Essentials of Educational Technology*:New Delhi: PHI Learning Pvt. Ltd.

Course Code: *BED2EC01*

Elective Course

B.Ed. Degree Programme

Semester-II
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-school children.
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) The National Policy for Children (2013) National Early Childhood Care and Education (ECCE) Policy(2013) National ECCE curriculum framework	<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	<p>2.1 Contributions of western thinkers – Rousseau, Froebel, McMillan sisters, Montessori, Piaget, Vygotsky</p> <p>2.2. Indian thinkers – , Gijubhai Badeka, Mahatma Gandhi , Tarabai Modak, and Jiddu Krishnamurty</p>	<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
<p>1. Realizes the different aspects of child development</p> <p>2. Examines the role of pre-school in promoting harmonious development of children.</p>	<p>3.1. Development during early childhood period - Physical, motor, cognitive, social, emotional, language and moral development.</p> <p>3.2. Factors influencing early childhood development.</p> <p>3.3. Role of early childhood centres in promoting harmonious</p>	<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)

	development of Children.		
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Unit- IV: ORGANIZING ECCE PROGRAMME

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develops insight in Planning programs for children	<p>4.1. Design of an ECCE centre – Building plan, different areas in an ECCE centre, Safety precautions,.</p> <p>4.2 Planning programs for Children – principles and factors of program planning. (yearly, monthly, weekly and daily.)</p>	<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) • Assessing tools

Unit- V: PEDAGOGIC APPROACHES TO ECCE PROGRAMME

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

SUGGESTED ACTIVITIES (Any Two)

1. Prepare materials and activities for any two aspects of development.

- 1.1 Motor development (gross motor skills and finemotor 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.
3. Hurlock, Elizabeth.B. (2001). *Child Growth and Development*. New Delhi: Tata McGraw Hill publishing company.
4. Kaul, Vinetha. (2001). *Early Childhood Education Programme*. New Delhi: National Council of Educational Research and Training.
5. Kaul.V., &Sankar.D.(2009). *Early Childhood Care and Education in India: Mid-Decade Assessment*, NUEPA.
6. Kon, Ruth.(1972). *The Exploring child*. Mumbai: Orient Longman Ltd.
7. Mohanthy, Jaganath., & Bhagyadhar, Mohanthy. (2000). *Early Childhood Care and Education*. New Delhi: Deep and Deep Publication.
8. Montessori.M.(1962). *The Discovery of the Child*. Chennai: Kalakshetra Publications
9. National Curriculum Framework. (2005). *Early childhood care and Education*. New Delhi: NCERT.
10. Pankajam. G. (1994). *Pre.-school education – Philosophy and Practice*. Ambalka: The Indian publication.
11. Santrock.J.W. (2010). *Child Development: An Introduction*. New Delhi: McGraw-Hill Publication Company.
12. Swaminathan, Mina .(1995). *Playing to Learn, a Training Manual for Early Childhood Education*. M.S.Swaminathan Research Foundation.

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13. Swaminathan, Mina., & Daniel, Prema. (2005). *Play Activities for Child Development*, New Delhi: National Book Trust.

SUGGESTED READINGS

1. Austin, Gilbert.R.(1976). *Early childhood education: An inter national perspective*. New York: Academic Press.
2. Banta.T.(1966). *ArethesesreallyaMontessori 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*. New York: Delimar.
4. Kaul.V. , & Bhatnagar.R.(n.d). *Early Childhood Education: A Trainers' Handbook*. New Delhi: NCERT.
5. Kaul.V. et al.(2004). *Reaching out to the Child*. New Delhi: Oxford University Press.
6. Kaul.V., & Sankar.D(2009). *Early Childhood Care and Education in India: Mid-Decade Assessment: NUEPA.*
7. Nisha.M.(2006). *Milestones of child development*. Delhi: Kalpazz Publication.
8. Shanmugavelayudham.K., & Bhuvanewari.(2003). *The 'must' for Nursery Education*. TN- FORCES.
9. Soni. R.(2014). *Every Child Matters*. New Delhi: 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.

Course Code: BED2EC02

Elective Course

B.Ed. Degree Programme
Semester-II
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 development 1.1.2. Needs, concerns and realities of adolescents in India. 1.1.3. Psycho-physiological problems - Depression, Anxiety, Suicide 1.2. Theories of Adolescence: Erick Erikson, Jean Piaget and Lev Vygotsky	<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
<p>1. Familiarizes the concept of adolescence education and its objectives, guiding principles and scope</p> <p>2. Analyzes the Adolescence Education Program, approaches, strategies and implementation</p>	<p>2.1. Adolescence Education Program(AEP)</p> <p>2.1.1. Objectives, Content and Scope</p> <p>2.2.2. Role of Social Agencies in Adolescence Education- School, Family, Media, Community</p> <p>2.2.3 Capacity building for prospective teachers in adolescence education</p>	<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	Pedagogical Approaches to Adolescence Education -Case studies and Critical Incidents, Brainstorming, Role-playing, Buzz groups, Gaming, Value clarifications, Question Box, Discussions and Debates, Puppet shows, Video shows. situation analysis	<ul style="list-style-type: none"> • Lecture /briefing • QA session • Student observation and reporting • Assignment • Seminar • Peer learning • Group discussion • Role play 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment evaluation

Unit- 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	2.1 Need, concept and significance of life skills education 2.2 Core life skills, development of life skills 2.3. Imparting life skills education – Role play, Debate, case study, Quiz, Group discussion 2.4. 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	3.1 Sexual and reproductive health of adolescents 3.2. Sexual health education – need and importance, objectives, role and responsibility of family and school. 3.2.1. STD’s and HIV/AIDS- Causes, preventive measures 3.3. Gender-Based issues 3.4. Family life education- Meaning and concept, objectives 3.4.1. Role of home and school in family life education 3.4.2. Maintaining family relationships	<ul style="list-style-type: none"> • Lecture /briefing • Group discussion • Extension and field outreach • Assignment • Seminar • Debate • Peer learning 	<ul style="list-style-type: none"> • Class test • Assignment evaluation • Observation of classes • Field level observation and reporting

SUGGESTED ACTIVITIES (Any Two)

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

 PRESCRIBED READINGS

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

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11. Verma, Suman.,&Saraswathi. T. S. (2002). *Adolescence in India* .New Delhi: Rawat Publications.

📖SUGGESTED READINGS

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

Course Code: BED2EC03

Elective Course

B .Ed. Degree Programme
Semester-II
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. Recognises 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 Interdisciplinary).	<ul style="list-style-type: none"> • Small group discussion • Digital presentation • Meaningful verbal discourse • Peer learning • Self study • Reflective practices 	<ul style="list-style-type: none"> • Assignment • Document analysis • Report • QA session • Observation • Test

Unit-II: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 – definition, meaning, importance and types (Forest, Land, Water Mineral, Food and Energy resources) 2.2 Problems associated with different types of natural resources and their prevention 2.3 Role of an individual in conservation of natural resources.	<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, types (Air, Water, Soil, Noise, Thermal, nuclear and light pollution) 3.2 Effects and control measures of each types. 3.3 Management of environment: Definition and need 3.4 Initiatives: Environmental legislation, Environmental Impact Assessment, Environmental movements in India, pollution control board and Green Tribunals	<ul style="list-style-type: none"> • Lecture cum discussion • Blog Searching • Peer instruction • Digital Presentation • Seminar • Small group discussion • Brainstorming 	<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, Guiding Principles. 4.2 Sustainable Environmental Practices: Rain water Harvesting, Mangroves Management, 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. Assess the innovative methods of teaching EE at schools 3. Appreciates the role of school in environmental conservation 4. Recognises the role of NCERT ,teachers and media inpromoting Environmental Education 5. Examines the role of information technology in environmental and human health. 6. 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 environmental and human health. 5.6 Evaluation in Environmental Education-Meaning, aims,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 a Life Cycle Assessment of any item/commodity of daily use and prepare a report.
4. Prepare a time-line chart on environmental policies and programmes in India

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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.
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3. Odum. E. P. (1971). *Fundamentals of Ecology* WBSaunders.
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 9. UNESCO (2006-b). *Framework for the UNDESD International Implementation Scheme*. ED/ DESD/2006/PI/1. Paris, UNESCO.

B.Ed. Degree Programme
Semester–II
HEALTH AND PHYSICAL 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 of health and safety education
3. develop understanding about the healthy food for healthy life

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 physical fitness components and the modes of developing them	Physical Education 1.1 Meaning ,Definition 1.2 Aim and Objectives 1.3 Need and importance 1.4 Methods of teaching physical activities 1.5 Intramural and Extramural Competitions – Meaning ,Definition. 1.6 Knock-out and League tournament 1.7 Method of drawing fixtures-Merits and Demerits. Physical Fitness 1.8 Definition, Components and Health related Physical fitness 1.9 Activities for development of physical fitness 1.10Components 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	Health education 2.1. Meaning, Definition, Importance and scope of health education 2.2. Aims and objectives of health education 2.3. Methods of imparting Health Education in School –Health instruction –Health Service – Health Supervision 2.3 Factors affecting health 2.4 Effects of exercise on muscular ,circulatory, Digestive and Nervous systems. 2.5 Hygiene – Health hazards 2.6 Personal and Community hygiene.	<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	Posture 3.1 Meaning, and Importance of posture 3.2. Types of posture 3.3 Kyphosis, Lordosis, Scoliosis , Knock-Knee and Flat-Foot. 3.4 Causes and Prevention Safety Education 3.5 Significance and meaning 3.6 Importance of safety education 3.7 Road Safety , School, College , Classroom and Play ground First – aid 3.8 Meaning , Definition Principles, Need and importance of first-aid 3.9 First-aid in different cases 3.10 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	Food and Nutrition 4.1 Understanding Nutrition 4.2 Micro and Macro Nutrients 4.3 Carbohydrates, Protein, Fat, Vitamins (Fat soluble and water soluble), Minerals, Water & Fiber 4.4 Balanced diet 4.5 Vitamin deficiency diseases 4.6 Malnutrition. 4.7 Guidelines for food Selection 4.8 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 DISEASE 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	Communicable diseases 5.1 Common communicable diseases 5.2 Definition and Meaning 5.3 Types : Malaria, Typhoid, Tuberculosis, Cholera, Diarrhea and HIV Aids 5.4 Symptoms ,causes and prevention Lifestyle Disorder 5.5 Diseases –Lifestyle diseases 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 ant one 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: Good will Publishing House.
2. Chaube S.P., & Akhilesh, Chaube (2003). *School Hygiene and Health Education*. Agra: Vinod Pustak Mandir.
3. Goel, S.L. (2007). *Health Education Theory and Practice*. New Delhi: Deep and Deep Publications.
4. Krishnammal, T. (2013). *Physical and Health Education*. Madurai: Priyakamal Publications.
5. Mangal, S.K. (1978). *Health and Physical Education*. Jullundur: Parkash Brothers Educational Publishers.
6. Ravi, Saxena. (2005). *Health and Physical Education*. New Delhi: Anmol Publications.
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📖 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. Auschter, David., & Jean, pyfer. (1985). *Principles and Methods of Adapted Physical Education and Recreation*. Moscow: Mosby Publishers.
4. Clarke, H. David. (1975). *Exercise physiology*. New Jersey: Prentice Hall INC.

Course Code: BED2EC05

Elective Course

B.Ed. Degree Programme
Semester-II
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. Impart the knowledge about the types of libraries	1.1 Library–meaning, definition 1.2 Transformation of manuscript to digital and virtual libraries 1.3 Types of Library 1.3.1. Public Library 1.3.2. Academic Library 1.3.3. Special Library 1.3.4. Digital Library 1.3.5. 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 Information Communication Technology skills on information retrieval 3. Acquires with the knowledge of writing American Psychological Association Style Manual	4.1 User Education and Information Literacy 4.2 Role of Information Communication Technology in modern libraries 4.3. Search engine and its types 4.3.1. Boolean operators and its role in information retrieval. 4.4. Information Retrieval Techniques 4.5 Bibliography- definition 4.6 Writing American Psychological Association Style Manual	<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 the various types of library networks in India	5.1. Resource Sharing- definition, need and objectives 5.2 Role of Internet in information transfer 5.3. Types of Library Networks in India 5.3.1 Infflibnet-N-list 5.3.2. ERNET 5.3.3. DELNET 5.3.4. CALIBNET 5.3.5. 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 bibliography for American Psychological Association style manual.
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

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2. Dhiman.A.K.,&Sinha.S.C (2002). *Academic libraries*. New Delhi: EssEssPublications.
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14. Sheela.P,Saravanan.P.,&Mary, Lawrence .A. (2017). *Elements of library and information science*. Atoor: N.V.K.S. publications.
15. ShriNathSahai (2014). *Academic library system*. New Delhi: EssEsspublications.

SUGGESTED READINGS

2. Bhatt.R.K.(1995). *History and development of libraries in India*. New Delhi: Mittalpublications.
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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 ofIndia.
6. Winship.,&Mcnab (2000). *The students guide to the internet*. London: LibraryAssociation.