

RANI CHANNAMMA UNIVERSITY

**VIDYA SANGAM, NH-4, BHUTRAMANAHATTI,
BELGAUM-56**



REGULATIONS AND SYLLABUS FOR THE TWO YEAR B.Ed. PROGRAMME

EFFECT FROM 2017-18

ABBREVIATIONS	
B.Ed	Bachelor of Education
BOS	Board of Studies
CAC	Common Admission Cell
D.Ed	Diploma in Education
Dept.	Department
DIET	District Institute of Education and Training
DSERT	Directorate of State Educational Research and Training
Ext. Marks	External Marks
Govt.	Government
ICT	Information and Communication Technology
Int.Marks	Internal Marks
KSHEC	Karnataka State Higher Education Council
M.Ed	Master of Education
Max	Maximum
MHRD	Ministry of Human Resource Development
Min	Minimum
MOTA	Modalities of Transaction and Assessment
NCTE	National Council for Teacher Education
PG	Post Graduate
STEM-B	State Teacher Education Monitoring Board
TEI	Teacher Education Institute
TERM	Teacher Education Regulatory and Monitoring Cell
Tg	Teaching
TLM	Teaching Learning Material
UG	Under Graduate

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REGULATIONS GOVERNING TWO YEAR BACHELOR OF EDUCATION (B.Ed) PROGRAMME

In exercise of the powers conferred under Chapter-II 5 A and B of the Karnataka State Higher Education Act 2010, the provisions made in the Karnataka State University Act 2000 and as per the guidelines of NCTE in the Gazette of India Notification extraordinary December 2014, the Government of Karnataka provides the following Regulations to govern two year B.Ed Programme hereafter called as B.Ed under Choice Based Credit System [CBCS] and Continuous Assessment Grading Pattern (CAGP) programme offered in the TEI's affiliated and constituent colleges of Universities of Karnataka States from the academic year 2017-18 and onwards. The completion of the programme shall lead to B.Ed degree.

1.00 Preamble.

The Bachelor of Education (B.Ed) Programme is a two year professional programme in the field of Teacher Education which aims at preparing School Teachers, generally known as B.Ed. This is a professional programme that prepares teachers for upper primary, secondary level (classes VI -X) and higher secondary level (classes XI-XII). Also aims at preparing, practitioners and other educational professionals including manpower for curriculum development, planners, administrators, supervisors, school principals and for extension activities.

2.00 Title, Application and Commencement.-

The regulations shall be cited as Karnataka State Regulations 2017-18 governing two year B.Ed Programme leading to Bachelor of Education Degree Course.

These regulations shall apply to Bachelor of Education Degree Programme approved by NCTE and being offered in the State Universities and in its affiliated Teacher Education Institutes having recognized by the NCTE for the B.Ed two year programme. The affiliated institutions offering this programme should have the physical infrastructure and follow norms as per State Government Rules, NCTE regulations and State stipulations prescribed for B.Ed two year programme. These regulations come into force from the date on which they are approved by the Government of Karnataka.

3.00 Monitoring and Regulation of the Course:

There shall be a State Teacher Education Monitoring Board (STEM Board) at the State level constituted by the Karnataka State Higher Education Council which shall undertake the implementation of B.Ed programme at State level. The Board shall be responsible to monitoring, regulate and issuing appropriate direction to the Universities, Colleges and any other appropriate bodies. The DSERT shall act as the nodal agency for the said purpose.

There shall be a Teacher Education Regulatory Monitoring Cell (TERM Cell) at each University level which shall take similar functioning as the STEM Board at University level.

4.00 Definitions of the Key terms Used in the Regulation.

- a) **Semester:** Semester is duration of four consecutive months with a minimum of 90-100 Working days.
- b) **Blank Semester:** A Semester is said to be a blank semester for a candidate if he/she does not enroll for that semester.
- c) **Credit:** It is a unit of academic input measured in terms of the study hours. It reflects the number of 'Study Hours' in a particular period of time devoted to various aspects of the teaching – learning process such as attending classes, engaging in assignments, projects, seminars, practical aspects, field based activities ,immersion, computer skills, research activities required for the course. A credit is a unit of study of a fixed duration. In terms of credits, every one hour session of L amounts to one credit and a minimum of a two – hour session of T or P amounts to one credit. L stands for Lecture session, T stands for Tutorial Session and P stands for practical /Practice session.
- d) **Course:** A course is a study specified by the concerned Board of Studies for teaching, learning and evaluation during a particular semester. A course will have a minimum of two credits and maximum of eight credits. Every course offered will have three components associated with teaching – learning process of the course, namely L, P, and T.
- e) **Tutorial :** A tutorial is a supplementary practice to any teaching-learning process that may consist of participatory discussion/self study/desk work/ seminar presentations by students and such other novel methods that makes a student to absorb and assimilate more effectively the contents delivered in the lecture classes, seminars, case study, discussion sessions etc., are part of tutorials.
- f) **Practical/practice:** A Practical/practice is methods of imparting education that consists of hands-on experience/laboratory experiments/ field studies/ study tour, etc that equip students to acquire the required skill component.
- g) **Internship and immersion:** It is the period where in the candidate visits the Teacher Education Institute, Schools, or any educational Institute and for the full day or a part of the day regularly and undertake the defined activities under the supervision of a guide. The activity will end up in a recorded form. The assessment is based on his/her performance while doing the activity and based on

his/her record. The focus is development of competencies, in-depth understanding through field experience and application of theoretical aspects learnt.

- h) **Enhancing Professional Capacities (EPC):** These are the courses where in the student teacher is equipped with personal competencies that are required to do various activities expected of a teacher.
- i) **Engagement with Field Activity (EF) :** These are the courses where in the student teacher will get the theoretical base through college classes and visit to the field as and when required intermittently collect information, and completes the assignment.
- j) **Field Work Activities:** These are the activities assigned to the student to undertake in team or individually. The work may in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship.
- k) **Hard Core Course:** A Hard Core Course is a course that is fundamental and compulsory in requirement for a subject of study in a particular programme. The hard core course of studies other prescribed for study in a programme shall not be replaced by studying any other course/s. Essential field work, Team work, etc leading to report writing and project/ dissertation of the main programme of study shall be treated as a hard- core course.
- l) **Modalities of Transaction and Assessment (MOTA):** This is the description for the course operation in the institute and field, with specification of role of teachers, learner and institutional responsibility. The assessment procedure is also specified in this phase
- m) **Theory cum Practice:** These are the components of the curriculum where in the transaction requires orientation on certain theoretical grounds and practice the theory in to practice. The curriculum will have fifty percent of the course with theoretical aspects and other fifty percent with practicum. The teacher educator will conduct such classes in to batches of 25 to 50 students as per the facilities available in the institute.
- n) **Simulation practices:** The professional skills required to practice in simulation without going to the school fall under these courses. The students will practice the competencies presuming the peers as students or even in absence.
- o) **Perspective Course:** The courses that provides the theoretical orientation from basic discipline that has application in the field of education. It provides

directional path to compose the requirement in the education as application from various basic disciplines.

- p) **Field Work Courses** for which student has to visit the field collect the required data systematize, processes and present fall under these type of the courses.
- q) **Immersion:** The activity where in the student teacher equipped with the required competencies and knowledge enters in the school premises to handle the learner under the supervision of guiding teacher. He will undertake all the roles of a full fledged teacher and equip himself in real situation.

5.00 Intake.

The basic unit size for the programme shall be 50. Initially an institution shall be allowed only one unit. Additional unit in the programme may be permitted by application of institution and recognition by NCTE, followed by the University affiliation

6.00 Eligibility and Choice of pedagogic Subjects :

Candidates seeking admission to the B.Ed programme should be as prescribed by NCTE and UGC and State Government as listed below:

- i. Candidates with at least 50 percent marks either in Bachelor's Degree and/or the Master's Degree in Science/Social Science/Humanity, Bachelors in Engineering or Technology with specialization in Science and Mathematics with 55 percent marks or any other qualification equivalent thereto are eligible for admission to the programme.
SC/ST/OBC/PWD/371(J) and any other categories/type shall be as per the rules of the Central Government/State Government whichever is applicable
- ii. The candidate should specify whether he desire to be a
 - a. Teacher for 6-8 and 9-10 std eligibility, or
 - b. Teacher for 8-10 and 11-12 std eligibility (Only for PG Qualified)

Each one has to select two methods as prescribed below:

	Discipline	Subject option available	Content to be practiced as pedagogy
1	Humanity	Kannada,English Hindi,Urdu Sanskrit,Marathi (Any other State neighbourhood languages provision made by State Govt)	Respective language as first, second, and third language
2	Social Science	History and Civics Geography	All the content prescribed in the Social Science text books of the State with emphasis on Social science perspective All the content prescribed in the Social Science text books of the State with emphasis on Geography and Environmental science perspective
3	Physical Science	Physics Chemistry Physical science	All the content prescribed in the Science text books of the state with emphasis on physics All the content prescribed in the Science text books of the state with emphasis on chemistry All the content prescribed in the Science text books of the State up to VIII and Physical Science content of IX and X std.
4	Biological Science	Biology	All the content prescribed in the Science text books of the State up to VIII and Biological Science content of IX and X std
5	Mathematics	Mathematics	All the content prescribed in the Science text books of the State up to X std mathematics of the State
6	Commerce	Commerce	The content of XI and XII as per State Govt provision

The Post Graduate candidates have the option to take higher secondary level subject according to their PG qualification along with one of the secondary school subject. This specialisation exist for the III rd Semester and IVth Semester. For the second

semester there are no pedagogic paper specialised to any school subject. The pedagogic subject for the first semester will be on any two of the followings, one each from any two groups:

	Pedagogy of Discipline	Suitable for the existing State appointment
1	Humanity	Language Teacher
2	Social Science	Arts teacher
3	Geography and Environment	Arts teacher
4	Physical Science and/or Biological Science	Science Teacher
5	Mathematics	Maths Teacher
6	Commerce	Commerce at Higher Secondary level

Mandatory conditions to be followed while allotting the pedagogy subjects to the student teachers:

- i) The pedagogic subject choice (except languages) shall be based on the candidate qualifying to have studied the subject as optional for the three year course with due marks equivalent to the State Govt. Degree programme . Language pedagogy shall be given based on study of the subject either as optional or as basic.
- ii) The choice of subject to be given to each candidate shall fall in accordance with the qualification of the candidate with his optional and languages studies and the state appointment provision presently in operation while advertised State Government of Karnataka.
- iii) The pedagogic subject of Advanced pedagogy of higher secondary shall be given only to the students with PG qualification .
- iv) For students who have studied other than BA/B.Sc/MA/M.Sc; B.Ed is only for knowledge sake. (This is because present C & R Rules does not permit the graduates other than BA, B.Sc for appointment of teachers.)

7.00 Medium of Instruction:

Medium of instruction for the course is English. However, candidates may write the examination in Kannada for all papers except for language pedagogy papers. The language pedagogy paper shall be written in the language as directed in the subject of study.

8.00 Admission Procedure:

- a) Reservation and relaxation for SC/ST/OBC/PWD/Article 371 (J) and any other categories shall be as per the rules of the Central Government/ State Government whichever is applicable and provided from time to time by the state Government.
- b) The Central Admission Cell of the State under the Commissioner of Public Instruction shall monitor the admission to the Government Seat Quota. CAC cell shall complete the admission processes within the stipulated time prescribed by the NCTE admission procedure. Any seats remaining vacant under this category, after completion of the admission processes by the CAC shall not be filled in by the University or TEI's without prior permission by the Government.
- c) The Admission for management seat shall be made on merit, based on marks obtained in the qualifying examination and in the entrance examination, if any or any other selection process as per the policy of the Central Government/State Government/ University Admission from time to time.
- d) The University shall prepare the schedule or academic calendar for both Merit and Management Quota seats in accordance with CAC and STEM Board directions. The University and TEI shall follow the calendar of events. The calendar of events to be followed are:
 - i. Date for the publication of notice inviting applications for admission by the University along with list of recognised colleges by the University.
 - ii. Last date of receipt of the applications for admission to the respective Colleges.
 - iii. Date of selection by test or interview;(if any)
 - iv. Date of publication of 1st, 2nd and 3rd list of candidates and last date of closure of admission.
 - v. Provisional approval of the admission by the College and declaration on the college website
 - vi. Last date for admission.
 - vii. Final list of seats admitted and forwarded to the University, for approval
 - viii. Approval of admission by University and notification of admission of each college with eligibility numbers on the web site.
 - ix. Student admitted after the course commence, and if remain short of attendance due to delayed admission, the University shall not take any responsibility to condone the shortage.

9.00 Approval from State Govt. of the admission list by University:

The list of the admitted candidate endorsed by the University shall be submitted to the STEM Board and shall take necessary monitoring in accordance to the admission eligibility and state policy.

10.00 Curricular Components.

The course shall have the curricular components namely:

- a. Perspective Courses (Per-C)
- b. Pedagogic Courses (Pd- C)
- c. Enhancing Professional Courses (Prof-C)
- d. Engagement with Field Courses (Enga-C)

Each component of the curriculum will have sub component with course titles of study with specific credits and scheme of examination as mentioned. Further each of the courses shall be transacted by the mode specified in the section ‘Mode of Transaction and Assessment’ (MOTA). The details are in the proceeding table presented semester wise:

Details of Working Duration, Credits and Marks

The details of total number of working days and its distribution with credits and curricular components is as follow:

Semester	Working Days	Working Hours/Credit	Marks			Total Marks
			Theory	Practicum EPC &EF	Total	2400
I	100	600/24	500	100	600	
II	100	600/24	500	100	600	
III	100	600/24	400	200	600	
IV	100	600/24	400	200	600	

Each credit has equivalence of 25 marks and 23 hours of theory work load. In case of 100 marks theory course there shall be 60 periods of class room presentation and hands on experience and similar hours of equivalent tutorials, seminars, hands on experience and similar works.

11.00 Credits, Marks and Passing Standards :

The details of courses offered in each semester with credits, marks and passing standards shall be as given below;

Semester I

	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	Per-C:1	Childhood And Adolescence	4	20	8	80	32	100
		Philosophical And Sociological Bases Of Education	4	20	8	80	32	100
		Educational Technology	4	20	8	80	32	100
		Understanding Discipline and Pedagogy-I(UDP –I)	4	20	8	80	32	100
		Understanding Discipline and Pedagogy-II(UND-II)	4	20	8	80	32	100
EPC & EF		ICT Basic competencies	1	25	12			25
		Language across the curriculum	1	25	12			25
		Psycho Social Tools and techniques	1	25	12			25
		Micro teaching and Integration	1	25	12			25
			24					600

Semester II

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Learning and teaching Process	4	20	8	80	32	100
		Knowledge and Curriculum	4	20	8	80	32	100
		Education in Contemporary India	4	20	8	80	32	100
		Techniques, methods and Approaches of Pedagogy	4	20	8	80	32	100
		Optional course(any one)	4	20	8	80	32	100
EPC		ICT applications	1	25	12			25
		Fine Arts and Theatres	1	25	12			25
EF		Simulated and ICT mediated lessons	1	25	12			25
		School lessons and reflective diary	1	25	12			25
			24					600

SEMESTER-III

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Inclusive Education	4	20	8	80	32	100
		Educational Evaluation	4	20	8	80	32	100
		Subject Specific Pedagogy -1	4	20	8	80	32	100
		Subject Specific Pedagogy -2	4	20	8	80	32	100
EPC		Understanding self, personality and yoga	2	50	25			50
		Research Project	2	50	25			50
EF		Block teaching lessons	2	50	25			50
		Block teaching related activities	2	50	25			50
			24					600

SEMESTER-IV

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Gender , School and Society	4	20	8	80	32	100
		Educational Administration and Management	4	20	8	80	32	100
		Advanced Pedagogy of Specific Subjects -1	4	20	8	80	32	100
		Advanced Pedagogy of Specific Subjects -2	4	20	8	80	32	100
EPC		Reading and Reflecting	1	25	12			25
		Teacher placement &CET Classes	1	25	12			25
EF		Field work and Immersion	2	50	25			50
		Test lesson I and II	2+2			50+50	25+25	100
			24					600

12.00 Modalities of Transaction and Assessment.

Part-A: Inputs: The B.Ed Programme has various inputs designed with the due proportion prescribed by the NCTE. The details are provided in the following three tables.

Theoretical Courses, Practice lesson Field Engagement, Co-Practice lesson inputs and their proportions to the total:

	I-SEM	II-SEM	III-SEM	IV-SEM	Total
THEORITICAL	20 Credits/500 (20.83%)	20 Credits/500 (20.83%)	16 Credits/400 (8.33 %)	16 Credits/400 (8.33 %)	1800 (75%)
PRACTICAL	4 Credits/100 (4.16 %)	4 Credits/100 (4.16 %)	8 Credits/200 (8.33%)	8 Credits/200 (8.33%)	600 (25%)
TOTAL	24Credits/600 (25%)	24Credits/600 (25%)	24Credits/600 (25%)	24Credits/600 (25%)	96Credits /2400 (100%)

(Percentages are out of the total marks for the programme)

PRACTICE LESSONS ACROSS FOUR TERMS

SEMESTER	COMPONENT	DETAILS OF INPUTS	Marks allotted
I	Microteaching (Six Skills) 1)Skill of Introduction 2)Skill of probing questions 3)Skill of explanation 4)Skill of illustrations with examples 5)Skill of stimulus variation 6)Skill of black board work	Skill with full repeat cycle and with video recording (Three per pedagogy)	9+9= 18
	Integration of overall skill with teaching-learning process for 15 min. each	Two lessons per pedagogy subject	2.5+2.5=5
	Peer observation	Observation of all lessons of peers in the group	2
II	<u>Simulated and ICT mediated lessons</u>		
	Simulated lessons	Two per pedagogy (45 mins)	4+4=8
	ICT mediated lessons	Two per pedagogy subject (45 mins)	7+7=14

(2 weeks)	<u>School lessons and Reflective diary</u>		
	Peer observation	Observation of all lessons of peers in the group	3
	Observation of mentor/ Teachers lessons	Two lessons per pedagogic subject	2+2=4
	School practice Lessons	Four lessons per pedagogic subject	8+8=16
	Reflective diary (Report of observation of day to day activities; Types and maintenance of school records; CCE carried out in school)	One diary	5
III	<u>Block teaching lessons</u>		
(3 weeks)	School practice Lessons	Eight lessons per pedagogy subject	16+16=32
	Criticism lesson	One per pedagogy subject	4+4=8
	Peer observation	Twenty lessons per pedagogy subject	5+5=10
	<u>Block teaching related activities</u>		
	Unit plan and unit test	One per pedagogy subject	5+5=10
	Diagnostic test	One per pedagogy subject	5+5=10
	Remedial Teaching	One per pedagogy subject	5+5=10
	Organization of co-curricular activities	One per pedagogy subject	5+5=10
	Preparation of Question bank	One per pedagogy subject	5+5=10

IV (Fifty days)	Field work and Immersion Lessons		25+25=50
	School practice Lessons	20 lessons per pedagogy subject	20+20=40
	Peer observation	10 lessons per pedagogy subject	1+1=2
	Assignments	Details given under Sem IV syllabus	2x4=8
	Test Lessons	One test lesson per pedagogy subject	50+50=100

Part-B: Modalities of transaction:

There shall be mainly six broad categories of modalities of transaction and assessment to be in operation for the conduct of programme. The specificity of course and its corresponding modality is mentioned in the table. Further details of each modality are mentions there after

The details of each modality of transaction and assessment are as below:

The details of each modality of transaction and assessment are as below:

	Modality	Courses of programme	Nature of transaction
1	Type 1	Theory courses of semester I, II ,III ,and IV	Class room presentations, discussions, seminars, Assignments and tutorials CAI approach.
2	Type 2	Simulation Practices : A. Micro teaching B. Macro teaching C. College Base Teaching D. Use of software and open source	Small Group activities in the college premises. Recording and reporting
3	Type 3	Language across the curriculum Understanding Self, personality and Yoga Research project Reading and reflecting	Theoretical presentations, Discussions, Demonstrations, practice under supervision, fields work and report writing
4	Type 4	Lab Work : ICT-1 and ICT-2 Psycho–social tools and techniques	Procedural details of practical competency, competency development exercises, skill assessment and recording
5	Type 5	Field work/engagements Type 1 Type 2	Orientation to the assignment, providing necessary instructions, undertaking work in school and field, reporting
6	Type 6	School Internship/Immersion –I	Practicing various roles of teacher at school premises, recoding and reporting

Type 1 : Modes of Transactions for Theoretical Courses:

There shall be at least four periods for theoretical courses per week where in the teacher shall lead the learning either through lectures. Discussion, team teaching and any other activity where in the teaching staff will have key role in monitoring and content dealing. There can be additional classes for seminar and student activities related to the paper in noon session.

There shall be assignment and periodical tests related to the theory and shall be consider for internal assessment. Seminars, Discussions, Hands on Experience shall be extended contextually. The list of theoretical courses is as listed below

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
I								
		Childhood and Adolescence	4	20	8	80	32	100
		Philosophical and Sociological bases of Education	4	20	8	80	32	100
		Educational Technology	4	20	8	80	32	100
		Understanding Discipline and Pedagogy -1	4	20	8	80	32	100
		Understanding Discipline and Pedagogy-2	4	20	8	80	32	100
II		Learning and teaching Process	4	20	8	80	32	100
		Knowledge and Curriculum	4	20	8	80	32	100
		Education in Contemporary India	4	20	8	80	32	100
		Optional Course		20	8	80	32	100
		Pedagogic tools ,techniques and approaches	4	20	8	80	32	100
III		Inclusive Education	4	20	8	80	32	100
		Educational Evaluation		20	8	80	32	100
		Subject specific pedagogy-I	4	20	8	80	32	100
		Subject specific pedagogy-II	4	20	8	80	32	100
IV		Gender , School and Society	4	20	8	80	32	100
		Educational management and Organization	4	20	8	80	32	100
		Advanced pedagogy of specific subjects–I	4	20	8	80	32	100
		Advanced pedagogy of specific subjects–II	4	20	8	80	32	100
								1900

Type 2: Simulation Practices: (2 Credits):

These are the activities already in practice in different Universities. They are to be done in the institute campus using facilities available in the institute. The necessary organizational facilities, infrastructure be provided to the student teachers. There can be group of ten students that can be attached to each teacher educators for guidance and submission of report and reflective session. Some of the tasks can also be given for completion in the group of two or three student teachers.

- a. Micro teaching:
- b. Video lesson observation and criticism:
- c. Skill Integration lesson presentation with peer group
- d. ICT mediated lesson with peer group
- e. Video recording lesson of peers in simulation classes
- f. Concept analysis and presentation on subject content

Video lesson Activity:

Observation of video lessons: each student-teacher has to observe at least two video recorded lessons of experts and prepare observation notes. Format of observation has to be supplied by the teacher educator.

Type 3: Competency Based Instruction:

Sr.No	Course input / exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Language across the curriculum	1	25		12	25
2	Understanding self, Personality & Yoga	2	50		25	50
3	Fine arts and Theatre	1	25		12	25
4	Research Project	2	50		25	50
5	Reading and Reflecting	1	25		12	25

The Teacher Educators has to demonstrate the competencies and its contextual use, allow the students to practice for mastery.

Type 4: Lab Works :

- ICT Basic : one credit
ICT application : one credit

The lab activities are intensive systematized task activities to be taken under the supervision of teacher educator within the institute campus. TEI's are expected to establish required labs with infrastructure and equipments.

ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software's, research and data analysis softwares, digital publication activities, web related activities and any other

advances that are useful and related with empowering teachers and teacher educators.

The list of activities to be done in the ICT lab shall as listed in the practicum list of the syllabus. There shall be two types of activities.

Set-A shall have following procedure (Individualized in lab work)

- a. Orientation for 15 to 20 minutes.
- b. Demonstration of the activity.
- c. Presenting the details of the exercise by the student.
- d. Exercise practice and output print if necessary.
- e. Writing the details of the activity in the journal and submission for the tutor's signature.

Set-B shall have following procedure: (In lab with work presentation)

- a. Orientation for 15 to 20 minutes.
- b. Demonstration of the activity.
- c. Presenting the details of the excursive by the student.
- d. Working out the excessive and presenting the material to the small group for feedback and discussion

Some of the ICT mediated activities to be undertaken are:

Basic Competencies:

1. Use of Word, spread sheet and related office applications
2. Development of Power point presentation.
3. Nudi Kannada soft ware keying.
4. Web search and email use.
5. Video recording, audio editing and providing back ground voice adding
6. Using still camera for creating of picture files and use for teaching.
7. Use of graphic soft ware.
8. Searching of open source material and use.

Additional Activities:

1. Write a report on the features and use of smart board in teaching-learning.
2. Collection of e-resources and Reporting.(Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
3. Critical review of UNESCO ICT Competency standards for Teachers-2008
4. Write a report on INSAT programs.
5. Developing Educational blog in www.blogger.com , www.wordpress.com

6. Develop the news groups and report.
7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations
8. Evaluating Educational broad casts in the Radio/T.V
9. Evaluation of websites related to educational programmes.
10. Creating an account in Wikipedia/wikieducator/wikispaces and adding/editing content.
11. Creating an Account in Teacher tube/slideshare and sharing your video/PowerPoint. View and comment on others contributions.
12. Use one of the Concept map tool (freemind, VUE) and write a report.
13. Use one of the E-book Tool (Sigil, caliber) for creating and editing books and report.
14. Preparation of CAI for classroom learning.

The TEI will have resources in terms of required equipments, psychological tools, computers software etc. If necessary a cubical with one way screen needs to be developed to use for student viewers on activities like counseling parents, teachers, and other stake holders. The rooms are an essential asset to observe and develop the counseling skills and see the effect of counseling on beneficiary.

Under this schema each student shall complete all the assignment listed for the academic term as per the decision of the University. There shall be at least four indoor assignments and four outdoor assignment for this course. The BOS shall evolve a list of assignment, improve upon and notify accordingly.

Some of the sample assignments are listed below

A) Lab assignment :

1. Tabulating the raw scores and processing the data of any one psychological tool with the help of manual with a group of 40 students scores(Dept may evolve the draft and keep ready for use)
2. Conducting counseling on issues related to child/teachers, recording the session and analyzing in terms of potential change, misgivings, ability of communication etc.
3. Administering a psychological test of performance based on a unit in the lab and reporting.
4. Identifying the random choice of items and degree of achieving scores by experimenting with peer as subject of study.

B) Field assignments:

1. Visiting schools and generate the socio-metry results through socio-metry software and use them for interpretation and insight on class room dynamics.
2. Testing intelligence/creativity of at least five children from school and reporting with the scope to use the results for the beneficiary.
3. Evolving diagnostic remedial testing material and identifying the needs in the dimensions of academic, physical growth, psychological change, social competency etc of school children.
4. Case study of extremities like weak child, alienated child, genius, differentially able child and finding out the needed inputs.
5. Identify dyslexia cases if any from lower classes and provide strategic inputs to the child.
6. Test for colour blindness and other readability problems of a class students and report the findings to class teacher.

Type 5: Field Work:

(To be taken during Semester III and IV during Engagement with Field Work Sessions)

Under this mode there will be set of assignments to be undertaken with the guidance of assigned teacher. All the assignments are to be undertaken during school visit and immersion period. The required theoretical orientation needs to be arranged in the lecture classes. The candidate has to visit the field and undertake the work and present the report. If required the intermittent assessment by guide will be done through group discussion and individual presentation. Some of the specimen assignments are listed below:

- a. Development of specific theme based lesson plans and teaching in vivo (real class room situation) or in vitro (college based situation). Student has to design a lesson to be video recorded and edited if required and should be presented as pedagogic exemplary on a specific approach, method or technique.
- b. The student has to select one institute to study a theme (Ex: discipline, inclusiveness, value inculcation, school cleanliness etc)and should present the report along with the scope for futuristic improvement. This has to be data based and has to be original in its nature.

- c. The teacher shall study at least three unique types of students as case study. They may be the case of differentially abled, slow learners, genius or of unique nature.
- d. The student shall visit either DIET or any Teacher Education Institute and will observe ten randomly chosen lessons of teacher educators, and prepare a quality assessment report with merits and demerits. The student shall select one programme in operation, such as: School Day, Science Exhibition, Pratibha Karanji, Ba Shalege, National festival day, etc and document the event, assess the status and present a report for its improvement.
- e. The student shall select any one issue of the National/State policy and observe the implantation and effectiveness in selected three to five institutes and report as document.
- f. Any other activity similarly designed and notified by the University.

For development of and reporting the student shall use all the ICT skills that he has learned in the first two semesters and will present with multimedia digital form as far as possible.

Seminar/presentation: The student-teacher has to take up either a seminar or any presentation to show his active involvement in the classroom transaction. The participation/involvement of the student in classroom activities have to be assessed by the teacher using criteria self developed.

Subject association activity: Participation/contribution and reporting of the student-teacher in the subject association activities organized weekly pedagogic groups.

Reading and reflecting context: The aim of this course is to enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of learning and to respond to a variety of texts in different ways and also learn to think together. The aim is also to engage with the readings, interactively-individually and in small groups. Each student teacher is expected to read a variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. and to prepare reflective notes. Reflective session on themes may be organized regularly.

13.00 Mandatory Institutional Requisites.

Appointment of Academic Head: She/he is the head of the B.Ed Programme with qualification required equivalent to a Principal of B.Ed Institute as per NCTE, State UGC and Norms. The person has to be appointed by following the procedure similar to the appointment of Principal to college /to a Professor in the University. She/He shall be solely responsible to conduct the B.Ed. Programme and all correspondence with the University, State and NCTE.

Academic Resources: For the conduct of all the academic programme, examination work, practicum cum Internal Assessment activities, internship, field based activities etc., shall be taught, supervised and monitored by the qualified staff. The staffs have to be approved from the University as per the NCTE and UGC norms. The curriculum transaction mode (CTM) prescribed and the Internal Assessment monitoring guidelines and conditions laid down by the University has to be strictly adhered. All I.A activities need to be recorded stored systematically and shall be approved by the requisite approving body before forwarding marks to the Registrar (Evaluation) of University.

The institute should have the entire necessary infrastructure as specified by NCTE and the University from time to time. The Institute shall be open for inspection as and when demanded by the University, TERM Cell, STEM Board of the State, DSERT and authorities appointed from time to time by the State and University authority.

Academic Records: These are the records such as attendance report of students and teachers, teaching records, office maintenance records and assessment record. They should be in the possession of academic head and should be available for inspection whenever demanded by NCTE and University authority.

14.00 Monitoring Academics and Assessment

There shall be a Board of Moderation for moderating continuous assessment marks awarded to candidates. The Board shall constitute:

- a) The Chairperson Board of Studies (B.Ed)
- b) The Chairman Board of Examination.(B.Ed)

- c) Two senior from teaching staff of Dept of Education on rotation basis. - Members Academic Head (B.Ed) from TEI, fully qualified and appointed on permanent basis, approved by University, on rotation basis based on seniority.

As per the procedure based on the facts can visit the colleges to verify the academic records (Test Papers, seminar/ Assignment/ Field work/ case study reports/ practical records), attendance records and moderate the Continuous Assessment Marks. This needs to be decided by the TERM cell well in advance and be circulated to all the colleges

The Principal in case of colleges/Institutions shall submit the consolidated list of continuous assessment marks of all candidate of the program to the committee as per the calendar of events for the academic semester.

University has to evolve a procedure for IA inter colleges uniformity. The Board of studies (B.Ed) shall prepare the procedure of monitoring the IA and get the approval from the TERM cell. The advisory note of the STEM Board shall be mandatory whenever circulated to the Universities as and when provided so as to maintain the inter University standards

15.00 Working Days

There shall be at least two hundred working days each year and 100 working days each semester, excluding the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The department/ college shall work for a minimum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available all the time for interaction, dialogue, consultation and mentoring programme.

16.00 Attendance and Conduct :

B.Ed is a full time course and students shall not take up any employment /course, part time or full time employment during their B.Ed programme. Students found violating this rule shall be removed from the course. In case found post completion of such act, necessary action needs to taken to withdraw the degree.

Each course shall be taken as unit for the purpose of calculating attendance for theory and practicum.

The student shall deemed to have satisfied the requirement of attendance, progress and conduct, if he/she has attended not less than 80% of the total number the

working hours for theory courses, and with practicum 90% (inclusive of field attachment and internship held up to the end of the semester including lectures, seminars, group discussion, project work, practicum, internship, tests etc.) in each semester. The relaxation shall be as per the State Government circulars if any.

17.00 Successful Completion of Course work:

All the program/courses carrying credits should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the end Semester University examination.

(i) Candidates who have completed the requirements of practical work related to theory and other components of the Semester and registered for the End Semester University examination alone will be allowed entry to the next Semester.

(ii) The marks and respective grades of internal assessment (Theory & Practical Courses) during each Semester have to be forwarded to the University by the institutions within stipulated time before closing of the semester, both Online and in manual/printed.(hard and soft copy) as per University procedure.

(v) Practical work related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses(Optional papers) CE& other Practical Courses/Engagement with the field (college, school and community based) have to be compulsorily attended by all the student-teachers to be eligible for appearing for the Semester End University Examination. All the practicals during Semester I, II III & IV will be assessed by teacher educators internally. Records/reports/products related to theory and Practical courses have to be prepared and maintained. They are to be made available for assessment, if demanded.

18.00 Assessment and Evaluation

A Panel of Examiners for B.Ed will be prepared by the Board of Studies in Education. A Board of Examiners will be constituted by the University from the Panel of examiners for B.Ed Course. The Registrar (Evaluation) shall conduct the examination and declare the results.

Internal Assessment

Each Course normally, would have two components- the Internal Assessment and the Semester End Examination. The Internal Assessment (IA) marks are based on continuous internal assessment in a continuous mode. The total marks for the Internal Assessment shall be based on the marks assigned for IA component of the course. For all the courses the split of marks for IA and the marks for Semester End Examination are presented in the schematic table present in the course detail table.

b. The purpose of IA is to ensure that there is continuous Internal Assessment throughout the semester. The Internal Assessment in each semester would have components distributed right across a variety of activities.

c. The various components of Internal Assessment Marks in each theory paper normally are as follows:

Activities	Marks	Activities	Marks	Total Marks
Session Test	5 Marks	Session Test	5 Marks	10+10
Field Assignment	5 Marks	Seminar	5 Marks	20

The first component of assessment is for ten marks. This will be based on session test of two hours in case of theory and submission of field assignment report based on core papers within one month from the date of allotment. (5 mark for Test and 5 marks for field assignment). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

The second component of assessment is for ten marks. This will be based on test and seminar. This will be based on session test of two hours in case of theory and preparation and presentation of seminar based on core papers and with duration of one hour. (5 marks for Test and 5 marks for seminar). This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

The Principal of the institute with the approval of the staff Council shall notify the time table for session tests on the notice Board. The teacher shall set and evaluate

the course paper. The evaluated course marks of all the tests, seminars and field assignments shall be taken into account for the compilation. The marks list should be notified on the notice Board as feed back to students. The respective Principal of the College shall submit all the records (duly signed by the respective teachers) of internal assessment activities and the marks lists in specified sheets as per the calendar of events provided.

In case of candidates who wish to appear for improvement examinations, if any, the marks obtained in the Internal Assessment shall not be revised. There is no improvement in the internal assessment.

In case of a student who has failed to attend the tests and seminar and field based activities on a scheduled date due to genuine reason, such a candidate may appeal to the academic head and may do needful before the end of semester.

The records of all the internal assessment activities shall be maintained for one year and /or till the candidates opportunities to reappear (attempt) are exhausted.

The consolidated Internal Assessment marks statement shall be submitted to the Registrar (Evaluation) at least through proper procedure devised by the University.

Thus, the marks for each course shall be continuous assessment and conduct of examinations.

Total marks for each course	100 Marks
Continuous assessment	10 Marks
Continuous assessment	10 Marks
Semester - End -Examination	80 Mark

The grade and the grade point earned by the candidate in the subject will be as given below:

P	G	GP = V x G
90-100	9 (A++)	V X 9
80-89	8(A+)	V X 8
70-79	7(A)	V X 7
60-69	6(B+)	V X 6
50-59	5(B)	V X 5
0-49	0(C)	V X 0

Here, P is the percentage of marks secured by a candidate in a course which is rounded to nearest integer. V is the credit value of the course. G is the grade and GP is the grade point.

If $G = 0$ (C), (GP=0) then the course is automatically considered as PENDING. He/She is not said to have failed in the course.

Overall Cumulative Grade Point Average (hereafter CGPA) of a candidate after successful completion of the required number of credits as predetermined for the programs under various faculties is given by the ratio of the cumulative sum of the

Grade points earned by the candidate during all the semesters to the cumulative sum of the credits specified for the entire program.

$$CGPA = \frac{GP_i}{V_i}$$

Where, GP_i denotes the grade points earned in the course;

V_i denotes the credit value specified for the course.

Final Grade Point (FGP) shall be awarded on the basis of CGPA of the candidate.

CGPA	FGP
$8 > CGPA < 10$	1
$6 > CGPA < 8$	2
$5 > CGPA < 6$	3

19.00 Issuance of Grade Certificate.

On successful completion of a given program, the University shall issue to the student consolidated marks statement, with details of CGPA score and the actual percentage of aggregate marks secured in all courses of the program on payment of the prescribed fees by the student.

20.00 Provision for Appeal:

If a candidate is not satisfied with the evaluation of Internal Assessment activities, he/she can approach the grievance cell with written submission together with all facts, the assignments, and test papers etc, which were evaluated. He/ she can do so before the commencement of Semester end Examination. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University on the candidate if he/she submission is

found to be baseless and unduly motivated. This TERM cell may recommend taking corrective action on an evaluator if he/she found guilty. The decision taken by the grievance cell is final.

For every program there will be one grievance cell. The composition of the grievance cell is as follows.

- a) The Registrar (Evaluation) / Dean of the concerned faculty as Ex-officio Chairman/ convener
- b) One senior faculty member (other than those concerned with the evaluation of the course concerned) drawn from the Department/discipline and or from the sister departments/sister discipline.
- c) One senior faculty member/ subject expert drawn from outside the University department.

21.00 Challenge valuation

After declaration of the results of the post graduation, if any candidate wishes to apply for challenge valuation, he/ she shall apply to the Registrar (Evaluation) for the said purpose by paying the prescribed fees within 15 days. He can challenge the grade awarded to him/her by submitting an application along with the prescribed fees to the Registrar (Evaluation) through the proper channel. The challenge valuation shall be applicable only for C3 Component of Course (theory) only. The candidate has to surrender the grade card if issued earlier to him/her before announcement of the results of the challenge valuation.

After receipt of application for challenge valuation, the Registrar (Evaluation) either personally or through the coordinator appointed for the said purpose, with the approval of the Vice-Chancellor, ask a subject specialist from among the panel of examiners approved already to evaluate the concerned script. The marks awarded in the challenge valuation shall be final.

22.00 Provision for improvement :

A candidate who **has passed in ‘Theory’** (Part A) but has not completed **or failed in ‘Practicum’** (Part B) will be permitted at his/her option to carry forward the marks obtained in **‘Theory’** to three subsequent semester examination. The candidate is required to revise his grade in the **‘Practicum’** (Part B) only in areas he

/ she has not completed **or failed**. Candidate exercising this option shall be eligible for the grade.

iii) A candidate who fails in ‘**Theory**’ (Part A) and fails in ‘**Practicum**’(and Part B), will be required to put in 50% attendance in the subsequent year at the College from which he appeared for the University Examination and completes the work of ‘**Practicum**’ (Part B)in which he /she has failed and reappears in the theory course of ‘**Theory**’(Part A).

v) The candidate has to complete the B.Ed programme within three years from the date of admission and no extension is permissible as per NCTE norms.

23.00 Pending Course/s:

In case a candidate, theory course, securing less than 32 percentage points out of 80 percentage points in C3 (i.e., 40% of total marks assigned for C3) secures more than 32 percentage points out of 80 percentage points in C3 but less than 50 percentage points out of 100 percentage points in C1, C2 and C3 put together, the candidate is said to have not completed the course and he/she has to utilize PENDING option. The candidate with pending option shall complete C3 component before the completion of three years from the date of admission by reappearing only for C3 component of that course and he/she carries the same marks awarded in C1 and C2. The candidate has to earn at least 50% of the total credits (courses) specified for First and Second Semester of the programme in order to proceed to the Third Semester.

The tentative/ provisional grade card will be issued by the Registrar (Evaluation) at the end of even Semester indicating the courses completed successfully.

24.00 Improvement of Results:

Programme grades improvement is limited to theory alone. For programme grade improvement in theory, candidates have to appear for the concerned examinations with the regular schedule. Higher marks of the two i.e. marks before betterment and after betterment whichever is higher will be considered.

25.00 Reappearing for assessment:

There will be no Supplementary Examination. Failed candidates have to write/appear for the paper/papers for which they have failed with the regular candidates. On securing the separate minimum in those paper/papers the candidate will be declared to have passed the examination provided he/she secures an

aggregate of 50% . Three chances will be given for reappearance as long as the same scheme exists (Excluding the first appearance).

If under any circumstances, a candidate fails in Teaching Practice/School Internship, he/she shall be permitted to repeat the same after the completion of the course with special permission from the University as long as the same scheme exists. It will be considered as a Second appearance in all respects.

26.00 Discard policy of Answer Sheets:

Such of the answer scripts of tests, assignments etc., relating to component I and II are valued shall be maintained in the College/ Institution by the Principal/ Head of the Institution till completion of the one year duration and the commencement of the ensuing semester end examination and there after these valued scripts of tests, assignments etc., be discarded immediately by the concerned Principal/ Head of the Institution.

The answer scripts of C3 examination conducted by the University be maintained by the Registrar (Evaluation) for a period of one year after announcement of the results of the concerned semester and all the answer scripts be discarded soon after completion of the one year duration after announcement of the results and no complaints what so 'ever about the marks awarded to courses relating to these scripts be entertained.

27.00 Repeal and Saving Clause

Notwithstanding anything contained in NCTE regulations, in these Regulations for the Provision of any Guidelines, Order, Rules or Regulations in force shall be in applicable to the extent of their in consistency with these regulations.

The University shall issue such orders, instructions etc and prescribe such format, procedure etc, as it may deem fit to implement the Provisions of these Regulations.

If any difficulty arises in the implementation of these regulations the Vice Chancellor shall, in consultation with the Dean the competent authority to issue necessary clarification and at the earliest possible thereafter report the action taken by him to the Academic Council for ratification.

BLUEPRINT OF TWO YEAR B.ED COURSE

components	Sem I			Sem II			Sem III			Sem IV			Grand total
	Course	Credits	Marks	Course	Credits	Marks	Course	Credits	Marks	Course	Credits	Marks	
Perspectives in Education	Childhood & Adolescence	4	100	Learning & teaching Process	4	100	Inclusive Ed	4	100	Gender, School & society	4	100	1000
	Phil & social basis of Ed	4	100	Know & Curriculum	4	100	Educational Evaluation	4	100	Ednl adm & management	4	100	
	Ednl Tech	4	100	Ed in Contemporary India	4	100							
Pedagogic Courses	Und Disc & Pedagogy-1	4	100	Tech, methods & Approachs of Pedagogy	4	100	Subject specific Ped - 1	4	100	Adv ped of sp sub -I	4	100	800
	Und Disc & Pedagogy-II	4	100	Optional Course	4	100	Subject specific Ped - II	4	100	Adv ped of sp sub II	4	100	
Enhancing professional competencies	ICT-basic comp	1	25	ICT-Application	1	25	Und self, per & yoga	2	50	Reading & reflecting	1	25	300
	Pscho-social tools n techn	1	25	Fine Arts and Theatre	1	25	Research project	2	50	Tr placement & CET class	1	25	
	Lang across curr	1	25	Sim and ICT med lessons	1	25							
Engagement with field and school internship	Micro-teaching & integr	1	25	School lessons & reflective diary	1	25	Block teaching lessons	2	50	Field work & Immersion	2	50	300
							Block teaching related activities	2	50	Test lessons 1+1	2+2	100	
		24	600		24	600		24	600		24	600	2400

SEMESTER I

	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	Per-C:1	Childhood And Adolescence	4	20	8	80	32	100
		Philosophical And Sociological Bases Of Education	4	20	8	80	32	100
		Educational Technology	4	20	8	80	32	100
		Und Disc and Pedagogy UDP –I	4	20	8	80	32	100
		Und Disc and Pedagogy UDP –II	4	20	8	80	32	100
EPC & EF		ICT- Basic competencies	1	25	12			25
		Language across the curriculum	1	25	12			25
		Psycho Social Tools and techniques	1	25	12			25
		Micro teaching and Integration	1	25	12			25
			24					600

Year	I	Course Code:	Credits 3 +1	Hours
Semester	I	CHILD HOOD AND ADOLESCENCE	Marks 80+20=100	60

Objectives

After studying this course the student- teachers will be able to

1. Explain the process of development with special focus on infancy, childhood and adolescence.
2. Critically analyze developmental variations among children.
3. Comprehend adolescence as a period of transition and threshold of adulthood.
4. Analyze different factors influencing child development.

Unit 1: Introduction to Educational Psychology

- 1.1. Concept of Psychology
- 1.2. Meaning, nature, scope and branches of Educational psychology
- 1.3. Methods of studying human behaviour- Introspection, Observation, Case study and experimental method :Meaning, steps, uses and limitations

Unit 2: Concept and Approaches to Human Development

A. Concept

- 2.1 Concepts and Principles of development
- 2.2. Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
- 2.3 Nature vs Nurture
- 2.4 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

B. Approaches

- 2.5 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
- 2.6 Psychosocial Theory (Erikson)
- 2.7 Psychoanalytic Theory (Freud)
- 2.8 Ecological Theory (Bronfenbrenner)
- 2.9 Holistic Theory of Development (Steiner)

Unit 3: The Early Years (Birth to Eight Years)

- 3.1 Prenatal development: Conception, stages and influences on prenatal development
- 3.2 Milestones and variations in Development
- 3.3 Environmental factors influencing early childhood development
- 3.4 Role of play in enhancing development

Unit 4: Adolescence to Adulthood

A) Early Adolescence (From nine years to eighteen years)

- 4.1 Emerging capabilities across domains of physical and social emotional
- 4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, and ethics
- 4.3 Issues related to puberty
- 4.4 Gender and development
- 4.5 Influence of the environment (social, cultural, political) on the growing child

B) Transitions into Adulthood

- 5.1 Psychological well-being
- 5.2 Formation of identity and self-concept
- 5.3 Emerging roles and responsibilities
- 5.4 Life Skills and independent living
- 5.5 Career Choices

Practicum:

Engagement with the field as part of course as indicated below Hands on Experience

- Observe children in various settings and identify milestones achieved.
- Seminar on human development
- Writing Journal for reflection and case study

Suggested Readings

1. Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.
2. Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA.
3. Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California.
4. Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
5. Hurlocl, E. B. (2006). Developmental Psychology- A life span approach. Tata Mc.Graw Hill Publishing Company, New Delhi.
6. Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools, Schooling and Human Development. New York: Routledge.
7. Mittal, S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.
8. Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
9. Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc.Graw Hill Publishing Company, New York.
10. Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.

Year	I	Course Code:	Credits 3 +1	Hours
Semester	I	Philosophical and Sociological bases of Education	Marks 80+20=100	60

Objectives of course

1. To develop understanding of the interrelationship between philosophy and education
2. To develop the appreciation of the basic trends and principles and development of the major schools of philosophy.
3. Understand the relationship between sociological bases for education.
4. Understand the constitutional provisions for education in state.

Unit 1: Philosophical Foundation of Education

- 1.1 Meaning and Scope of Philosophy, Indian schools of Philosophy(Nyaya, Sankhya, Vaisheshika, Dwaita, Adwaita)
- 1.2 Need of Philosophy In Life and for Teaching
- 1.3 Meaning and definitions of Education
- 1.4 Interrelationship between Philosophy and Education

Unit 2: Schools of Philosophy

- 1.1 Idealism, Naturalism, Pragmatism
 - Aims and objectives, Curriculum, Methodology, Teacher-Pupil Relationship and Discipline
 - Educational Implications of these Schools
- 1.2 Contributions of selected philosophers :Eastern (Mahatma Gandhiji, Swami Vivekananda, Jiddu Krishnamurthy) Western (Plato, Froebel, Rousseau)
- 1.3 Meaning of Values : Indian philosophical values- Satyam, Shivam & Sundaram
- 1.4 Human Values And Education:- Spiritual, Moral, Social, Aesthetic Values
- 1.5 National Values as Mentioned In The Indian Constitution

Unit 3: Sociological bases of Education

- 3.1. Relationship of sociology and education,
- 3.2. Concept, scope and functions of educational sociology
- 3.2. Sociology of education- education as a social sub system
- 3.4. Inter-relationship among school, family, community and society.
- 3.5. Specific characteristics which make for social harmony.

Unit 4: State and Education:

- 4.1. Education: The State Provisions in Indian Constitution
- 4.2. Educations and Democracy, National Integration through Education
- 4.3. Education for International Understanding.
- 4.4. Education in relation to human culture, religious polices, modernization, role of culture in provisional development in education and culture.
- 4.5. Changes in India with special reference to changes in Indian education and social change
- 4.6. Social stratification and social mobility and its responsibilities for social changes

Practicum

- 1. Conducting and reporting any one activity which promote National Integration

2. Participating in Social activity –conducted by international organizations locally like UNICEF, WHO and so on and reporting
3. Visiting the cultural centres and reporting about it
4. Conducting the awareness programmes about the constitutional provisions regarding education and reporting
5. Other activity /survey/analytic study based assignments related to the syllabus should be planned and implemented by the college

Suggestive Readings:-

- 1 Sociological Approach In Indian Education – Vinod Putak Mandira Agra By SS Mathur
- 2 The Philosophical And Sociological Foundations Of Education (Doaba House Book Sellers And Publication Delhi 11006) By Kamal Bhatia And Baldevbhatia
- 3 Ground Work Of Theory Of Education By Ross
- 4 Modern Philosophy Of Education – By Brabacher
- 5 Foundation Of Education – VP Bokil
- 6 Educational Sociology – Brown
- 7 The Schooling Society – Eran Illich

Year	I	Course Code:	Credits 3 +1	Hours
Semester	I	Educational Technology	Marks 80+20=100	60

Objectives:

After the completion of course, pupil teachers will be able to –

1. Understand the concept and scope of Educational Technology
2. Understand the concept of Approaches of educational technology
3. Explain the meaning and use of cybernetics
4. Understand and use the different Media in Education
5. Understand the different learning experiences and use them in the teaching-learning process.
6. Acquaint with innovations in Educational Technology
7. Integrate ICT into Teaching Learning, administration and Evaluation.
8. Develop information Management, communication and collaborative skills.
9. Design and develop and use learning materials in Teaching.
10. Practice safe, ethical ways of using ICT.
11. Use ICT for making classroom processes Inclusive

Unit- I Basics of Educational Technology

- 1.1. Educational technology- Meaning, Nature, Scope, objectives, and Importance.
- 1.2. Instructional technology and teaching technology: Meaning, nature and scope.
- 1.3. Approaches of educational technology –Hardware, Software and Systems approach.
- 1.4. Cybernetics: Meaning and use in the development of instructional designs.

Unit-II Media in Education

- 2.1. Print media- Books, Journals, Magazines and newspapers.
- 2.2. Digital Media- Documentaries, still pictures, websites, webpage etc,
- 2.3. A-V Aids: definition, types audio aids, visual aids, A-V aids (Radio, T.V. and Films)
- 2.4. Multi-media: Meaning & concept, scope and importance.
- 2.5. Multi sensory approach- Relationship of Learning and Experiences, Dales cone of experience and step learning experiences model

Unit- III Teaching Technology and ICT Resouces

1. e-learning, cooperative learning, mobile learning- concept, advantages and limitations.
2. Teleconferencing: Audio and Video, Interactive white board- uses & advantages
3. Web services: e-mail, chat, online forums, blog, wiki, e-library
4. Resource centres and services in educational technology: CIET (NCERT), SIET, EMMRC, UGC-CEC, TEINDIA, KOER, NROER, EDUSAT,NME-ICT,NPTEL,IT@SCHOOL, GYAN DARSAN, INFLIBNET.

Unit-IV Understanding of ICT in Education

- 4.1. Concept of ICT and Principles of using ICT in teaching learning process
- 4.2. Impact of ICT in education (impact of ICT in social, cultural, economical)
- 4.3. Role of teacher (administrator, facilitator, tutor, mentor, counsellor, evaluator) in ICT enabled education.
- 4.4. Issues and concerns related to ICT
- 4.5. Concept, meaning and merits in Education: Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI),Computer Mediated Communication (CMC),Computer simulation, Blended

learning, Educational podcast, Web- based learning, Cloud computing.

Practicum

1. Visit websites (Khans academy, E-Gyankosh, Shodhaganga, NCTE, NCERT, DSERT, UGC) Collecting Documents like Policies, plans, statistics, scholarships, issue and trends and writing reports.
2. Free website development and usage (Webs.com)
3. Recording- Audio/Video lectures discussions, and presentations etc, editing and writing report on procedures.
4. CAI- Development and reporting
5. Mobile learning- related activities lie use of blue tooth, SMS, MMS and other features.
6. Blog- development and related activities
7. Login in to You tube-download and upload.
8. Writing a report on TV Lessons and discussions
9. Writing a report on Radio lessons and discussion.
10. List out the content related different learning experiences

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Year	I	Course Code:	Credits 3 +1	Hours
Semester	I	Understanding Discipline and Pedagogy: Languages	Marks 80+20=100	60

Objectives

Student-Teacher will be able to:

1. Understand the meaning of language and its components.
2. Understand the language as a medium of instruction respective English.
3. Understand the Language and Literacy in the Context of School and language acquisition.

4. Understand the Language as a process with respect to classroom context.
5. Differentiate the Curriculum, Syllabus and Text book.

Unit 1: General Introduction on Language, Policies and Politics

- 1.1 Concept of Language, Various components of language; Functions of language;
- 1.2 How different are different languages? Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical; Characterizing mother tongue, first language, and second language, bilingual and multi-lingual.
- 1.3 Power, identity, and politics of language; Language as a medium of instruction and debates about English as a medium of instruction; the recommendations of NCF-2005 on language education

Unit 2: Language and Literacy in the Context of School

- 2.1 Language environment of school and the varied nature of Indian classrooms;
- 2.2 Language Learner's profile: language environment at home;
- 2.3 Characterizing bilingualism and multilingualism; Notions about interference or bridge;
- 2.4 School's Expectations: Views relating to child's home language and literacy practices.

Unit 3: Language Processes and the Classroom Context

- 3.1 Oral language in the classrooms; Participation in the classroom;
- 3.2 Facilitating language interaction and independence.
- 3.3 Creating secure classroom environment for language use; Space for "risk taking"; Reading: Engaging with books of different types ;Comprehension of stories and non-fiction (content area texts) ;Response to literature: Aesthetic and emotive aspect of reading;
- 3.4 Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

Unit 4: Transactional Strategies.

- 4.1. Lesson planning: - Concept and construction
- 4.2. Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 4.3. Secondary Constructivist approach to teach language in Secondary and Higher Levels.
- 4.4. 5E based Model Lesson - Steps -Engage, Explore, Explain, and Elaborate & Evaluation.
- 4.5. Unit plan & Unit test – concept construction & administration.
- 4.6. Resource Unit.

Practicum:

The students are expected to select any one assignment from the following:

1. A critical study on the language text books of secondary school (VI – X/ XI – XII).
2. A study on the effects of bilingualism and multilingualism on the pupils of secondary school.
3. A survey on the challenges in language learning in a secondary school.
4. A critical study on Education Commission and the recommendations on Language Education.
5. A survey on nature of language environment in classrooms.

Readings

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2. Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.
3. Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, laursamaj. Deshkal Publications.
4. Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth: Heineman.
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7. Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and
8. Language Teaching, 1:1. 22- 26.
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Year	I	Course Code:	Credits 3 +1	Hours
Semester	I	Understanding Discipline and pedagogy: Social Science	Marks 80+20=100	60

Objectives of the Course

Student-Teacher will be able to:

1. Overview the foundations of each discipline with respect to Social Science.
2. Understand the place of Social Science in School Curriculum.
3. Understand the perspectives in Social Sciences.
4. Understand the Pedagogical practices in Social Science Curriculum.

Unit 1: Evolutionary Framework of Social Science: An Overview of the Foundations of each Discipline:

1.1 History and Geography- Temporal and Spatial Dimensions.

- 1.2 Political science and Economics – The Systems and Processes of Society.
- 1.3 Specialized Knowledge versus Inter Disciplinary Knowledge
- 1.4 Trajectory of Social Science Evolutionary Process: Philosophical and Theoretical discourses
- 1.5 Concept of Social Science and Social Studies

Unit 2: Social Science in Schools

- 2.1 Challenges in the development of Social Science Curriculum
- 2.2 General Approaches in the construction of social science curriculum: thematic organization: Interdisciplinary, multi disciplinary and fused frameworks
- 2.3 Cross Cultural perspectives and issues in social science
- 2.4 Teaching of Social Science: Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives in Social Sciences: Social, Historical, Environmental, Economic and Constitutional perspectives

Unit 3: Pedagogical practices in Social Science Curriculum

- 3.1 Social Science and Indian School Curricula in search of new Directions.
- 3.2 Review different Commissions/Committees Reports
- 3.3 National Curriculum Frameworks-1975,1988,2000 and 2005
- 3.4 Critical Review of Social Science Text books from class 6th to 10th
- 3.5 Concerns in Teaching Social Science: Diversity, Gender and Special Needs

Unit 4: Transactional Strategies.

- 4.1 Lesson planning: - Concept and construction
- 4.2. Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 4.3 Constructivist approach to teach social science in Secondary and Higher Secondary Levels.
- 4.4 5E based Model Lesson - Steps -Engage, Explore, Explain, and Elaborate & Evaluation
- 4.5. Unit plan & Unit test – concept construction & administration.
- 4.6. Resource Unit.

Practicum:

- 1.Survey of local historical places.
2. Conducting seminars on the concepts related to social science.
- 3.Conducting small surveys in schools.
4. Organizing mock parliament and preparing report.
5. Organizing social science exhibition.

Suggested Readings

1. Arora &Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
2. Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi.
3. Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
4. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
5. Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
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- 15.Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).
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- 20.Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.
- 21.Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.

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24. Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erlbaum Associates Publishers, London.

Year	I	Course Code:	Credits 3 +1	Hours
Semester	I	Understanding Discipline and pedagogy: Science	Marks 80+20=100	60

Objectives

Student-Teacher will be able to:

1. Understand the Nature, Perspective and development of Science.
2. Understand the Science with respect to learner context.
3. Understand the Pedagogical practices in Science Curriculum.
4. Differentiate the Curriculum, Syllabus and Text book.
5. Comprehend critical review of Science Curriculum at the National Level.

Unit I : Nature of Science and Science Education

- 1.1 The nature of science- science as a process and science as a body of knowledge, as a social enterprise; Science-Technology-Society-Environment (STSE) Interface.
- 1.2 A historical perspective: the development of science as a discipline; awareness of the contributions.
- 1.3 Position papers of science education by NCERT
- 1.4 Development of Scientific Temper, public understanding of science, ethics of science; science education in the context of a developing country.

Unit II: The learner Context

- 2.1 Children's conceptualisation of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions; Misconceptions and 'alternative frameworks' in science.
- 2.2 Understanding children's fear of science addressing their inabilities to correlate the observed phenomena with micro level processes and with their symbolic/mathematical representations.
- 2.3 Construction of knowledge in science: conceptual schemes, concept maps

Unit III: The science curriculum

- 3.1 The nature and underlying criteria for a science curriculum and content organization. Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinary.
- 3.2 A critical review of Science Curriculum at the National Level i.e. NCERT curriculum, at the State Level i.e. SCERT curriculum, An awareness about science curricula at international level such as Nuffield Science, Harvard Science project.
- 3.3 Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, etc.)
- 3.3 Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, etc.)

Unit 4: Transactional Strategies.

- 4.1 Lesson planning: - Concept and construction
- 4.2. Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 4.3 Constructivist approach to teach Science in Secondary and Higher Secondary Levels.
- 4.4 5E based Model Lesson - Steps -Engage, Explore, Explain, and Elaborate & Evaluation.
- 4.5. Unit plan & Unit test – concept construction & administration.
- 4.6. Resource Unit.

Practicum:

1. Conducting activities to develop scientific temper.
2. Recommendations of NCERT pertaining to science education.
3. Report of the present status of science education in India.
4. Critical analysis of science text book.
5. Role of science in dispelling superstitions.

Suggested Reading List

1. Aikenhead, W. W. (1998). Cultural aspects of learning science. *Part one* , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.
2. Barba, H.R. (1997). *Science in Multi-Cultural Classroom: A guide to teaching and Learning*. USA: Allyn and Bacon.
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14. Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. *International Educational Studies* , 2 (1), pp 76-88.
15. *Rashtriya Madhyamik Shiksha Abhiyan* (2005), MHRD: New Delhi
16. Rivet, A.E. & Krajick, J.S. (2008), Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experiences to Foster Understanding of Middle School Science, In *Journal of Research in Science Teaching*, Vol. 45, No. 1, pp 79-100.
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18. Tobin, K. (Ed.). (1993). *The Practice of Constructivism Science Education* . Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
19. Van Driel, J.H.V., Beijaard, D. & Verloop, N. (2001), Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. *Journal of Research in Science Teaching*, 38(2), 137-158, February
20. Wallace J. and Loudon W. (eds.). *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. London: Routledge Falmer. pp. 191-204.
21. Wang, H. A and Schmidt, W. H. (2001). - History, Philosophy and Sociology of Science in Science Education: Results from the Third International Mathematics and Science Study. In F. Bevilacqua, E. Giannetto, and M.R. Mathews, (eds.). *Science Education and Culture: The Contribution of History and Philosophy of Science*. The Netherlands: Kluwer Academic Publishers. pp.83-102. 1

Year	I	Course Code:	Credits 3 +1	Hours
Semester	I	Understanding Discipline and Pedagogy: Mathematics	Marks 80+20=100	60

Objectives

Student teacher will be able to

1. Understand the patterns, development and challenges of mathematics in day to day life
2. Understand the concept and process of mathematics
3. Understand the pedagogical practices in mathematics curriculum
4. Differentiate the curriculum, syllabus and textbook of mathematics
5. Comprehend critical review of mathematics curriculum at National level

UNIT 1: Introduction to Mathematical Thinking

(i) Mathematics as study of creating, discerning and generalising patterns: Identifying and analysing abstract patterns, patterns of shapes, patterns of motion, patterns of repeating chance, numerical patterns.

(ii) Understanding Mathematics as a humanly created subject: Creating Mathematical structures: idea of axioms, postulates and proofs, Different methods of proofs: direct proof, indirect proof, counter examples, proof by induction.

(iii) Socio-cultural, economic and political factors in the development of mathematics. Everyday mathematics, multicultural mathematics; its use in decision making, at the workplace, etc.

(iv) Societal beliefs related to ‘knowing’ and ‘doing’ mathematics. Critically challenging the sociological beliefs related to mathematical abilities, mathematics confined to arithmetic.

UNIT 2: Learning Mathematics

(i) Processes of dealing with abstractions, particularisation and generalisation. Studying algorithms; what works and how?

(ii) Focus on mathematical processes- Problem solving, problem-posing, patterning, reasoning, abstraction and generalisation; argumentation and justification

(iii) Sociocultural perspectives in mathematics learning- Situated learning; social construction of knowledge; social interaction and community of practice

(iv) Historical evolution of concepts –understanding how concepts evolved, power-play in legitimizing concepts

UNIT 3: Mathematics for Equity and Social Justice

- (i) Why teach ‘mathematics to all’? –Concerns and challenges
- (ii) Issues of gender, class and culture in mathematics learning and achievement
 - Expectations, attitudes and stereotypes; access to higher mathematics; interrogating the notion of ‘achievement gap’; construction of learners’ identity in a mathematics classroom
- (iii) Addressing the concerns of societal as well as mathematical equity

Unit 4: Transactional Strategies.

- 4.1. Lesson planning: - Concept and construction
- 4.2. Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 4.3. Constructivist approach to teach mathematics in Secondary and Higher Secondary Levels.
- 4.4. 5E based Model Lesson - Steps -Engage, Explore, Explain, and Elaborate & Evaluation.
- 4.5. Unit plan & Unit test – concept construction & administration.
- 4.6. Resource Unit.

Practicum:

- 1. Conducting mathematics exhibition
- 2. Applications of mathematics in daily life.
- 3. Report on magic with numbers.
- 4. Familiarizing the mathematical mobile apps.
- 5. Web resources in teaching mathematics.

Readings and resources

- Bishop, A. J. (1988). The interactions of mathematics education with culture. *Cultural Dynamics*, 1(2), 145–157.
- D’Ambrosio, U. (1985). Ethnomathematics and its place in the history and pedagogy of mathematics. *For the Learning of Mathematics*, 5(1), 44–48.
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- Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 43–64). Routledge.
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Chapin, O'Connor, & Anderson (2009). *Classroom discussions: Using math talk in elementary classrooms*. Math Solutions.

Cirillo, M. (2009). Ten things to consider when teaching proof. *Mathematics Teacher*, 103(4), 250-257.

Fuller, E., M Rabin, J., & Harel, G. (2011). Intellectual need and problem-free activity in the mathematics classroom. *Jornal Internacional de Estudos em Educação Matemática*, 4(1).

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Deborah Ball video on eliciting student thinking, MSRI interview of 6th graders. <http://www.msri.org/workshops/696/schedules/16544>

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Gutstein, E., Lipman, P., Hernandez, P. & de los Reyes, R. (1997). Culturally relevant mathematics teaching in a Mexican American context, *Journal for Research in Mathematics Education*, 28(6), 709- 737.

Rampal, A., Ramanujam, R. & Saraswathi, L.S. (1999). *Numeracy counts!* and *Zindagikahisaab* (2001). National Literacy Resource Centre, Mussoorie. Available at www.arvindguptatoys.com

Rousseau, C., & Tate, W. (2003). No time like the present: Reflecting on equity in school mathematics. *Theory Into Practice*, 42(3).

Schoenfeld, A. (2002). Making mathematics work for all children: Issues of standards, testing and equity. *Educational Researcher*, 31(1), 13-25.

Year	I	Course Code:	Credits 3 +1	Hours
Semester	I	Understanding Discipline and Pedagogy: Commerce and Economics	Marks 80+20=100	60

Objectives:

Student-Teacher will be able to:

1. Students will demonstrate their knowledge of the fundamental and technical concepts of economics and Commerce.
2. Students will apply the basic theories of economics and Commerce in critical thinking and problem solving.
3. Students will be able to identify and use Economics and Commerce terminologies in oral and written communications.
4. Students will demonstrate an awareness of their role in the global Economics and Commerce environment.
5. Students will be able to make decisions wisely using cost-benefit analysis.
6. Students will demonstrate a sense of responsibility and a capacity for service.
7. Students will demonstrate the ability to recognize when change is appropriate, to adapt to change as it occurs, and to take the lead in creating change as the country's economics and Business environment changes.
8. Students will demonstrate an ability to examine their personal and professional beliefs and opinions and an understanding of the balance in life between work, play, family, and friends.
9. Students will demonstrate an understanding of their personal interests, abilities, strengths, and weaknesses as they pertain to professional career fields.
10. Students will demonstrate a basic understanding of career options available to them and will establish career objectives.

UNIT-1: NATURE OF COMMERCE AND ECONOMICS

1.1 Commerce and economics-meaning, concept and definitions

- 1.2 Commerce and economics education- meaning, definitions, need and importance
- 1.3 Nature and scope of commerce and economics
- 1.4 Importance of commerce as a discipline and place of commerce in school curriculum.
- 1.5 Recent developments in commerce and economics

UNIT -2: INTRODUCTION TO COMMERCE AND ECONOMICS TEACHING

- 2.1 Meaning, Nature and scope of commerce and economics teaching
- 2.2 Aims & objectives of teaching commerce and economics at higher secondary stages
- 2.3 Values of teaching commerce and economics
- 2.4 Co-relation of commerce and economics with other subjects - Economics, Mathematics Geography, Law and Business management

UNIT- 3: ECONOMIC AND COMMERCE ISSUES FOR EQUITY AND SOCIAL JUSTICE

- 3.1 Need, Importance and Problems related to commerce and economics
- 3.2 Issue of Gender, and Culture in commerce and economics Learning
- 3.3 Impact of Social Justice on the Economy of the Country.
- 3.4 Social Policy Process in India – its formulation, implementation and evaluation.

UNIT 4: TRANSACTIONAL STRATEGIES.

- 4.1. Lesson planning: - Concept and construction
- 4.2. Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 4.3. Constructivist approach to teach commerce in Secondary and Higher Secondary Levels.
- 4.4. 5E based Model Lesson - Steps -Engage, Explore, Explain, and Elaborate & Evaluation.
- 4.5. Unit plan & Unit test – concept construction & administration.
- 4.6. Resource Unit.

Practicum:

- Study and compare the commerce education at higher secondary level in India with any other developed country.
- Select any contemporary issue related to commerce and present a paper using any method and technique of your choice.
- Study the role of any two Multinational companies.
- Write a brief analysis of the budget of the current year.

Suggested Readings

1. Afzal, M. (2005). Analytical Study of Commerce Education at Intermediate Level in Pakistan. Doctoral Thesis. University of Punjab, Lahore.
2. Carmona, S., Ezzamel, M., Gutiérrez, F. (2004). Accounting History Research: Traditional and New Accounting History Perspectives, Spanish Journal of Accounting History. 1, 24-53.
3. Cherunilam, F. (2000). *Business Environment*. (11thed.). New Delhi: Himalaya Publishing House. (Chapter-4: Social Responsibility of Business)
4. Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. Chapter-4: Classroom Management
5. Lal, J. (2002). Accounting Theory. (2nded.). New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory.
6. Wadhwa, T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. *MERI Journal of Education*. III (2), 52-59
7. Agarwal JC (2005), teaching of commerce a practical approach (2nd Ed), Vikas Publishing house, New-Delhi.
8. Mohammed Sharif Khan, Commerce Education, Sterling Publishers Pvt Ltd-New Delhi.
9. Singh M.N, Method and Techniques of Teaching Commerce, Young Man & Co. New Delhi.
10. Seema Rao, Teaching of Commerce, Anmol Publication, New Delhi.
11. Dr. Umesh, Mr. Ajay Rana , Methodology of Commerce Education, Tandon Publications Ludhiana
12. Dr. R.P Singh, Vinay Rakheja, Teaching of Commerce R. Lall Book Depot- Meerut.
13. Lulla B.P, Teaching of Commerce in Our School, BTTC-BIE Publication, Bombay
14. G.S. Karthik, Teaching of Commerce, Sumit Enterprises, New Delhi.
15. I.V. Trivedi, Commerce Education in the New Millennium, RBSA Publishers, Jaipur.
16. Vinty Monga, Teaching of Commerce, Twenty First Century Publications, Patiala.
17. Rainu Gupta, Teaching of Commerce, Shipra Publications, Delhi.

(This course is to be second course for those who do not have a better choice of selection with the first discipline based pedagogic choice)

Year	I	Course Code:	Credits 3 +1	Hours
Semester	I	UNDERSTANDING DISCIPLINE AND SCHOOL SUBJECTS	Marks 80+20=100	60

Objectives:

1. To understand the basic concepts associated with academic disciplines
2. To comprehend the meaning of interdisciplinary and multidisciplinary learning
3. To understand different approaches in interdisciplinary learning
4. To appreciate the different academic disciplines and their place in the school curriculum
5. To appreciate the role of academic disciplines in facing global challenges
6. To apply the understanding of academic disciplines in curriculum transaction
7. Module One: Academic Disciplines and Interdisciplinary Approach (17 lectures)

Unit one: Basics of Academic disciplines (4 lectures)

- a) Meaning and characteristics of academic disciplines
- b) Emergence of academic disciplines
- c) Relationship between academic disciplines and subjects

Unit Two: Teaching across disciplines

- a) Classification of academic disciplines: Becher -Biglan typology (pure-hard, puresoft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- b) Interdisciplinary and multidisciplinary teaching and learning: meaning , significance and role of the institution
- c) Strategies/ approaches for interdisciplinary learning (team teaching, experiential learning)

Unit Three: Humanities and Social Sciences in the Curriculum

- a) Place of Humanities and Social Sciences in present school curriculum
- b) Issues and challenges in teaching Humanities and Social sciences
- c) Role of Humanities and Social Sciences with respect to the following global issues :promoting peace and respecting diversity

Unit Four: Natural Sciences and Mathematics in the Curriculum

- a. Place of the disciplines Science and Mathematics in present school curriculum
- b. Issues and challenges in teaching the disciplines Science and Mathematics
- c. Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues

Unit 4: Transactional Strategies.

- 4.1. Lesson planning: - Concept and construction
- 4.2. Constructivism- Meaning, Definition, Characteristics, Nature and Importance
- 4.3. Constructivist approach to teach in Secondary and Higher Secondary Levels.
- 4.4. 5E based Model Lesson - Steps -Engage, Explore, Explain, and Elaborate & Evaluation.
- 4.5. Unit plan & Unit test – concept construction & administration.
- 4.6. Resource Unit.

Practicum:

1. Choose any one subject and analyse the same from historical, sociological, philosophical perspectives.
2. Select any topic for any class from VI to Class XII. Prepare a plan to transact the same using Team Teaching or Experiential learning.
3. Interview four professionals from different disciplines. Identify their perceptions, attitudes and biases about different disciplines. Compare the responses and prepare a short report of your findings.
4. Study the Hoshangabad Science Teaching Programme and make a presentation on the same.

References:

1. Interdisciplinary Higher Education: Perspectives and Practicalities ... edited by W.Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Ltd
2. Poonam Batra , Social Science Learning in Schools: Perspective and Challenges , Sage Publications
3. Curriculum, Syllabus Design and Equity: A Primer and Model, Edited by Allan Luke, Annette Woods and Katie Weir, Routledge Publications

4. Position Paper of National Focus Group on Teaching of Science, NCERT publication
5. Position Paper of National Focus Group on Teaching of Mathematics, NCERT publication
6. Position Paper of National Focus Group on Social Sciences, NCERT publication
7. Position Paper of National Focus Group on Teaching of Languages, NCERT publication
8. Mathematics Education in India: Status and Outlook, Edited by R. Ramanujam and K. Subramanian, published by Homi Bhabha Centre for Science Education
9. What are Academic Disciplines? Working Paper by Armin Krishnan

Websites:

- www.ivorgoodson.com/curriculum-studies
- <http://serc.carleton.edu/econ/interdisciplinary/index.html>
- http://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf
- <http://journals.akoatearoa.ac.nz/index.php/JOFDL/article/viewFile/42/41>
- http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195504_mccuskey.pdf
- <http://www.thirteen.org/edonline/concept2class/interdisciplinary/>

Year	I	Course Code:	Credits 1	Hours
Semester	I	ICT-BASIC COMPETENCIES	Marks 25	25

Aims of the Course

This set of experiences is visualised with an assumption that student teachers should have a basic familiarity with computers, and to have much hands-on-experience.

Course Contents

Unit I. ICT basics: Operating system and application software

1. ICT: Meaning, importance and tools of ICT
2. Computer Hardware: Input-Output Devices
3. Introduction to Operating System

- a. Features of different operating system
- b. Files and directory operations
- c. Windows Explorer and desktop
4. Introduction to Application Software
 - a. Word Processor
 - b. Spreadsheets
 - c. Presentations
 - d. Database Management System

Unit II Computer Applications and Internet

1. Applications of computers in various fields of education: Evaluation, planning, Administration and management, and Library management, etc.,
2. Characteristics of a good computerized lesson plan
3. Application of computer in specific context: Teaching Learning Process, Attendance, Evaluation, e- Content, daily planner etc.
4. Internet: Introduction, advantages and disadvantages

Practicum:

1. Prepare the printed teaching materials using the MS-Word (In any subject - Any unit to be selected, in any language). Use of self-learning materials for the anyone unit by using ICT.
2. Prepare the result sheet in MS-Excel showing the subject wise marks, total marks, percentage Rank, pass or fail, Graphical presentation
3. Preparation of PPT slides (at least 10) for classroom usage.
4. Create an e-mail-id and google account and exchange learning related information.

Assessment :

Sl.N o.	Items	Intern al Marks	Extern al Marks
1	Assignment / Lab Records	10	--
2	One Test	10	--
3	Practical Exam	5	--
4			
Total		25	00

Working hours per week:

Sl.No	Work	Periods
1	Laboratory	4
Total		4

Suggestive Readings

Goel A. (2010). Computer Fundamentals. Dorling Kindersley, South Asia
Intel (2003). *Intel innovation in Education* Intel, Teach to Future-Students Work Book Kuar Heman, Meerut: R. Lal Publisher.

Kumar, Khushvinder and Kumar, Sunil (2004). *Computer Education*. Gurusar Sadhar: GBD Publications.

Kumar, Khushvinder and Kumar, Sunil (2004). *ICT Skill Development*. Gurusar Sadhar: GBD Publications.

Mansfield, R. (1993). *The Compact Guide to Windows.World and Excel*. New Delhi: BPB Publishing.

Rajaraman, V. (2004). *Fundamental of Computers*. New Delhi: Prentice Hall of India Pvt. Ltd.

Sharma, Lalit (2006). *Computer Education*. Ferozpur Cantt: Wintech Publications.

Singh, Tarsem (2009). *Basic Computer Education*. Ludhiana: Tandon Brothers.

Singh, Tarsem (2009). *ICT Skill Development*. Ludhiana: Tandon Brothers.

Sinha, P.K. (1992). *Computer Fundamentals*. New Delhi: BPB Publications.

Strawbridge S., Natiquette (2006). *Internet - etiquette in the age of Blog*. Software Reference Limited, UK

Tanenbaum, A. S. (1996). *Computer Networks*. New Delhi: Pretince Hall of India.

Thomas B.(1991) *Digital Computer Fundamentals* .Tata Mcgraw Hill edition. New York.

Walkenbach, J. (1997). *Excel 97 Bible*. New Delhi: Comdex Computer Publishing.

Wang J., Lau R.(2013). *Advances in Web-based Learning*. Springer Publication London.

Year	I	Course Code:	Credits 1	Hours
Semester	I	PSYCHOSOCIAL TOOLS AND TECHNIQUES	Marks 25	25

Objective:

- To train the teacher trainees to administer Psychological tests and conduct a case study.
- To identify individual Differences in a child through the case study and suggest suitable guidance and remedial measures.

Theory:

- History of Testing: Contributions and Development,
- Meaning and Characteristics of a good Psychological test
- Need for psychological Tests
- Classification of Psychological Tests
- Use and Limitations of Psycho-Social Tests

Practicum:**Lab Assignment**

1. Administering the following psychological Tests and Experiments by the Teacher Educator on the teacher trainees
 - Teaching Aptitude Test
 - Personality test
 - Interest test
 - RPM Test of Intelligence
 - Test of Creativity
 - Letter Digit Substitution
2. Tabulating the raw scores and processing the data of the above mentioned tests and experiments

Field Assignment

Conducting any two case studies

- Administering any three Paper-Pencil Psychological test, an interview and writing the interpretation.
- Identifying the needs of the case in the dimensions of academic, physical and social competencies.
- Suggesting suitable guidance and remedial measures

Report

Writing a report for the above mentioned activities and submission

References :

- Agrawal S.P. (1992) *First Handbook of Psychological and Social Instruments*. Concept Publishing Company, New Delhi.
- Agrawal S.P., Pestonjee D.M., (1997) *Third Handbook of Psychological and Social Instruments*. Concept Publishing Company, New Delhi.
- Agrawal S.P. Pestonjee D.M., (1993) *Second Handbook of Psychological and Social Instruments*. Concept Publishing Company, New Delhi.

- Mangal S.K. (2007). *Advanced Educational Psychology*. Second Edition Prentice Hall of India Pvt. Ltd. New Delhi.
- Sharma R.A. (2009) *Fundamentals of Educational Psychology*. R. Lall Book Depot. Meerut.
- Vyas, Kirit B. (2012). *Psychological Testing: History, Principles and Applications*. APH Publishing Corporation, New Delhi

Year	I	Course Code:	Credits 1	Hours
Semester	I	LANGUAGE ACROSS THE CURRICULUM	Marks 25	25

Objectives:

On the completion of the course, the student teacher will,

- Develop the ability to use language in an explicit and differentiated manner.
- Develop the ability to use language for academic communication.
- Develop an understanding of the centrality of language in the curriculum.
- Gain understanding of different language skills and development of the same.
- Inculcate sensitivity and competency towards catering to a multilingual audience in schools.
- Increase their precision in building and usage of vocabulary of their subject.
- Enhance their cognitive precision.

Unit 1 - Nature and functions of language in general

- 1.1 Language is context based: Need to create input rich environment for language learning; Sources of inputs - Home, community, school environment, language syllabus, subject inputs; Transition from home tongue to school tongue to an academic language.
- 1.2 Centrality of language in the curriculum: Uses of language - for receiving auditory and textual information, reflecting, relating, conceptualizing, expressing/sharing – oral and written, giving feedback.

Unit 2 – Concept of Language across Curriculum

- 2.1 **Concept** of language across the curriculum – assumptions – need for consideration
- 2.2 Language learning and learning of different subjects – interrelationships – influence of language proficiency on the learning of other subjects.

Practicum:

Every student teacher will undergo any ten activities listed below.

- Maintaining subject dictionary
- Poem recitation
- Art of Narration

- Read a Minute – article analysis, analysis of Scientific terms
- Role Play, Dialogue
- Poetry Writing
- Transactional Analysis
- Question Map
- Story Building
- Extempore
- Picture Reading
- Debate
- Developing questioning skills
- Nature walk to vocabulary Building

References :

- Retrieved from <http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-secondary/moi/support-and-resources-for-moi-policy/lsp/mfs-sch/d-sch/ow/tifeltiem-sch/content.pdf>
- *Oberlin Centre for languages and Cultures*. (n.d.). Retrieved from Oberlin: new.oberlin.edu/office/.../languages/languages-across-the-curriculum.dot
- VOLLMER, H. (2006). Retrieved from https://www.coe.int/t/dg4/linguistic/Source/Vollmer_LAC_EN.doc
- http://tic.edu.hk/it-school/php/webcms/files/upload/tinymce//school_document/lac_handbook_final_16_dec_14_1420533519.pdf
- <http://languagesacrossthecurriculum.com/>
- www.languageinindia.com/sep2006/nationalframework.html

Year	I	Course Code:	Credits 1	Hours
Semester	I	Micro Teaching and Integration	Marks 25	25

Objectives:

At the completion of the course the student teachers will,

- Assimilate and learn new teaching skills under controlled conditions.
- Acquire mastery in a number of teaching skills.
- Modify the teaching behaviours in the required manner.
- Acquire new teaching skills.
- Acquire confidence in teaching
- Develop skill of observation and skill of giving constructive feedback.
- Equip them for teaching by Integrating the skills.

A. Theory

Orientation to Micro Teaching – Meaning, definition, phases of Micro teaching, Micro teaching Cycle, advantages and limitations of Micro teaching and the role of Feedback in Micro Teaching

B. Micro Skills

Every student teacher will practice at least six skills(three in each pedagogy)

- 1)Skill of Introduction
- 2)Skill of probing questions
- 3)Skill of explanation
- 4)Skill of illustrations with examples
- 5)Skill of stimulus variation
- 6)Skill of black board work

Submission of the Micro Teaching record along with CD.

C Peer observation : Observation of all lessons of peers in the group

D. Integration : Student teacher will write and practice two lessons each in their respective Pedagogies for 15 minutes, integrating the skills followed by practice session.

References :

- A. Ram Babu, S. D. (2010). *Essentials of Micro Teaching*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Dandapani, A. R. (2006). *Micro Teaching*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Kongawad, N. B. (2007). *Micro Teaching*. Gadag: Vidhyanidhi Prakashana.
- Modi, J. S. (2010). *Micro Teaching*. New Delhi: Shipra Publications.
- Passi, B. K. (1976). *Becoming Better Teacher*. Ahmedabad: Sahithya Mudranalaya.
- Sharma, Y. K. (2009). *Micro Teaching*. New Delhi: APH Publishing Corporation.
- ¥Àæ"sÀÄ Dgï. F, (2008). ,ÀÆPÀë÷ä "ÉÆÃzsÀ£É. UÀzÀUÀ: «eÉÃvi ¥ÀæPÁ±À£Ä.

SEMESTER II

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Learning and teaching Process	4	20	8	80	32	100
		Knowledge and Curriculum	4	20	8	80	32	100
		Education in Contemporary India	4	20	8	80	32	100
		Techniques, Methods and Approaches of Pedagogy	4	20	8	80	32	100
		Optional course	4	20	8	80	32	100
EPC		ICT applications	1	25	12			25
		Fine arts and theatres	1	25	12			25
EF		Simulated and ICT based lessons	1	25	12			25
		School lessons and reflective diary	1	25	12			25
			24					600

Year	I	Course Code:	Credits 4	Hours
Semester	II	LEARNING AND TEACHING PROCESS	Marks 80+20=100	60

Objectives: After completing this course the student-teachers will be able to

1. Comprehend the theories of learning and intelligence and their applications for teaching children
2. Analyse the learning process, nature and theory of motivation

3. Describe the stages of teaching and learning and the role of teacher
4. Situate self in the teaching learning process
5. Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Unit 1: Human Learning

- 1.1 Human learning: Meaning, definition and concept formation
- 1.2 Learning theories:
 - Behaviorism: Pavlov, Thorndike, Skinner
 - Cognitivist: Piaget, Bruner
 - Social Constructivist: Vygotsky, Bandura

Unit 2: Intelligence and creativity

- 2.1 Intelligence: Concept and definition
- 2.2 Theories: Two-factor, Multifactor, Triarchic theory (Robert Steinberg), Gardner's Multiple intelligence theory, concept of IQ and testing
- 2.3 Creativity: Concept, Definition, Characteristics and measurement
- 2.4 Implications for Classroom Teaching and Learning.

Unit 3: Learning Process and Motivation

- 3.1 Sensation: Definition and Sensory Process
- 3.2 Attention: Definition and Affecting Factors
- 3.3 Perception: Definition and Types
- 3.4 Memory, Thinking, and Problem Solving
- 3.5 Motivation: Nature, Definition and Maslow's Theory

Unit 4: Teaching Learning Process and Effective Teaching

- 4.1 Maxims of Teaching, Stages of Teaching (Plan, Implement, Evaluate, Reflect), Stages of Learning (Acquisition, Maintenance, Generalization)
- 4.2 Effective Teaching : Meaning, Components and Parameters of effective teaching.
- 4.3 Principles of Teaching, Classroom instruction strategies, teaching styles
- 4.4 Teaching for culturally diverse students, theory of culturally relevant pedagogy (Landson Billing 1995 and Plato, 2009).
- 4.5 Values & personal relationship between Teachers and Learners relationship among learners, self-esteem and freedom experienced by learner.

Practicum:

- Go to nearby schools (at least four different schools). Observe teaching learning process in some classrooms for few days. Make records and prepare a presentation highlighting various kinds of teaching and learning which you observed there.
- Observe a class in your practising school for few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with respect to gender, inclusion, culture and language.
- Interact with your peers and few teachers. Discuss whether teaching is a profession and prepare a report on the basis of their perception.
- Enlist a few techniques of improving the retentive power of your learners.
- Prepare a paper on how you would improve your power of memory by using mnemonic devices.
- Give plan of activities that you would take up to foster creative capabilities among your learners.

Essential Readings

1. Amin, N. (2002). Assessment of Cognitive Development of Elementary School
2. Children: A Psychometric Approach. Jain Book Agency, New Delhi.
3. Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
4. King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education.
5. Singular Publishing Group, San Diego, CA.
6. Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective.
7. McGraw Hill Education (India) Private Limited, New Delhi.
8. Paul, P. (2009). Language and Deafness. Singular publication.
9. Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and
10. Inclusive Education. Houghton Mifflin Company, Boston.
11. Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional
12. Assessment of Children and Adolescents, Routledge, New York.
13. Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational
14. Psychology, (11th edn). Pearson Publication, New Delhi.

- 15.Suggested Readings
- 16.Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology.
- 17.American Psychological Association, USA.
- 18.Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousand Oaks. Corwin
- 19.King, CA.
- 20.Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and
- 21.decision making. Wadsworth, Ontario.
- 22.McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective
- 23.Instruction. Allyn and Bacon, London.
- 24.Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Oxford.
- 25.Salvia, J., & Ysseldyke. J.E. (1998). Assessment. (7th ed) Houghton Mifflin, Boston.

Year	I	Course Code:	Credits 4	Hours
Semester	II	KNOWLEDGE AND CURRICULUM	Marks 80+20=100	60

Objectives:

Student - Teachers will be able.....

1. To understand meaning of Epistemological terminologies and understand their similarities and differences between them
2. To understand the changes in education in the context of society, culture and modernization
3. To focus on the social and knowledge related bases of Education
4. To understand and accept education in context of various values
5. 7. To understand the National, Global & Secular paradigms of education
6. To understand the concept, bases, various interpretation of curriculum, steps and process of curriculum construction
7. To Able to clarify the interrelation among curriculum, syllabus & text book
8. To understand the co-relation among power, principles and curriculum

Unit - 1 Epistemological Basis of Education

1. Knowledge, Information and Skill: Concept and Differences, *Facets of Knowledge*; local and universal, concrete and abstract, theoretical and practical.
2. Teaching and Training: Concept and Differences

3. Rational, Belief and Truth: Concept and Differences
4. Modern child centred education with Following Reference -
 - A) Activity - Concept, Type and Importance with reference to Gandhi and Rabindranath Tagore.
 - B) Discovery - Concept and Importance with reference to Dewey.
 - C) Dialogue - Concept and Importance with reference to Plato.

Unit : 2 Social Basis of Education

1. Educational change because of industrialization, Democracy, idea of individual autonomy in the context of society, culture and modernization.
2. Education in relation to modern values (Equity, Equality, Individual Opportunity, and Social Justice): with special reference to Ambedkar
3. Conventional school activities and daily routine of school class room with reference to multiculturalism.
4. Nationalism, Universalism, Secularism and their interrelation with Education.

Unit - 3 Process of Curriculum Development

1. Curriculum: Concept and Importance, Bases of Curriculum
2. Stages of Curriculum Construction
3. Role of Curriculum in Effective Teaching and Learning Process
4. Relationship between aims of education and curriculum
5. Teacher's role in curriculum construction
6. Curriculum and discipline

Unit - 4 Vision, mission in relation to curriculum and reconstruction of society

1. Various co-curricular activities and its impact on reconstruction of society
2. Relationship between power, ideology and curriculum
3. Process/ steps of critical analyses of textbook, children literature, hand books and other TLM.
4. Evaluation of curriculum
5. Broad determinants of curriculum making: At the national and state level, national priorities; economic necessities, Technological possibilities; cultural orientations and International contexts.

Practicum/ Field Work

1. An evaluative study of Curriculum at elementary/ secondary/senior secondary stage
2. An evaluative study of CBSE, ICSE and State Curriculum
3. Conduct a survey on feedback of Curriculum from learners and teachers. Prepare a report.
4. Critical analysis of the State Curriculum in the light of NCF 2005 and on the basis of gender, inclusiveness and ICT

5. Critical evaluation on the Curriculum by interacting with school teachers and Principal to check how far they operationalize the prescribed Curriculum into an action plan
6. A study on the strategies followed towards paedo centric education.
7. Critical Analysis of Secondary School Text Books of Karnataka State

Reference

1. Apple. M, W. (2008) Can schooling contribute to more just society? Education citizen and social justice.
2. Apple M, W. and Denne J, A. (2006) Democratic school: Lessons in powerful education Eklavya
3. Dange.Jagannath, K. (2014) Learning and Experiences. LapLambert publications Germany.
4. Dange.Jagannath, K. (2015) Ambedkar's Philosophy of Education. Published by Centre for Dr.B.R.Ambedkar and Buddhist study Kuvempu University.
5. Dewey, John (1921) Reconstruction in Philosophy, University of London Press, London,.
6. Dewey, John (2012) Democracy and Education. start publishing LLC.
7. Dewey, John (1938) Experience and Education. Kappa delta pi publisher.USA
8. Freire, T (2000) Padagogy of continue oppressed continue
9. Krishnmurthy (1992) Education and world peace, in social responsibility Krishnamurthy
- 10.foundation
- 11.Parekh B, C. () Rethinking multi-culturism: Cultural diversity and political theory.....
- 12.Plato(2009) Reason and persuasion: Three dialogs (Chepter-6) In J. Holbo edition Neno
- 13.Sadyasachi,D (1997) The Mahatma and poet: Later and debates between Gandhi and Tagore National Book Store
- 14.Tagore, R (2003) Civilization and progress. In crises in civilization and other essays New Delhi

Ear	I	Course Code:	Credits 4	Hours
Semester	II	Education in Contemporary India	Marks 80+20=100	60

Objectives:

After completing this course the student-teachers will be able to

1. Explain the history, nature and process and Philosophy of education.

2. Analyze the role of educational system in the context of Modern Ethos. Understand the concept of diversity.
3. Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.

Unit – 1 Meaning and importance of Education

- a) Pre independence Education period
- b) Post independence Education period

Unit – 2 Constitutional provisions and Current Issues in Indian Education

- a. Education and Four pillars of Indian Constitution
- b. Fundamental & derived rights in relation to Education.
- c. Articles related to Education
- d. Education of disadvantage groups (SC,ST, OBC & Minorities)
- e. Inclusive Education
- f. Right to Education – 2009
- g. Issues: Medium of Instruction, Language formula, access, enrolment, dropout, retention, stagnation & wastage

Unit –3 Types of School in India

Types of School

- a. In relation to Funding: State, Aided, un-aided
- b. Other types: Jawahar navodaya vidyalaya (JNV), Murarji Desai schools, Kithuru rani Chenamma, Kasthurabha Gandhi, Balika Vidyalaya, Ashrama School, Adarsha School.
- c. Affiliation Based Types: CBSE, SBSE, ICSE.

Unit-4: Policies, Programmes & Schemes for enhancement of quality

- 4.1.Karnataka Education Act 1983: with reference to primary and secondary education.
- 4.2.Role and Functions: BRC, DIET, CTE, IASE, DSERT.

Practicum:

1. Conducting survey on educational status of the disadvantage groups[SC,ST,OBC & Minorities]
2. Conducting survey on awareness of promotion of Right to Education in rural areas.
3. An assignment on different types of school.

4. An assignment on issues on wastage and stagnation in school

A comparative study of CBSE/ICSE /State school syllabus and prepare a report of the same

Essential Readings

1. Guha, R. (2007). India
2. National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
3. National Policy on Education. (1986 & 92). Ministry of Human Resource
4. Development Government of India, New Delhi.
5. Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.
6. Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
7. Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
8. Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
9. Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
10. Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.
11. Biswas. A. (1992). Education in India. Arya Book Depot, New Delhi.
12. Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot, New Delhi.
13. Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.
14. Chandra, B. (1997). Nationalism and Colonialism, Orient Longman, Hyderabad.
15. Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000, IAE Association, New Delhi.
16. Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press, New Delhi.
17. Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
18. Dubey, S. C. (2001). Indian Society, National Book Trust, New Delhi.
19. Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
20. <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

21. <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
22. <http://www.mkgandhi.org/speeches/speechMain.htm>
23. Jain, L.C. (2010). Civil Disobedience. Book Review Literary Trust, New Delhi.
24. Jagannath. M. (1993). Indian Education in the Emerging Society. Sterling publishers Pvt. Ltd., New Delhi.
25. Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
26. Kashyap, S. C. (2009). The Constitution of India. National Book Trust, New Delhi.
27. Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.
28. Sapra, C. L., & Aggarwal, A. (1987). Education in India some critical Issues. National Book Organisation, New Delhi.
29. Saraswathi, T. S. (1999). Culture, Socialization and Human Development. Sage Publications, New Delhi.
30. Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India, Delhi.
31. Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India, New Delhi.
32. Steven, B. (1998). School and Society. Sage Publications, New Delhi.
33. Suresh, D. (1998). Curriculum and Child Development. Bhargav, Agra.
34. Taneja, V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
35. Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications, New Delhi.

Year	I	Course Code:	Credits 4	Hours
Semester	II	Techniques, Methods and Approaches of Pedagogy	Marks 80+20=100	60

Objectives:

1. Understand the teaching learning as system.
2. Differentiate tools, techniques, methods and approaches and familiarize
3. Understand the schematic orientation towards class room transaction.

4. Understand the role of teacher in various contexts.

5. Equip with abilities for TLM preparation.

Unit 1: Teaching-learning System

1.1. Teaching: System approach

1.2. Inputs for the learning-teaching system

1.3. Learning, evaluation and feed back

1.4. Objectives for teaching –learning system , detailed Taxonomy

Unit 2: Empowering teacher with tools and techniques.

2.1. Teaching Competencies: Components, significance and its contextual use.

2.2. Content analysis: Theories, rules, laws, concepts, phenomenon, events, information, hypothesis, concepts, assumption and other forms.

2.3. Designing teaching learning system in terms of planning class room activities, field activities, evaluation , time management and its relation to curricular transaction and out comes

2.4. Short term period based planning, planning for sequel of periods, long term planning and course planning.

2.5. Role of teacher in terms of maintaining records, counseling, and relating to course out comes

Unit 3: Teaching and teacher as facilitator

3.1. Techniques of teaching :

Questioning, Discussing, narrating,

3.2. Methods of teaching:

Indicting, Deduction, Inducto-deductive processes,

3.3. Approaches of teaching:

Expository, Discovery, Enquiry, Dialectical,

3.4. Advanced practices of teaching-learning programme: ICT based, Virtual class room etc.

Unit 4: Teaching learning material

4.1. Print material: Text Books, Reference Books, Self Instructional Modules etc.

4.2. Multimedia material : print material, e-material

4.3. Learning packages

4.4. Soft ware material

4.5. Performance tasks and material

4.6. Exercise and practice materials

Practicum:

- Write a report on innovative teaching strategies for Teaching -Learning process.
- Prepare a detailed report on different approaches to Teaching.
- Conduct a Brain storming session on any topic of your choice in Classroom Teaching and submit a report on it.
- Prepare Individualised Learning Material (Linear Method) for any one of the topics related to this course.
- Prepare a list of resources and its use in Classroom Teaching.
- Prepare a lesson plan on any one of the Modern families of Teaching Models

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- Dash, B. (2011). *A Text Book of Educational Technology*. New Dlehi: Wisdom Press.
- Guddadanveri, D. P., & Prakashana, V. (2012). *Advanced Educational Technology and Teaching skills* . Gadag: Vikas Publishers .
- Mangal, S., & Mangal, U. (2012). *Essentials of Eudcational Technology* . New Delhi : PHI Learning Pvt Ltd.
- Mangal, S., Mangal, S., Mangal, U., & Mangal, S. (2006). *Technology of Teaching* . New Delhi: Arya Book Depot .
- Mohanty, J. (2007). *Modern trends in Educational Technology*. New Delhi: Neelkamal Publications.
- Nehru, D. R. (2013). *E-Learning Theory and Practice*. New Delhi: A.P.H Corporation .
- Patil, S., Dange, J., C, G., & Sharma, M. P. (2012). *ICT In Education: Recent Trends*. Pratusha Publications .
- R.S.Chauhan, D. (2014). *ICT in Education* . New Delhi: A.P.H Publishing Corporation

- Rao, V. (2005). *Instructional Technology*. New Delhi: A.P.H Publishing Corporation .
- S, D. K., & Thanghasamy. (2006). *Instrcutional Technology and Curriculum Development* . New Delhi: Neelkamal Publications .
- Sharma, P. (2013). *Digital Technology in Education* . New Delhi: Pearl Books.
- Sharma, R. (1982). *An Instructional Technology* . Meerut: International Publishing House.
- Sharma, R. (2010). *Technological Foundation of Education* . Meerut: R. Lall Book Depot.
- Siddiqui, M. H. (2012). *Educational Technology*. New Delhi: A.P.H Corporation .
- Singh, D. Y., Sharma, D., & Upadhya, D. B. (2013). *Educational Technology: Techniques, Tests and Evaluation* . New Delhi: A.P.H Corporation .
- Srivastava, H. (2010). *Curriculum and Methods of Teaching* . New Delhi: Shipra Publications .
- Thamarasseri, I., & Parey, M. A. (2014). *Instructional Technology*. New Delhi: A.P.H Corporation .
- Verma, M., & Sons, M. L. (2006). *Online Teaching, Tools and Methods*. New Delhi: A.P.H Corportion .

Yadav, R. (1997). *An Advanced Educational Technology*. Chicago: Horizon Publishers.

Year	I	Course Code:	Credits 1	Hours
Semester	II	ICT APPLICATIONS	Marks 25	25

ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software's, research and data analysis software's, digital publication activities, web related activities and any other advances that are useful and related with empowering teachers and teacher educators.

The list of activities to be done in the ICT lab (any

1. Developing Educational blog in www.blogger.com, www.wordpress.com
2. Writing of Bibliography by using APA Style
3. Use of Moviemaker in preparation of Slides
4. Preparation of One ICT based Application Lesson in Pedagogy One
5. Preparation of One ICT based Application Lesson in Pedagogy two
6. Use of Excel Spreadsheet and functions and prepare a result sheet for a class of 30 students
7. Nudi Kannada soft ware keying.
8. Write a report on the features and use of smart board in teaching-learning.
9. Critical review of UNESCO ICT Competency standards for Teachers-2008
10. Evaluation of websites related to educational programmes.
11. Creating an Account in Teacher tube/slide share and sharing your video/PowerPoint. View and comment on others contributions.
12. Use one of the Concept map tool (free mind, VUE) and write a report.
13. Use one of the E-book Tool (Sigel, calibre) for creating and editing books and report.

The lab activities are intensive systematized task activities to be taken under the supervision of teacher educator within the institute campus. TEI's are expected to establish required labs with infrastructure and equipments.

Year	II	Course Code:	Credits 1	Hours
Semester	III	Fine Arts and Theatres	Marks 25	25

Objectives:

1. To understand the functions of drama and art .
2. To learn how to integrate drama and art in the school curriculum.
3. To enable learners to develop their aesthetic sensibilities.

Unit 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART

- 1.1. Forms of Drama and Art.: Visual(Sculpture, Architecture and Painting), . Performing (Dance, Drama, Music – vocal and instrumental)
- 1.2. Elements of Drama and Art.:
 - a) Space, Speed, Pause, Rhythm-
 - b) Abhinaya / Enactment: Aangika/Physical (Gestures of hand, head, neck, feet, eyes), Gaits, Vaachika/Verbal (Voice modulation, dialogue

delivery); Aahaarya/External Visuals (Costume, Make up, stage decoration); Saatvika/Psycho-physical: Nav Rasa-Bhaava (Nine aesthetic pleasures-mental states)

- c) Perspective, proportion, depth, light & shade, texture. (elements in visual arts)

1.3. Understanding stagecraft (set designing, costumes, props, lights, and special effects) and audience etiquettes.

Unit 2: Application of drama and art in academics

2.1 Functions of Drama and Art – Information, Instructive, Persuasive, Educative, Entertainment, Development.

2.2. Integration of Drama and Art in the school curriculum

2.3. Developing aesthetic sensibility through Drama and Art

- a) Display the educative function of drama and art through a street play
- b) Write an essay on how drama and art fulfill their persuasive and development functions.

b. Integration of Drama and Art in the school curriculum

Practicum

1. Workshop on techniques of integrating drama and art in teaching.
2. Develop a song, play, or drama on any of the topic in the curriculum.
3. Visit to any centre of art (museums, art gallery, or institutes of performing arts like NCPA) and observe pieces of art/play . Group discussion can be conducted on the observation highlighting the aesthetics in art.
4. Workshop on pottery and its decoration can be conducted for aesthetic sensibility.
5. Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.

Recommended Books/websites:

- 1) Axelrod, H.R.: Sand Painting for Terrariums and Aquariums, T.F.H. Publications, 1975.
- 2) Boal, A.: Games for actors and non actors, 2nd Ed., Routledge, London, 2005
- 3) Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165–181). New York: Teachers College Press. CCRT official website

- 4) Coomaraswamy, Ananda, The Dance of Shiva, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1999.
- 5) Chambers, W&R, Murray J.: Shape and Size, Nuffield Mathematics Project, published Nuffield Foundation, Great Britain, 1967.
- 6) Chambers, W&R, Murray J.: Pictorial Representation, Nuffield Mathematics Project, published Nuffield Foundation, Great Britain, 1967
- 7) Craven, T.: Men of Art, Simon and Schuster, New York, 1940.
- 8) Das, Varsha, Traditional Performing Arts – Potentials for Scientific Temper, New Delhi: Wiley Eastern Limited, 1992
- 9) Davis, J.H. (2008). Why our schools need the arts. New York: Teachers College Press.
- 10) Doshi, Saryu (Ed.), “Marg – A Magazine of the Arts – Trends and Transitions in Indian Art”, Mumbai: Marg Publications, Vol. XXXVI No. 2, 1984.
- 11) Doshi, Saryu (Ed.), The Performing Arts, Mumbai: Marg Publications, 1982
- 12) Frankfort, H.: The Art and Architecture of the Ancient Orient, Penguin books, Great Britain, 1954
- 13) Ghose, Santidev, Music and Dance in Rabindranath Tagore’s Philosophy, New Delhi: Sangeet Natak Akademi, 1978
- 14) Heathcote, D., & Bolton, G. (1994). Drama for learning: Dorothy Heathcote’s mantle of the expert approach to education. Portsmouth, NH: Heinemann Press.
- 15) Indira Gandhi National Centre for the Arts - <http://www.ignca.nic.in>
- 16) International Dance Council – CID – www.cid-unesco.org
- 17) Jha, Rajeev I. (2015). Kathak Dance Education – Contemporary Systems, Problems & Suggestions. Delhi: B. R. Rhythms.
- 18) John, B., Yogin, C., & Chawla, R. (2007). Playing for real: Using drama in the classroom. Macmillan.
- 19) Khokar, Mohan, Traditions of Indian Classical Dance, Delhi: Clarion Books, First ed., 1979.

Year	II	Course Code:	Credits 4	Hours
Semester	III	OPTIONAL COURSE (ANY ONE) GUIDANCE AND COUNSELLING	Marks 80+20=100	60

Objectives

To enable the teacher trainees:

1. To understand the concept of Guidance and Counseling.
2. To assess the strength and learning difficulties of students.
3. To help students in selecting their subjects for future study.
4. To collect data using various tools like case study, achievement test etc.
5. To understand and apply the techniques of Guidance and Counseling.

CONTENT

Unit - I: Fundamentals of Guidance and Counseling

- 1.1. Nature & Need of Guidance and Counseling with special reference to modern Indian Society;
- 1.2. Scope of Guidance-Educational, Vocational and Personal,
- 1.3. Aims & Principles of Guidance and Counseling, Group Dynamics & Group Guidance,
- 1.4. Methods of Counseling: Directive, Non-Directive, Eclectic

Unit - II: Personnel Associated with Guidance and Counseling

- 2.1. School Counselor; Psychologist, Social Worker, Rehabilitation worker, Career Master
- 2.2. Guidance Teacher; Teacher as Guidance worker; Organizing Guidance and Counseling Services in Secondary School

Unit - III: Tools and Techniques in Guidance and Counseling

- 3.1. Testing Techniques - Intelligence, Aptitude, Achievement Tests; Personality,
- 3.2. Adjustment, Interest, Non-Testing Techniques: Case Study, Cumulative Records;
- 3.3. Questionnaire, Anecdotal record, Autobiography, observation, Selection of Tests for Placement in Educational and Professional Institutions.

Unit - IV: Career Guidance in Secondary Schools

- 4.1. Career Awareness Skills, Career Information; Career Decision Making Skills – Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference
- 4.2. Guidance and Counseling for Children with Special Needs: Meaning, Definition and Characteristics of Exceptional Children, Gifted Children;

4.3. Children with Disabilities; Disadvantaged Children

Practicum:

1. Visit to different Guidance Centres
2. Preparation of Cumulative Record
3. Case Study of Problem Child
4. Administration, Scoring & interpretation of at least two tests
5. Job Analysis of a Counsellor
6. Establishing Career Centre
7. Preparation of scrap-book for career Counselling

References:

1. Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984.
2. Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
4. Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
5. Geldard, K. and Geldard, D.: Counselling Children: A Practical Introduction. New Delhi: Sage Publications, 1997.
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8. Jaiswal, S.R.: Guidance and Counselling. Lucknow : Lucknow Prakashan, 1985.
9. Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers, 1984.
10. Koshy, Johns: Guidance and Counselling. New Delhi: Dominant Publisher, 2004.
11. Mittal, M.L.: Kariyar Nirdeshan Avam Rojgar Suchana. Meerut: International Publication House, 2004.

12. Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw Hill Book Company, 1941.
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14. Oberoi, S.C.: Educational Vocational Guidance and Counselling (Hindi). Meerut: Loyal Book Depot, 1993.
15. Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.
16. Pal, H.R. and Pal, A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.
17. Rao, S. Narayana: Counselling and Guidance and Elementary School. New Delhi: Anmol Prakashn, 2002.
18. Sharma, R.A.: Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot, 2001.
19. Sharma, Tarachand: Modern Methods of Guidance and Counselling. New Delhi: Swarup & Sons., 2002.
20. Shrivastava, K.K.: Principles of Guidance and Counselling. New Delhi: Kaniska Publication, 2003.
21. Singh, Raj: Educational and Vocational Guidance. New Delhi: Common Wealth Publishers, 1994.
22. Taneja, V.R.: First Course in Guidance and Counselling. Chandigarh: Mohindra Capital, 1972.
23. Vashist, S.R.: Vocational Guidance and Elementary School. New Delhi: Anmol Prakashan, 2002.

Year	II	Course Code:	Credits 4	Hours
Semester	III	OPTIONAL COURSE (ANY ONE) VALUE EDUCATION	Marks 80+20=100	60

Objectives: On completion of the course the student- teachers will be able to

1. Understand the concept and types of values.
2. Get and insight into the strategies of inculcation of values among children.

3. Develop awareness about the different agencies working in the sphere of value education.
4. Develop skills and techniques needed to teach value education.
5. Give reasons for role of the teacher in value education.

UNIT I- INTRODUCTION TO VALUES

10 Hours

- 1.1 Values: Concept, Nature and significance.
- 1.2 Classification of values: Personal and social, Intrinsic and instrumental
- 1.3 Different types of values- Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural.
- 1.4 Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.
- 1.5 Contemporary Values-Scientific Temper, Intellectual Honesty, Social service and Protection of Environment.

UNIT II – SOURCES OF VALUES

10 Hours

- 2.1 Meaning and importance of value education.
- 2.2 Sources of value education-Autobiography and biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.
- 2.3 Role of teachers in value education.

UNIT III- ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION

- 3.1 Family
- 3.2 Religion
- 3.3 Educational Institutions
- 3.4 Communities
- 3.5 Mass Media (print and Electronic)
- 3.6 Information and communication technology (Computer and internet)

UNIT IV- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS

4.1 Direct Approach: Meaning and Strategies – Sharing reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Photo language, Brain Storming- Meaning, Importance, use, steps, merits and limitations.

4.2 Indirect Approach: meaning and Strategies- Identification of plug points in school Subjects for value education (integration in the teaching of school subjects).

4.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values- Deliberate and unplanned.

4.4 Value Crisis in Indian society-Evil practices of Society-Drinking, Gambling, and Impact on family, children and individual development.

4.5 Problems interfering at global level: Parochialism, Regionalism. Fanaticism.

4.6 Prevention and Rehabilitation measures to eradicate evil practices.

PRACTICUM/ACTIVITY:

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.

2. Organize educational exhibition on any of the following topics:

I. Cultural Heritage,

II. National Integration

III. Secularism

IV. Family

V. Religion

REFERENCES:

1. Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.

2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.

3. George, J. Andreopoulos and Richard, Pierre Claude (1997). Human Rights Education for the Twenty First Century, Philadelphia; University of Pennsylvania Press Havighurst, R. J. (1953).

4. Kohlberg, L. (1963). A Moral Development and Identification in Human Welfare

5. Stevenson (ed.), Child Psychology, Chicago; University of Chicago Press
6. Singh Y. K., RuchikaNath, (2005). Value Education, Delhi: APH Publishing Co.
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9. Fundamental duties of citizen Government of India, New Delhil; Ministryof Human Resource Development
10. Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE
11. Piajet, J. (1948). The Moral Development of the Child, New York; Free Press
12. Raths, L. E., Harmin, M., & Simon, S. B. (1966). Values and Teaching: Working with Values in the Classroom, Columbus Ohio; Charles E. Merrill
13. PullockBasu, (2010). Universal Decleration of Human rights Law Related to Human Rights, Allahabad; Modern Law Publication
14. Human Development and Education, New York; Longman's Green & Co.

Year	II	Course Code:	Credits 4	Hours
Semester	III	OPTIONAL COURSE (ANY ONE) HEALTH AND PHYSICAL EDUCATION	Marks 80+20=100	60

OBJECTIVES: On completion of the course the student-teachers will able to

- Understand the significance of health education for the all round development.
- Develop the understanding of physical education & its related fields.
- Assist teacher for good conduct of physical education programme.
- Acquire the knowledge of first aid & Develop leadership qualities.
- Acquire knowledge of communicable diseases.
- Develop the skills of organising sports, games and other physical education activities.
-

Unit I : Health Education :

1.1: Meaning & definition of health , role of a teacher in promoting health of children.

1.2: Meaning, scope , Aims and objectives of health education.

1.3: Personal hygiene importance,& factors influence personal hygiene.

1.4: Balanced diet, meaning & benefits.

Unit – II Health services and supervision

2.1: Medical inspection: Meaning, objectives & procedure

- 2.2: Safety Education – Meaning and significance,
- 2.3: Fatigue - Meaning, Causes and Remedies.
- 2.4: First Aid - Meaning, importance and principles, qualities of first aider.
- 2.5: Communicable diseases: Meaning, common symptoms, mode of transmission & prevention.

Unit 3: Physical Education & Its related fields

- 3.1: Meaning, importance, scope, aims & objectives of physical education.
- 3.2: Recreation, Meaning, & importance, relationship with physical education.
- 3.3: National integration through physical education.
- 3.4: Posture: Good posture, causes of poor posture, measures to prevent defects.
- 3.5: Leadership: Meaning, qualities of a good leader
- 3.6: Discipline: Meaning and importance.

Unit 4 : Organisation of Physical education activities

- 4.1: Intramural & extramural competitions: Meaning, Organisation & benefits
- 4.2: Tournaments: Meaning, types, drawing fixture & benefits.
- 4.3: Olympic games: Origin & development of modern Olympic games
- 4.4: Sports meet: Meaning, importance & benefits.
- 4.5: Camps and hikes: Meaning, importance and organisation
- 4.6: Incentives and awards: Meaning & importance.

Practicum:

- Conduct of intramural competitions, sports meet, morning assembly.
- Active Participation in major and minor games.
- Ground marking for selected games and sports.
- Participation in two national festival programmes for flag hoisting.

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1. Bucher, C.A., (1964). Foundations of Physical Education, New York: Mosby and Company
2. Kilander, H.F., (1971). School Health Education, New York: Mac Millian Company
3. Atwal & Kansal, (2003) A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
4. Kamlesh. M.L. & Sangral, M.S (1986) Methods in physical Education, Ludhiana : Prakash Brothers
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9. Thomas, J.P. :Organisation of Physical Education.
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11. Voltmer and Esslinger: Organization and administration of physical education. Times of India. Press.
12. Chales A Buchor Eviyn M.Reade: Physical education and Health Education in the Elementary School, MacMillan.
- 13.Charles A Boucher: Foundation of Physical Education, St.Louis, The C.Y.Mosby Company.
14. Health and Physical Education- S.K.Mangal.
15. Health and Physical Education – L.M.Sharma.
16. Organization, administration and recreation in physical education-Prakash Brothers.
17. Athletics for Schools – Dennis watts and Bill marlow.
18. Health Education – C.V.Myageri
19. Health and Physical Education for B.Ed and B.P.Ed students of All Indian Universities- R.S Hiremath
20. ಆರೋಗ್ಯ ವಿಜ್ಞಾನ ಮತ್ತು ಆರೋಗ್ಯ ಶಿಕ್ಷಣ – ಸಿ.ವಿ ಮ್ಯಾಗೇರಿ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
21. ಸಮಗ್ರ ಕ್ರೀಡಾಂಗಣ – ಭಾಗ – ೧ – ಎಸ್.ಎಂ.ಅರಳಿಮಟ್ಟಿ
22. ಸಮಗ್ರ ಕ್ರೀಡಾಂಗಣ – ಭಾಗ – ೨ – ಎಸ್.ಎಂ.ಅರಳಿಮಟ್ಟಿ
23. ಆರೋಗ್ಯ ಮತ್ತು ದೈಹಿಕ ಶಿಕ್ಷಣ – ರಾಜಶೇಖರ ಎಸ್.ಹಿರೇಮಠ

Year	II	Course Code:	Credits 4	Hours
Semester	III	OPTIONAL COURSE (ANY ONE) ENVIRONMENTAL EDUCATION	Marks 80+20=100	60

Objectives:

Student-Teacher will be able to:

1. Develop an awareness of problems or issues of local and global environment.
2. Acquire knowledge and understanding of terms, concepts, principles, relationship, phenomena related to environment.
3. Apply the knowledge understanding of the environmental concepts, principles, etc., to
4. Arrive at alternate solutions to the problems of environment and Carry out action oriented projects.
5. Develop desirable attitudes towards environment and its conservation.
6. Develop skills of a) problem-solving with respect to environmental problems and organization of activities.
7. Develop an ability to employ various techniques and innovative approaches to transact environmental concepts, principles etc.
8. Use appropriate techniques and tools to evaluate the learning outcomes.

Unit 1: Our Environment

- 1.1 Concept, Importance, Components-living (biotic) and non-living (non-biotic), principles.
- 1.2 Our earth-a miracle planet.
- 1.3 Ecosystems-meaning, types, characteristics, ecological balance (Interdependence and Inter-relationships)
- 1.4 Natural resource-renewable and non-renewable resources (distribution and consumption)
- 1.5 Carrying capacity of environment.

Unit 2: Pollution and Environmental Education

- 2.1 Meaning and definition of Environmental hazards and pollution.
 - 2.1.2 Types of pollution, land, air, water, noise and radiation – greenhouse effect, ozone layer depletion.
- 2.2 Factors of degradation of environment.
- 2.3 Meaning, definition and characteristics of Environmental Education.
 - 2.3.1 Importance, Objectives, Scope and Principles of Environmental Education.
 - 2.3.2 Approaches, methods and techniques of teaching Environmental Education.
 - 2.3.3 Approaches: Infusion and problem-solving, Innovative approach.
 - 2.3.4 Methods: Discussion, demonstration, project.
- 2.4 Techniques: Observation, Nature game, Role-play, Brain-storming, survey, Dramatization.
- 2.5 Use of appropriate tools and techniques of evaluation-tests, questionnaire, rating scale, observation, anecdotal records and case-study.

Unit 3: Management and Conservation of Environment

- 3.1 Environment Management – Need, Function and Characteristics.
- 3.2 Sustainable Development concept and Need for Sustainable Development.
- 3.3 Agenda 21-UNESCO
- 3.4 Conservation of Natural Resources, Reduce, Recycle, Refuse and Reuse.
- 3.5 Relevant legislative measures.

Unit 4: International Efforts on Environment

- 4.1 The Stockholm Declaration, 1972
- 4.2 Brandt land Commission, 1983
- 4.3 Rio-Summit 1992 (Earth Summit)
- 4.4 Kyoto Conference and pact on Global warming 1997

Practicum/Field Work:

- 1. Study of the utilization of the cooking gas in city households.
- 2. Study of the utilization of electricity and water at home.
- 3. Study of the effective utilization of space at home and college.
- 4. A survey of factors or components affecting environment of a place.
- 5. A Survey of the relationship between the food habits of people and the environment in which the live.

6. A survey of the fuel consumption and the socio-economic conditions of families in different areas of a town/city.
7. A survey to study the environmental awareness amongst people in a city or rural locality.
8. Conduct surveys to study the following
 1. Water pollution 2. Air pollution
 3. Sound pollution 4. Soil pollution
9. Developing scrap books on environment and environmental issues (including bulletin board Cut-outs, newspaper clippings, environmental messages, photographs with captions etc).
10. Preparation of teaching aids for teaching environmental concepts-charts, models, albums,
11. preparation of herbarium records, slides and transparencies.
12. Preparing audio-cassettes on important environmental issues and assessing its effectiveness.

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- Sastri, M.N., (1993). Introduction to Environment, Himalaya Publishing House, Bombay.

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Year	I	Course Code:	Credits 2	Hours
Semester	II	EF- 3 : Simulated and ICT mediated lessons	Marks 50	30

Simulated lessons :Student trainees have to practice four lessons (two lessons per pedagogy) in simulation for 45 minutes

ICT mediated lessons: Student trainees have to practice four lessons (two lessons per pedagogy) with ICT mediation

Peer observation: Observation of all lessons of peers in the group

Year	I	Course Code:	Credits 1	Hours
Semester	II	EF- 4 : School lessons and Reflective Diary	Marks 25	30

Activities/practical: (two weeks)

Observation of mentor/ Teachers lessons: Student trainees have to observe four lessons (Two per pedagogic subject).

School practice Lessons: Student trainees have to practice eight lessons (four lessons per pedagogy) in school

Reflective diary: Student trainees have to write a Reflective diary (Report of observation of day to day activities; Types and maintenance of school records; CCE carried out in school)

SEMESTER III

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Inclusive Education	4	20	8	80	32	100
		Educational Evaluation	4	20	8	80	32	100
		Subject Specific pedagogy -1	4	20	8	80	32	100
		Subject Specific pedagogy -2	4	20	8	80	32	100
EPC		Understanding self, personality and yoga	2	50	25			50
		Research Project	2	50	25			50
EF		Block teaching Lessons	2	50	25			50
		Block teaching related activities	2	50	25			50
			24					600

Year	II	Course Code:	Credits 4	Hours
Semester	III	INCLUSIVE EDUCATION	Marks 80+20=100	60

Objectives:

On completion of the course the student- teachers will be able to:

1. To adjust with heterogeneous group in the class.
2. To adjust with different school atmosphere.
3. To co-operate with other disability learners.
- 4 Trace the historical perspective of Inclusive Education.

- 5 Distinguish the concepts of Special Education, Integrated Education and Inclusive Education.
- 6 Justify the need for Inclusive Education.
7. Analyze critically the needs, problems, causes and educational provisions meant for challenged children.
8. Interpret the policies and procedures for Inclusive Education.
9. Critically review issues and challenges in Inclusive Education.

UNIT I – INTRODUCTION TO INCLUSIVE EDUCATION

- 1.1 Concept of Inclusive Education, Integrated Education and Special Education.
- 1.2 Need, Objectives & scope of Inclusive Education.
- 1.3 Factors responsible for successful inclusion in the mainstream – future vision
 - a) Understanding the cultures,
 - b) policies and practices of Inclusive schools
 - c) Definition of disability and inclusion in educational framework
 - d) Threats of psychological problems of disability
 - e) Models of disability
 - f) Policies and programs of Inclusions
 - g) Identification of barriers in learning and participation in relation to learners in Inclusive set up.

UNIT II –DIFFERENTLY ABLED CHILDREN IN INCLUSIVE SYSTEM.

- 2.1 Concept, Identification, classification, characteristics, causes, problems, prevention and educational provisions for-
- 2.1 Physically challenged.
- 2.2 Visually challenged.
- 2.3 Children with auditory challenges.
- 2.4 Children with speech challenges.
- 2.5 Children with adjust with Minority school, Sainik school, Novodaya, School, Murarji School, Kuvempu School and English medium School.

2.6 Mentally challenged.

2.7 Children with learning challenges.

UNIT III – POLICIES AND PROVISIONS FOR INCLUSION

3.1. National and state policies – with special reference to Disability Act 1995, Convention of Right of Act 3.1.1992, and Rehabilitation Council of India 1992.

3.2 International Policies.

3.3 Legal Provisions.

3.4 Role of functionaries (Teacher, parents, peers, Administrators, Community, NGO's, Government and Private Organizations.)

3.5 An introduction to Child With Special Needs (CWSN).

- a) NPE 1986
- b) UNESCO 1989
- c) UNESCO 2006
- d) RTE Act
- e) Role of Government and local authorities
- f) SSA
- g) Integration schools and normal schools
- h) Role of teachers in Inclusive schools
- i) Assessment of knowledge and skills in inclusive classrooms
- j) Role of children, parents, community, administrators and policy makers

UNIT IV – ISSUES AND CHALLENGES AND INNOVATIVE PRACTICES

4.1 Early identification.

4.2 School and Curricular adaptation.

4.3 Teacher's training: developing of teaching materials, innovative practices.

4.4 Evaluation procedures.

Practicum:

1. A case study of the learners with special needs.
2. Preparing a report on a visit to an inclusive school set up.

3. Preparing a report on the functions and activities of an NGO working in the field of rehabilitation
4. Report on a sample IEP of any student with disability.
5. Preparing a paper on educational provisions for differently abled children.
6. Conducting an interview with an expert working in the area of learning disability (a detailed report to be submitted)
7. A case study on Migrant Labourers
8. A study on various schemes for different dimensions of inclusiveness
9. A study of the schemes on inclusion given to SC, ST by State and Central Government
10. A study of various articles concerning Inclusion

Apart from the above themes the college is free to suggest any other assignment suited to the paper.

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Year	II	Course Code:	Credits 4	Hours
Semester	III	Educational Evaluation	Marks 80+20=100	60

Objectives:

1. To understand the theory of evaluation.
2. To underhand and to use the quantitative & qualitative tools and techniques of evaluation.
3. To develop the skill in preparing, administering and interpreting achievement test.
4. To familiarize with new trends in evaluation.
5. To develop the skill necessary to compute (with the help of Computer/calculator) important statistical estimates and interpret the test scores by applying them.

Unit 1: Overview of Assessment, evaluation and measurement

- 1.1. Assessment: Conventional meaning and constructivist perspective
- 1.2. ‘Assessment of Learning’ and ‘Assessment for Learning’: Meaning and difference
- 1.3. Comparing and contrasting assessment, evaluation, test and examination
- 1.4. Objectives and its relation to evaluation
- 1.5. Relationship between objectives, learning experiences and learning out comes.
- 1.6. Measurable and non measurable learning out comes.
- 1.7. Steps in the processes of evaluation.
- 1.8. Formative and summative evaluation, Curriculum Based measurement.

UNIT 2. Tools of Evaluation and their uses

- 2.1. Validity, reliability, and objectivity and their interdependency.
- 2.2. Major tools and techniques of Evaluation : Achievement test, Diagnostic test, Intelligence test, aptitude test

Oral testing, paper pencil testing, Rating scale, checklist, thematic test, word association test, socio metric technique, Interview, questionnaire and inventory

UNIT 3. Standard tests and Teacher made achievement tests.

- 3.1. Standard test and components and its uses.
- 3.2 Teacher Made Achievement Test: Essay type, Objective type test and improving upon essay type questions for efficiency; Preparation of blue print, and setting a good question paper.
- 3.4 Grading: concept and its relevance, credits-grade and course certification, Transcripts.

UNIT 4 Data processing and statistics

- 4.1 Raw scores, Frequency distribution, Graphical representation of scores,
- 4.2 Central tendency, variability, and standard deviation.
- 4.3 Normal probability distribution and its uses.

Practicum: Preparation of a balanced question paper for any one of the subject of elementary/secondary or senior secondary level.

- 1. Preparation of five tools to evaluate students in five scholastic areas.
- 2. Preparation of a Unit test on any one subject of Elementary/Secondary Senior Secondary Level.
- 3. Preparation of a Diagnostic Test based on the results of a Unit Test
- 4. Preparation of Criterion Reference Test (CRT) on any unit of instruction.
- 5. Critical analysis of S.S.L.C. Board Question Paper of any subject.
- 6. Analysis of test scores of students of secondary school calculating Mean, SD and 'r'
- 7. Quantitative Analysis and Interpretation of Unit test data using Item Analysis
- 8. College is free to give activity related to the content matter of the subject.

REFERENCE BOOKS

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- 2. Garrett Henry E. - Statistic in Education and Psychology
- 3. Green, Jorgensen and Gerberich - Measurement and Evaluation in the secondary schools.
- 4. Measurement in Education and Psychology (1992)
- 5. Evaluation in Schools (3rd ed 1986)
- 6. Psychological Foundations of Education (revised ed. 1985)

Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy :Kannada	Marks 80+20=100	60

ಕೋರ್ಸ್: ಶಾಲಾ ಬೋಧನಾ ವಿಷಯ (Pedagogy of School Subject – I, POSS-I)

ವಿಷಯ:ಕನ್ನಡ ಬೋಧನೆ

Marks: 50

ಗುರಿಗಳು: ಬಿ.ಇಡಿ ಅಧ್ಯಯನವು ಮುಗಿಯುವಷ್ಟರಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬ ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಕಂಡ ನಡಾವಳಿಗಳನ್ನು ತೋರುತ್ತಾನೆ/ಳಿ:

1. ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿಯ ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣಾಂಶ ಬೋಧನೆಯ ಮಹತ್ವವನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳಿ.
2. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಸಂಪನ್ಮೂಲಗಳಾದ ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳ ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಬಳಕೆಯ ಬಗೆಯನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳಿ.
3. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಅವಶ್ಯಕತೆ ಮತ್ತು ಕಾರ್ಯವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳಿ.
4. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ರಚನೆಯ ತತ್ವಗಳನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳಿ.
5. ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷಾ ಕಲಿಕೆಯ ಸಾಧನೆಯನ್ನು ಅಳಿಯುವ ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳ ಪರಿಕಲ್ಪನೆ ಮಹತ್ವ ಮತ್ತು ಬಳಕೆಯನ್ನು ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.
6. ಕನ್ನಡ ಭಾಷಾ ಪ್ರಭುತ್ವದಲ್ಲಿ ವಿವಿಧ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳ ಮಹತ್ವ ಮತ್ತು ಅವುಗಳ ಕಾರ್ಯಚಾಣೆಯ ವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳಿ.
7. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಸಾಮಾನ್ಯ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ, ಆತನ ಅನ್ಯ ಭಾಷೆಗಳ ಪರಿಚಯ ಮುಂತಾದ ವಿಷಯಗಳ ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.

ಘಟಕ 1 ಸಾಹಿತ್ಯ ಬೋಧನೆ

1.1 ಸಾಹಿತ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

1.2 (ಅ) ಗದ್ಯ ಬೋಧನೆ

1.2.1 ಗದ್ಯದ ಪರಿಕಲ್ಪನೆ, ಗದ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

1.2.2 ಗದ್ಯ ಪಾಠದಲ್ಲಿಯ ಐತಿಹಾಸಿಕ, ಭೂಗೋಳ, ವಿಜ್ಞಾನ, ಕಥಾ ವಿಷಯಗಳ ಬೋಧನೆ

1.2.3 ಗದ್ಯ ಪಾಠ ಪ್ರಶಂಸೆ

1.3 (ಬ) ಪದ್ಯ ಬೋಧನೆ

1.3.1 ಪದ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

1.3.2 ಪದ್ಯದ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

1.3.3 ಪದ್ಯ ಬೋಧನಾ ವಿಧಾನಗಳು: ಖಂಡ ವಿಧಾನ, ಅಖಂಡ ವಿಧಾನ ಮತ್ತು ಸಮನ್ವಯ ವಿಧಾನಗಳು

1.3.4 ಪದ್ಯದ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆ

- 1.3.5 ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಭಾವಾನುವಾದ
- 1.3.6 ಸೃಜನಾತ್ಮಕ ಕಾರ್ಯ ಮತ್ತು ಪದ್ಯ ರಚನೆ
- 1.4 (ಕ) ವ್ಯಾಕರಣ ಬೋಧನೆ
 - 1.4.1 ವ್ಯಾಕರಣದ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳು
 - 1.4.2 ವ್ಯಾಕರಣದ ಪ್ರಕಾರಗಳು: ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ
 - 1.4.2.1 ಸಾಂಪ್ರದಾಯಿಕ ವ್ಯಾಕರಣ (Traditional Grammar)
 - 1.4.2.2 ಪ್ರಾಯೋಗಿಕ/ ವ್ಯವಹಾರಿಕ ವ್ಯಾಕರಣ (Functional Grammar)
 - 1.4.3 ವ್ಯಾಕರಣದ ಬೋಧನಾ ಪದ್ಧತಿಗಳು: ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ
 - 1.4.3.1 ಅನುಗಮನ ಪದ್ಧತಿ (Inductive Method)
 - 1.4.3.2 ನಿಗಮನ ಪದ್ಧತಿ (Deductive Method)
 - 1.4.3.3 ಸಂಪೂರ್ಣ ಪದ್ಧತಿ/ಸಮನ್ವಯ ಪದ್ಧತಿ
 - 1.4.3.4 ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿ ವ್ಯಾಕರಣ ಅಳವಡಿಕೆ

1.5 ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು

- 1.5.1 ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ
- 1.5.2 ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳು ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕದ ರಾಷ್ಟ್ರೀಕರಣ
- 1.5.3 ಪ್ರಸ್ತುತ 8, 9 ಮತ್ತು 10 ತರಗತಿಗಳ ಪಠ್ಯ ಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ: ಪಠ್ಯಪುಸ್ತಕ ರಚನೆಯ ತತ್ವಗಳನ್ನಾಧರಿಸಿ
- 1.5.4 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಮೌಲ್ಯ
- 1.5.5 ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳು: ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇವುಗಳ ಅನ್ವಯ ಮತ್ತು ಮಹತ್ವ
- 1.5.6 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇದರ ಅನ್ವಯ

ಘಟಕ 2 ಮೌಲ್ಯಮಾಪನ

- 2.1 ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಮಹತ್ವ/ ಪ್ರಯೋಜನಗಳು
- 2.2 ಮೌಲ್ಯಮಾಪನದ ಕಾರ್ಯವಿಧಾನದ ಲಕ್ಷಣಗಳು: ನಿರಂತರ, ವ್ಯಾಪಕ ಮತ್ತು ಅಖಂಡವಾದ ಕಾರ್ಯವಿಧಾನ
- 2.3 ಮೌಲ್ಯಮಾಪನದ ಸಾಮಾನ್ಯ ತತ್ವಗಳು ಮತ್ತು ಪರಿಣಾಮಗಳು
- 2.4 ಸಾಧನಾ ಪರೀಕ್ಷೆ ಮತ್ತು ವಿಧಗಳು: ಆದರ್ಶೀಕೃತ ಪರೀಕ್ಷೆ ಮತ್ತು ಶಿಕ್ಷಕ ನಿರ್ಮಿತ ಪರೀಕ್ಷೆಗಳು
 - 2.4.1 ಮೌಖಿಕ ಪರೀಕ್ಷೆ, ಲಿಖಿತ ಪರೀಕ್ಷೆ ಮತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಣಾ ಪರೀಕ್ಷೆ
 - 2.4.2 ಘಟಕ ಪರೀಕ್ಷಣಗಳು: ಪ್ರಬಂಧ ಪರೀಕ್ಷೆ, ವಸ್ತುನಿಷ್ಠ ಪರೀಕ್ಷೆ ಮತ್ತು ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರ ಪರೀಕ್ಷೆ
 - 2.4.3 ನೀಲನಕ್ಷೆ ತಯಾರಿಕೆ (3 ಆಯಾಮಗಳು): ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ತಯಾರಿಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ರಚನೆ
- 2.5 ನೈದಾನಿಕ ಪರೀಕ್ಷೆ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ
 - 2.5.1 ನೈದಾನಿಕ ಪರೀಕ್ಷೆಯ ರಚನಾಹಂತಗಳು

ಘಟಕ 3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕ ಮತ್ತು ಸಹಪಠ್ಯಚಟುವಟಿಕೆಗಳು

- 3.1(ಅ) ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನ ಸಾಮಾನ್ಯ, ಶೈಕ್ಷಣಿಕ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು.
- 3.2 ಸಹೋದ್ಯೋಗಿಗಳೊಡನೆ ಸಂಬಂಧ, ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ
- 3.3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನಿಗೆ ಇತರ ಭಾಷೆಗಳ ಪರಿಚಯದ ಅಗತ್ಯತೆ ಮತ್ತು ಸಂಪನ್ಮೂಲವೃತ್ತಿಯಾಗಿ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ
- 3.4(ಬ) ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು/ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳು
- 3.4.1 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ
- 3.5 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಪ್ರೌಢಶಾಲೆಯಲ್ಲಿ ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆ
- 3.5.1 ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ
- 3.5.2 ಕವಿಗೋಷ್ಠಿಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ
- 3.5.3 ಸಾಹಿತ್ಯ ಸಂಘಗಳು ಮತ್ತು ಬಳಗಗಳು: ಇವುಗಳ ಸಾಹಿತ್ಯಿಕ ಕಾರ್ಯಗಳು
- 3.5.4 ಸ್ಪರ್ಧೆಗಳು: ಚರ್ಚಾಸ್ಪರ್ಧೆ, ಸಿದ್ಧಿಪಡಿಸಿದ ಭಾಷಣ ಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ ಸ್ಪರ್ಧೆ, ವಾಚನ ಸ್ಪರ್ಧೆ, ಕವನವಾಚನ ಸ್ಪರ್ಧೆ, ಪ್ರಬಂಧ ಸ್ಪರ್ಧೆ ಮತ್ತು ಸಂಗೀತ/ ಹಾಡುವ ಸ್ಪರ್ಧೆ ಇತ್ಯಾದಿಗಳು
- 3.5.5 ಏಕಪಾತ್ರಾಭಿನಯ, ಭಾವಭಿನಯ ಮತ್ತು ಮೂಕಾಭಿನಯ
- 3.5.6 ಕರ್ನಾಟಕ ಸಂಘ/ ಕನ್ನಡ ಸಂಘದ ಸ್ಥಾಪನೆ

11 ಅವಧಿಗಳು

ಬೋಧನಾ ಕಾರ್ಯ ವಿಧಾನಗಳು (Mode of Transation)

ಉಪನ್ಯಾಸ, ಸೆಮಿನಾರ್, ಟ್ಯುಟೋರಿಯಲ್, ಚರ್ಚೆ

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು (Practicum)/ ದತ್ತ ಕಾರ್ಯಗಳು (Assignment)

1. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಗದ್ಯಪಾಠಕ್ಕೆ ' ಪ್ರಶಂಸಾ ಪಾಠ ಬೋಧನೆಯ' ಯೋಜನೆಯನ್ನು ರಚಿಸಿ ಅದಕ್ಕೆ ಘಟಕ ಪರೀಕ್ಷಣಗಳನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
2. 'ಪದ್ಯ ಬೋಧನೆಯು ಸಹೃದಯನ ಎದೆ ತೆರೆಯುವ ಬೀಗದ ಕೈ' ಎಂಬ ಹೇಳಿಕೆಯನ್ನು 'ಪದ್ಯ ಪಾಠ ಬೋಧನೆಯ ಯೋಜನೆ' ಯ ರಚನೆ, ಘಟಕ ಪರೀಕ್ಷಣಗಳ ರಚನೆಯನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
3. ಸಂಧಿ ಪ್ರಕರಣದ ಎಲ್ಲ ಸಂಧಿಗಳನ್ನು ಸಾಂಪ್ರದಾಯಿಕ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ವ್ಯಾಕರಣ ಪ್ರಕಾರಗಳನ್ನು ಅನ್ವಯಿಸಿ ಯೋಜನೆ ರಚಿಸಿರಿ.
4. ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪ್ರಸ್ತುತ 8ನೇ ತರಗತಿ ಅಥವಾ 9ನೇ ತರಗತಿ ಅಥವಾ 10ನೇ ತರಗತಿಯ ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಿಸಿರಿ.
5. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಘಟಕಕ್ಕೆ ಸಾಧನಾ ಪರೀಕ್ಷಣಗಳನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ
6. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಕವಿಯೊಬ್ಬರ ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳನ್ನು ಮತ್ತು ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ವಿಧಾನವನ್ನು ಬರೆಯಿರಿ.

7. ನಿಮ್ಮ ಆಯ್ಕೆಯ ವಿಷಯದ ಚರ್ಚಾಸ್ಪರ್ಧೆಯ ಯೋಜನೆ ತಯಾರಿಸಿ, ಚರ್ಚಾಸ್ಪರ್ಧೆ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.
8. ನಿಮ್ಮ ಆಯ್ಕೆಯ ವಿಷಯದ ಏಕಪಾತ್ರಾಭಿನಯ ಯೋಜನೆ ರಚಿಸಿ, ಸ್ಪರ್ಧೆ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.
9. 8 ಅಥವಾ 9ನೇ ತರಗತಿಯ ಗದ್ಯ ಮತ್ತು ಪದ್ಯ ಪಾಠ ಬೋಧನೆಯಲ್ಲಿ ಬಳಸಬಹುದಾದ ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳ ಕಲಿಕಾ ಪ್ರಯೋಜನಗಳನ್ನು ಸಚಿತ್ರವಾಗಿ ವರದಿ ರೂಪದಲ್ಲಿ ಬರೆಯಿರಿ.
10. ನಿಮ್ಮ ಆಯ್ಕೆಯ 8 ಅಥವಾ 9ನೇಯ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಘಟಕಯೋಜನೆ ರಚಿಸಿರಿ.
11. ನಿಮ್ಮ ಆಯ್ಕೆಯ 8 ಅಥವಾ 9ನೇಯ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಸಂಪನ್ಮೂಲ ಘಟಕಯೋಜನೆ ತಯಾರಿಸಿರಿ.

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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: English	Marks 80+20=100	60

Objectives:

1. On completion of this course the students will be able to
2. Acquires knowledge of the nature, structure and components of English language.
3. Appreciates the role of English in India as a second language and library language.

4. Develops an awareness of concern for listening, speaking, reading and writing skills
5. Learns responsibilities of an English teacher in school community
6. Designs lessons plans for teaching of prose, poetry of vocabulary
7. Employs different approaches and methods for teaching prose, poetry grammar and vocabulary etc.,

UNIT – I: ACQUISITION OF LANGUAGE SKILLS

12 HOURS

- 1.1 **Listening:** Sub skills of listening, importance of listening in English, approaches to develop aural–oral skill, Materials and resources for developing the listening skill.
- 1.2 **Speaking:** Sub skills of speaking, importance of speaking skill, pronunciation, articulation, stress, rhythm, intonation, and ways of developing correct speech habits. Materials and resources for developing the listening skill.
- 1.3 **Reading:** Sub skills of reading, importance of oral and silent reading in English, Intensive, extensive reading, skimming, scanning, methods of teaching oral reading, ways of developing reading and study skills including using dictionary, encyclopaedia etc.,
- 1.4 **Writing:** Sub-skills of writing, importance and Characteristics of good handwriting, ways of improving handwriting. Stages of writing, process of writing formal and informal writing such as poetry, short story, letter, dairy, notices, articles, reports, dialogue, speech, advertisement etc..

UNIT –2: APPROACHES AND TECHNIQUES TO TEACHING ENGLISH AS A SECOND LANGUAGE

- 2.1 Bilingual approach, meaning, principle and procedure.
- 2.2 Structural approach- meaning and principles, selection and gradation of structures, ways of teaching structures.
- 2.3 Situational approach - Meaning and principles, ways of creating situation.
- 2.4 Communicative approach- meaning and principles, procedures followed in communicative approach.
- 2.5 Constructive approach its meaning and procedure.
- 2.6 Direct method-meaning and procedure

UNIT – 3: METHODS AND WAYS AND DIFFERENT ASPECTS OF TEACHING ENGLISH

- 3.1 Teaching of prose-objectives of teaching detailed prose, ways and approaches of the teaching of prose steps in lesson planning.
- 3.2 Teaching of poetry-objectives, ways and approaches of teaching of poetry, steps in lesson planning.
- 3.3 Teaching of vocabulary- Types of vocabulary selection and gradation, ways of enrichment of vocabulary.
- 3.4 Teaching of Grammar: Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.

Unit 4 Maxims of teaching in relation to English

- 4.1 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.2 Dramatization, Explanation etc.

PRACTICUM/FIELD WORK :(ANY ONE)

- 1. Exercises to enrich vocabulary among secondary students.
- 2. Innovative lesson plans for the teaching of prose, poetry and composition.
- 3. Biographies of English Poets and writers.
- 4. Critical analysis of any one of the poem or essay of a great poet or writer.
- 5. Studying the problems of English teachers through interview or brief survey
- 6. Any other relevant activity based on the content.

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- 4. Bright, J.A., and McGregor G.P: Teaching English as a Second Language, ELBS London, 1972.
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23. K Venugopal Rao, Method of Teaching English Neel Kamal publications Pvt ltd, Hyderabad
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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Hindi	Marks 80+20=100	60

Objectives:

On completion of this course the students will be able to

1. Understand the aims and objectives of teaching Urdu in Secondary Schools.
2. Select methods, diaries and techniques of Hindi teaching.
3. Use variety of learning experiences and instructional materials while teaching Hindi.
4. Understand planning and organization of teaching Hindi.
5. Understand the technique, methods of Teaching Hindi
6. To appreciate the importance of suitable teaching aids in language teaching prepare/select them for use in his/her lesson.

UNIT 1- PLACE, NATURE AND IMPORTANCE OF HINDI IN THE CURRICULUM

- 1.1 Importance of Hindi in school Curriculum.
- 1.2 Concept and nature of the Hindi.
- 1.3 Place and History of Hindi language in the school curriculum & human life.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Hindi as a first language – Medium of instruction and link language.

Unit 2 Developing Language Skills

- 2.1 Auditory
- 2.2 Speaking
- 2.3 Reading

2.4 Writing.

2.5 Role of Hindi as Cultural, Functional and literary.

UNIT 3- TECHNIQUE AND METHODS OF TEACHING HINDI.

3.1 Lecture method, Inductive and Deductive methods.

3.2 Integration of content and methods.

3.3 Teaching of prose-objectives of teaching detailed prose, ways and approaches of the teaching of prose steps in lesson planning.

3.4 Teaching of poetry-objectives, ways and approaches of teaching of poetry, steps in lesson planning.

3.5 Teaching of Grammar: Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.

Unit 4: Maxims of teaching in relation to Hindi Language

4.1 Maxims of teaching.

4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.

4.3 Dramatization, Explanation etc.

PRACTICUM/FIELD WORK (Any one):

1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose, poetry and composition.
3. Biographies of Hindi Poets and writers.
4. Critical analysis of any one of the poem or essay of a great poet or writer.
5. Studying the problems of Hindi teachers through interview or brief survey.
6. Any other relevant activity based on the subject.

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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: : Urdu	Marks 80+20=100	60

Objectives: Upon Completion of the student –teacher will be able to:

1. Understand the importance and place of Urdu in School curriculum.
2. Select methods, diaries and techniques of Urdu teaching.
3. Use variety of learning experiences and instructional materials while teaching Urdu.
4. Understand planning and organization of teaching Urdu.
5. Understand the technique, methods of Teaching Hindi
6. To appreciate the importance of suitable teaching aids in language teaching prepare/select them for use in his/her lesson.

UNIT 1- PLACE, NATURE AND IMPORTANCE OF URDU ON THE CURRICULUM

- 1.1 Importance of Urdu in school Curriculum.
- 1.2 Concept and nature of the Urdu.
- 1.3 Place and History of Urdu language in the school curriculum & human life.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Urdu as a first language – Medium of instruction and link language.

Unit-2 Aims and Objectives

- 2.1 Aims and general objectives of teaching Urdu at secondary level..
- 2.2 Instructional objectives of teaching Urdu with their specification.
- 2.3 Developing of language skills.
 - a. Auditory, b. Speaking, c. Reading, d. Writing.
- 2.4 Role of Urdu as Cultural, Functional and literary.

UNIT 3- TECHNIQUE AND DEVICES OF TEACHING URDU.

- 3.1 Lecture method, inductive and Deductive methods.
- 3.2 Integration of content and methods.
- 3.3 Teaching of prose-objectives of teaching detailed prose, ways and approaches of the teaching of prose steps in lesson planning.
- 3.4 Teaching of poetry-objectives, ways and approaches of teaching of poetry, steps in lesson planning.
- 3.5 Teaching of Grammar: Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.

Unit 4 Maxims of Teaching in relation to Urdu language

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.3 Dramatization, Explanation etc.

PRACTICAL ACTIVITIES :(ANY ONE)

1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose, poetry and composition.
3. Biographies of Urdu Poets and writers.
4. Critical analysis of any one of the poem or essay of a great poet or writer.
5. Studying the problems of Urdu teachers through interview or brief survey.
6. Any other relevant activity based on the content.

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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Sanskrit	Marks 80+20=100	60

OBJECTIVES:

To enable the student teacher to :

- 1) Understand the importance and place of Sanskrit in school curriculum.
- 2) Understand the aims and objectives of teaching Sanskrit in secondary schools.
- 3) Select methods, devices and techniques of Sanskrit teaching.
- 4) Use variety of learning experiences and instructional materials while teaching Sanskrit.
- 5) Plan and Organise teaching of Sanskrit.
- 6) Be acquainted with concept and nature of content-cum-methodology.
- 7) Analyse curriculum, syllabus, text-book and content of the subject Sanskrit.
- 8) Integrate content, method and lesson-plan with reference to c.c.m. approach.
- 9) Prepare various types of lesson plans.
- 10) Understand and use various aspects of Sanskrit and their teaching methodology.

UNIT-I: Nature, Importance and objectives of teaching Sanskrit

- 1.1 Historical Background, origin and development of Sanskrit Language.

- 1.2 Nature: Characteristics of Sanskrit language, Sanskrit as a living language, classical language, Sanskrit literature, Mother of Indian Languages. Sanskrit as a living language
- 1.3 Importance- The Language of culture, Heritage unity, Spiritual and Religious life and as a Computer Language
- 1.4 Place in the Curriculum: Views of various commissions and committees specifically about Sanskrit. Present position of Sanskrit in the curriculum.
- 1.5 Basic Aims and objectives of teaching language, Classification of Aims and objectives.
- 1.6 Aims and objectives of teaching Sanskrit Receptive, Expressive, Asthetic / Appreciative cultural, creative, Enjoyment.
- 1.7 Instructional objectives of teaching sanskrit and their specifications.

UNIT –II - Methods of teaching sanskrit

2.1 Traditional Methods Brief Review- Pathashala Method. Dr.Bhandarkar Method, Translation Method.

(C) Existing Method- Direct/oral Approach Method, Evaluation Method, Eclective Method/ Complete Method, Comparative Method, Inductive – Deductive Method, Project Method. Source Method, Lecture Method.

Techniques-Discussion, Assignment, supervised study, Interview, Role-Playing, Team teaching, programmed learning.

UNIT III: Teaching of various aspects of sanskrit.

- 3.1 Prose-Aims and objectives of teaching prose, preparation of lesson plan, various methods of introducing new words, various methods of teaching prose according to the nature of lesson/unit
- 3.2 Poetry- Nature of poetry-Definition, aims and objectives of teaching poetry, content analysis, preparation of lesson plan steps, methods of teaching poetry- Translation synthetic, analytic, comparative, critical, Encyclopedia, Difference between prose and poetry teaching,
- 3.3 Grammar-Tradition of grammar learning and teaching, various aspects about grammar teaching, objectives and methods of teaching grammar,

Unit 4 Maxims of teaching in relation to Sanskrit

- 4.1 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.2 Dramatization, Explanation etc.

PRACTICUM—

1. Preparation of workbook on vocabulary of Sanskrit
2. Designing and Developing program to enhance listening, Speaking, Reading and Writing skills
3. Writing Instructional objectives in behavioral terms
4. Visit and study one Sanskrit Vidhusi/Vidwan

References:

- 1) Apte D.G.Dongre.P.R.(1960) teaching of Sanskrit in secondary school, acharya book depot Baroda.
- 2) Bokil V.P.Parasnis N.R.(1956) New approach to sanskrit, Chitrashala press, Pune
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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Marathi	Marks 80+20=100	60

Objectives:

On completion of this course the students will be able to

1. Understand the aims and objectives of teaching Marathi in Secondary Schools.
2. Select methods, devices and techniques of Marathi teaching.
3. Use variety of learning experiences and instructional materials while teaching Marathi
4. Understand planning and organization of teaching Marathi
5. Understand the technique, methods of Teaching Hindi

6. To appreciate the importance of suitable teaching aids in language teaching prepare/select them for use in his/her lesson.

UNIT 1- Place, nature and importance of Marathi in the curriculum

- 1.1 Importance of Marathi in school Curriculum.
- 1.2 Concept and nature of Marathi language.
- 1.3 Place and History of Marathi language in the school curriculum & human life.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Marathi as a first language – Medium of instruction and link language.

Unit 2 Developing Language Skills

- 2.1 Auditory
- 2.2 Speaking
- 2.3 Reading
- 2.4 Writing.
- 2.5 Role of Marathi as Cultural, Functional and literary.

UNIT 3- Techniques and methods of teaching Marathi

- 3.1 Lecture method, Inductive and Deductive methods.
- 3.2 Integration of content and methods.
- 3.3 Teaching of prose-objectives of teaching detailed prose, ways and approaches of the teaching of prose steps in lesson planning.
- 3.4 Teaching of poetry-objectives, ways and approaches of teaching of poetry, steps in lesson planning.
- 3.5 Teaching of Grammar: Objectives, Types and approaches of teaching grammar, steps involved in teaching Grammar.

Unit 4: Maxims of teaching in relation to Marathi Language

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.3 Dramatization, Explanation etc.

PRACTICUM/FIELD WORK (Any one):

1. Exercises to enrich vocabulary among secondary students.
2. Innovative lesson plans for the teaching of prose, poetry and composition.
3. Biographies of Marathi Poets and writers.
4. Critical analysis of any one of the poem or essay of a great poet or writer.
5. Studying the problems of Marathi teachers through interview or brief survey.
6. Any other relevant activity based on the subject.

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Marathi KaseShikware. Pune: Dhokal Publication.

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MatrubhashechaMarathicheAdhyapan. SurajBhushanPrakashan Belgaum

Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: History	Marks 80+20=100	60

Objectives : By the end of the two year course the student teacher should be able to:

1. Understand the nature of History & Political Science as a school subject
2. Articulate a conception of History and Political Scienc
3. Correlate History & Political Science with other subjects
4. Understand the language of History & reconstruction of past 27
5. Apply their knowledge of techniques to reconstruct the past
6. Understand the concept of differentiated teaching for History prepare differentiated lesson plan in History & Political Science
7. Understanding the potential of History for development of skills
8. Analyze the history & political science textbook prepare appropriate work schemes and lesson plans in history and Political science.
9. Critically analyze the History & Political science textbook.
10. Understand the significance of learning resources to teach the subject apply the knowledge to select and improvise learning resources.
11. Demonstrate ability to raise learners' in Module I History & Political Science as a Social Science discipline

Unit I – Understanding History Nature of History

- 1.1 Historical thinking concepts(big six historical thinking concepts Peter Sexias & Morton),
- 1.2 Objectives of teaching History & Political Science at secondary level.
- 1.3 Correlation of History & Political Science: Internal and external.(literature, Science, Mathematics, Geography, Economics, Craft)

Unit II: Constructing History

- 2.1 Difference between facts and opinions & arguments.
- 2.2 Multiperspectivity VS Monoperspectivity in understanding History
- 2.3 Evidence based interpretation: difference between primary source and secondary source, the importance of source analysis.
Collingwood's approach to recons historical imagination

Unit III- Pedagogies of teaching History and Political Science

- 3.1 Process, merits and limitations
- 3.2 Conventional pedagogies- Story-telling lecture-cum-discussion, Interactive, constructivist and critical pedagogies underpinning teaching of History: project based learning, social enquiry.
- 3.3 Cooperative learning strategies (think pair share, round robin, buzz,)
- 3.4 Learning resources [uses and importance]: Audio-visual Resources: TV, Films, Documentary Visual: Maps, Models, Timeline, Artifacts Print Media: Magazine, news papers, archives On line resources: websites, virtual tour

Unit IV Maxims of Teaching in relation to history

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.3 Dramatization, Explanation etc.

Practicum:

- 1. Choose any topic from a History textbook. Design four activities and explain how you will facilitate correlation with different subjects.
- 2. Select any primary source that can be used to teach History and analyze the same using the 6C approach.
- 3. Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach history or political science.

4. Participate in a field visit/ virtual tour of any Historical site and write a report of about 500 words.

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<http://historicalthinking.ca/historical-thinking-concepts>

http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf

https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._history_building_blocks_Learning_to_teach_historical_concepts

http://www.educ.ualberta.ca/css/Css_38_2/ARhistorical_imagination_collingwood.html Multi perceptivity and Mono perceptivity - the question of the truth in history?

http://www.theewc.org/uploads/content/archive/History_teaching_today_manual_1.pdf

<http://faculty.marianopolis.edu/c.belanger/quebechistory/Howtoanalyzeanhistoricaldocument.html>

http://www.huffingtonpost.com/matthew-lynch-edd/culturally-responsivepedagogy_b_1147364.html?ir=India

<https://sheg.stanford.edu/historical-thinking-chart>

Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Geography	Marks 80+20=100	60

OBJECTIVES:

1. To develop an understanding of Geography as a subject
2. To acquire knowledge of approaches of arranging the subject content.
3. To develop an understanding of different types of learning resources.
4. To develop an understanding of the importance of organization of co-curricular activities
5. in the teaching of geography.
6. To develop an understanding of different methods and techniques of teaching Geography.

UNIT I: GEOGRAPHY AS A SUBJECT

- 1.1 Epistemological framework (Evolution and major contributors)
- 1.2 Nature, scope and importance of Geography
- 1.3 Aims of Teaching Geography
- 1.4 Geo-literacy: concept, need and ways to create awareness

UNIT II: ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION

- 2.1 Correlation with other School Subjects —History, Language, science, Mathematics
- 2.2 Approaches of curriculum construction: Concentric, Topical

UNIT III: LEARNING RESOURCES

- 3.1 Importance & uses: Maps, travelogues, globe, atlas, models, computer based online and offline resources in Geography teaching
- 3.2 Current events (importance and use)
- 3.3 Geography Club & Geography room (importance and organization)
- 3.4 Characteristics of a Geography textbook
- 3.5 Specific Approaches of pedagogy in Geography:
- 3.6 Regional method, Project method, Journey method, Field visit,
- 3.7 Cooperative learning strategies: Gallery walk, Jigsaw method

Unit IV Maxims of Teaching in relation to Geography

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.

4.3 Dramatization, Explanation etc.

Practicum:

Prepare a plan for a visit to Planetarium/ museum/ nature park. Visit the place and write a report of this visit.

Choose any one from the following:

Illustrate the use of any two of the following in Geography teaching o Cartoon, stamps, currency, newspapers, magazines, journals, documentaries, plays, films/serial/novels

Collect information about any current event/Disaster, analyze the acquired information and prepare a report.

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<http://www.preservearticles.com/201105216954/aims-of-teaching-geography.html>
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https://en.wikipedia.org/wiki/Satellite_imagery
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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Physics	Marks 80+20=100	60

Objectives:

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

1. Understand and uses different learner centred and teacher centred approaches
2. Understand the planning for Teaching physics
3. Understand the selection of various methods and models of teaching to teach different topics of physics.
4. Understand different curricula in Physics

UNIT I- APPROACHES AND METHODS OF TEACHING PHYSICS-

- 1.1 Teacher centred and learner centered approach.
- 1.2 Teacher centred approach: Lecture method, Lecture cum Demonstration.
- 1.3 Learner centered approach: Project methods heuristic method, inductive method and deductive method, programmed instruction
- 1.4 Laboratory method (All the methods to be dealt with reference to characteristics, steps merits and demerits).
- 1.5 Models of teaching: Suchmann's inquiry training model and Bruner's concept attainment model.

UNIT II- PHYSICS CURRICULUM STUDY.

- 2.1 Curriculum: Meaning and principles.
- 2.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.
- 2.3 Recommendations made by NPE - 1986, NCF – 2005, NCFTE-2009
- 2.4 Organisation of curriculum

2.5 Critical Review of present Karnataka state secondary school science curriculum with special reference to physics.

UNIT III- Resources and Approaches to teach Physics

3.1 Physics text book, Teacher hand book

3.2 Laboratory and manuals, Student work Books

3.3 Learner centered and activity centered approaches – difference

3.4 Inductive, Deductive, Laboratory, Lecture cum Demonstration, Heuristic, Inquiry, Problem Solving (Scientific Method), Project method and Programmed Learning (All the methods and approaches to be dealt with respect of their characteristics, steps, advantages and disadvantages. Examples to be chosen from secondary school chemistry curriculum).

Unit IV Maxims of Teaching in relation to Physics

4.1 Maxims of teaching.

4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.

4.3 Demonstration, Experimentation, etc.

PRACTICUM/FIELD WORK

10 HOURS

1. Preparing a report on use of physics day today life.

2. Identifying the laws, principles, facts, concepts etc. in physics content of viii, ix, and x, of Karnataka secondary school level.

3. Identifying and writing all possible instructional objectives on any topic of physics.

4. Preparation of programmed instruction learning material.

5. Preparing a report on by analysing curriculum of VIII and IX standard.

6. The college is free to introduce any other relevant and useful activity related to CCM physics.

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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Chemistry	Marks 80+20=100	60

Objectives:

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

1. Understand and uses different learner centred and teacher centred approaches
2. Understand the planning for Teaching chemistry
3. Understand the selection of various methods and models of teaching to teach different topics of chemistry
4. Understand different curricula in chemistry
5. Acquire the knowledge of modern trends in chemistry

UNIT: I- CURRICULUM STUDY IN CHEMISTRY

- 1.1 Study of Curriculum projects- Chemical Bond Approach, IAC, CHEM-Study, Chemistry Curriculum, NCF-2005., NCFTE-2009
- 1.2 Study of the Karnataka state secondary school science curriculum with special reference to chemistry and organization of the curriculum.
- 1.3 Review of the present Chemistry Textbooks.

UNIT: II- PLANNING AND ORGANIZATION OF THE LESSON IN CHEMISTRY

- 2.1 Need and importance of planning, lesson plan format.
- 2.2 Study of chemistry content of VIII, IX and X in Karnataka secondary level and identify the concepts and principles.
- 2.3 Planning and use of multimedia materials

UNIT: III-METHODS AND APPROACHES OF TEACHING CHEMISTRY :

- 3.1 Learner centered and activity centered approaches – difference
- 3.2 Inductive, Deductive, Laboratory, Lecture cum Demonstration, Heuristic, Inquiry, Problem Solving (Scientific Method), Project method and Programmed Learning (All the methods and approaches to be dealt with respect of their characteristics, steps, advantages and disadvantages.
- 3.3 Models of teaching- Concept Attainment model.

Unit IV Maxims of Teaching in relation to Chemistry

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.3 Demonstration, Experimentation, etc.

PRACTICUM/ACTIVITIES: (ANY ONE)**10 HOURS**

1. Critically study of Chemistry text book of 8th, 9th or 10th standard.
2. Preparation of diagnostic test in Chemistry.
3. Survey of Chemistry laboratory facilities of any three high schools with practical suggestion for improvement.
4. Preparing a report of different activities of science club.
5. Preparation of workbook for 1 or 2 units.
6. Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
7. The college is free to introduce any other relevant activities.

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 2. Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dace and World Inc.
- CBSE; ICSE – SCIENCE TEXT BOOKS.

4. Chemistry Text Book,(1964).Lab Manual and Teacher's Guide Book.NewDelhi: NCERT.
5. Discovery teaching in science – Columbus, Ohio; chalesE.Merrill Books, Inc.,
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10. Jenkins, E.W. (Ed.) (1997). Innovations in Science and Technology Education. Paris: UNESCO.Vol. VI.
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19. Nuffield Physics, Teacher's Guide, Questions Book, Guide to Experiments, Published for the Nuffield Foundation by Longmans, Penguin Books.
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24. NarendraVaidya () Problem Solving in Science –.
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30. Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers.
31. Joseph – Bradwin() Source book for the Physical Science
32. New burn() Teaching Chemistry in tropical secondary schools.
33. wood bourn and obern () Teaching in the pursuit of science –.

34. Patil R.S.() Teaching of Chemistry –
 35. Yadav M.S.() Teaching of Chemistry –
 36. Williams, B. (1999). Internet for Teachers, John Wiley & Sons, U.S.A.

Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: : Physical Science	Marks 80+20=100	60

Objectives:

Student-Teacher will be able to:

1. Understand the uses of learner centered and teacher centered approaches.
2. Understand the planning and resources for teaching Physical Sciences.
3. Understand the selection of various methods and models of teaching to teach different topics of Physical Sciences.
4. Understand different curricula in Physical Sciences.
5. Develop an understanding of different methods and techniques of teaching Physical Sciences.

Unit 1: Approaches and Methods of Teaching Physical Sciences

- 1.1 Teacher centered and learner centered approach.
- 1.2 Teacher centered approach: Lecture method, Lecture cum Demonstration.
- 1.3 Learner centered approach: Project methods heuristic method, inductive method and deductive method, programmed instruction
- 1.4 Laboratory method (All the methods to be dealt with reference to characteristics, steps, merits and demerits).
- 1.5 Models of teaching: Schumann's inquiry training model and Bruner's concept attainment model.

Unit 2:Curriculum Study of Physical sciences

- 2.1 Curriculum: Meaning and principles.
- 2.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.
- 2.3 Recommendations made by NPE - 1986, NCF – 2005,NCFTE-2009
- 2.4 Critical Review of present Karnataka state secondary school science curriculum with special reference to physics.
- 2.5 Study of the Karnataka state secondary school science curriculum with special reference to Physical Sciences and organization of the curriculum.
- 2.6 Review of the present Physical Sciences Textbooks.

Unit 3: Resources to Teach Physical Science

- 3.1 Physical science text book, Teacher hand book.

- 3.2 Laboratory manuals.
- 3.3 Student work Books.

Unit IV Maxims of Teaching in relation to Physical science

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.3 Demonstration, Experimentation, etc.

Practicum/Field Work:

1. Preparing a report on use of physics day today life.
2. Identifying the laws, principles, facts, concepts etc. in Physical Sciences content of viii, ix, and x, of Karnataka secondary school level.
3. Identifying and writing all possible instructional objectives on any topic of Physical Sciences.
4. Preparation of programmed instruction learning material.
5. Preparing a report on by analyzing curriculum of VIII and IX standard.
6. The college is free to introduce any other relevant and useful activity related to CCM Physical Sciences.

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18. Sharma, R.C. (1995); Modern Science Teaching, Dhanpat Rai & Sons, Delhi
19. Siddiqi M.N. and Yadav R.A. (1995) Teaching of Science at Elementary Level, Part – I Part - II, Arya Book Depot : New Delhi.
20. Sood S. K. (1988) New Direction in Science Teaching, Indian Publishers, Delhi. The Importance of Art Activities for Science Teaching: A Hand Book for Teacher (1984) Published by Centre for Cultural Resources and Training, Bahawalpur House, New Delhi.
21. UNESCO (1985) Teaching School Chemistry, Sterling Publishers Pvt. Ltd., New Delhi.
22. UNESCO, (1978) New UNESCO Source Book's for Science Teaching, New Delhi; Oxford and IBH Publishing Co.,
23. Waiter A Thurkar and Alferd T. Collette (1964) Teaching Science in Today's Secondary Schools, New Delhi, Prentice Hall.
24. Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dcace and World Inc. CBSE; ICSE – SCIENCE TEXT BOOKS.
25. Chemistry Text Book, (1964). Lab Manual and Teacher's Guide Book. New Delhi: NCERT.
26. Discovery teaching in science – Columbus, Ohio; chales E. Merrill Books, Inc.,
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29. Husen, T. & Keeves, J.P. (Eds.). (1991). Issues in Science Education, Oxford: Pergamon Press.
30. Narendra Vaidya. () Impact of Science teaching –
10. Jenkins, E.W. (Ed.) (1997). Innovations in Science and Technology Education. Paris: UNESCO. Vol. VI.
31. Mangal, S. K. (2001). Foundations of Educational Technology. Ludhiana: Tandon Publications.
33. Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited.

Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: : Biological science	Marks 80+20=100	60

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

1. Understand the planning for Teaching Biology
2. Use advanced and creative techniques, learning aids and improvised apparatus in Biology lessons.
3. Plan and execute various curricular and co – curricular activities related to teaching of biological science.
4. Gain an insight in to the skills of evaluating the outcomes of teaching biological science and prepare items and tests for secondary school students.
5. Appreciate and inculcate the competencies and commitments needed for a biological science teacher.

UNIT I- Curriculum of BIOLOGICAL SCIENCE

- 1.1 Biological Science Curriculum:
- 1.2 Principles of curriculum construction
- 1.3 Historical perspectives of biology curriculum.
- 1.4 NPE (National Policy of Education) – 1986 and Programme of Action - 1992
- 1.5 NCF (National Curriculum Framework) – 2005 and NCFTE – 2009

UNIT II: METHODS AND APPROACHES OF TEACHING OF BIOLOGY

- 2.1 Criteria for selection of method/approaches (level of class, strength, time, subject.....)
- 2.2 Approaches: Inductive, Deductive. Investigatory approaches, structure and functional approach.
- 2.3 Methods
 - 2.3.1 Teacher centred - Lecture cum demonstration.
 - 2.3.2 Learner centred - Laboratory, Project and Problem solving.
- 2.4 Technique: Specimen method.
- 2.5 Self-instructional techniques: Programmed learning, Computer Assisted Instruction (CAI)
- 2.6 Other activities – Seminar, Symposium, Workshop, Panel discussion and Team Teaching.

UNIT III- RESOURCES TO TEACH BIOLOGICAL SCIENCE

- 3.1 Biological science text book, Teacher hand book, Laboratory manuals, Student work Books
- 3.2 Field based resources: Dead wood ecosystem. School Garden, Museum, Aquarium, Vivarium, and Terrarium.
- 3.3 Biological Science laboratory: importance, designing, planning, equipping, maintenance of biological equipments and records.

Unit IV Maxims of Teaching in relation to Biological science

- 4.1 Maxims of teaching.
- 4.2 Technique – Discussion, Assignment, Supervised Study interview, Role

playing, Team teaching, programmed learning.
4.3 Demonstration, Experimentation, etc.

PRACTICUM/FIELD WORK :(ANY ONE)

1. Making charts, improvised apparatus and models.
2. Preparation of laboratory instruction cards.
3. Planning and conducting any four practical classes in Biology and maintaining a record of practical work.
4. Preparation of unit test for a unit in Biology.
5. Designing and carrying out of any one simple investigation of Biology.
6. Collecting and preserving biological specimens
7. Preparation and preservation of Herbarium sheets.
8. Collecting and keeping plants and animals alive for instructional purposes: Aquarium, Terrarium and Vivarium.

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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Mathematics	Marks 80+20=100	60

Objectives:

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

1. Understand the various curriculums of Physics
2. Understand the nature, structure, scope and relations with other disciplines.
3. Understand the Approaches and methods of teaching physics
4. Understand the aims and objectives of teaching mathematics.
5. Identify the learning experiences appropriate to the objectives of teaching secondary school mathematics.
6. Able to revise the school science curriculum

Unit 1 : Introduction to Teaching and Learning of Mathematics

1.1 Aims and Objectives of teaching Mathematics: General Aims of teaching Mathematics at the Secondary School level; Instructional objectives: Meaning, writing Instructional objectives according to Bloom's Modified

Taxonomy of Educational Objectives (2001) with reference to Secondary School Mathematics Syllabus.

1.2 Co-Relation: Meaning, co-relation of Mathematics with Physics, Chemistry, Biology, Engineering, Astronomy, Agriculture and its use in day to day life.

1.3 Values of Teaching Mathematics: Development of values in the present context- Utilitarian, disciplinary, cultural, social, moral, vocational, aesthetic and recreational values.

1.4 Mathematics Teacher: Professional competencies; need and measures for professional growth for a Mathematics teacher .

UNIT-II Mathematics Curriculum Construction

1.1 Mathematics Curriculum:

1.2 Principles of curriculum construction

1.3 Historical perspectives of Mathematics curriculum.

1.4 NPE (National Policy of Education) – 1986

1.5 NCF (National Curriculum Framework) – 2005 and NCFTE – 2009

UNIT-III:- METHODS AND APPROACHES OF TEACHING MATHEMATICS

3.1 Learner centred approaches – inductive, deductive, analytic, synthetic, laboratory method.

3.2 Activity centred approaches – Heuristic approach, project method, programmed instruction.

3.3 Devices in teaching Mathematics- oral work written work, drill work and review.

3.4 Models of teaching – Suchmann's enquiry training models - Bruner's concept attainment model.

Unit IV Maxims of Teaching in relation to mathematics

4.1 Maxims of teaching.

4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.

4.3 Drilling, Explanation etc.

PRACTICUM/ACTIVITIES: (ANY ONE)

1.

Critically study of mathematics text book of 8th or 9th standard.

2. Preparation of diagnostic test in mathematics.

3. Survey of mathematics laboratory facilities of any three high schools with practical suggestion for improvement.

4. Preparing a report of different activities of science club.

5. Preparation of workbook for 1 or 2 units.

6. Preparation of Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.
7. The college is free to introduce any other relevant activities.

REFERENCES

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2. Ashlock Si Herman (1970): Current Research in Elementary School Mathematics, Macmillan,London.
3. Bell, E.T. (1965): Men of Mathematics I & II, Penguin.
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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: : ACCOUNTANCY	Marks 80+20=100	60

Course Objectives:

To enable the student teachers to -

1. Acquire the basic understanding of teaching of Business Studies.
2. Develop the ability to plan curriculum and instruction in Business Studies at senior School Level.
3. Impart knowledge of the methods and devices of teaching Business Studies and to develop the skill of using the same.
4. Apply appropriate methods and devices of teaching particular topics for Business Studies.

UNIT-1 FUNDAMENTALS OF BOOKKEEPING AND ACCOUNTANCY

- 1.1** Meaning, nature and scope of Book- Keeping and Accountancy its value and importance.
- 1.2** Aims and objectives of teaching Business Studies and Accountancy at higher Secondary level

UNIT- 2 APPROACHES, METHODS AND TECHNIQUES

- 2.1** Teaching approaches of Book-keeping and Accountancy: Journal Approach, Ledger Approach, Cash Book Approach and Equation Approach.
- 2.2** Various Methods of teaching Business Studies and Accountancy with special reference to modern methods of teaching, Project, Problem solving, co-operative, Lecture-cum demonstration, inductive, deductive and discussion methods.
- 2.3** Techniques and devices of teaching Business Studies and Accountancy

UNIT-3 PROFESSIONAL DEVELOPMENT AND EVALUATION

- 3.1** Professional development- Meaning, types
- 3.2** Qualities, responsibilities and problems faced by commerce teacher
- 3.3** Evaluation in Accountancy - Importance, Type of Tests-Essay, Short Answer and Objective type.
- 3.4** Preparation of a model Question-Paper along with its blue-print from textbook of Accountancy

Unit IV Maxims of Teaching in relation to Accountancy

4.1 Maxims of teaching.

4.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.

4.3 Dramatization, Explanation etc.

PRACTICUM/ACTIVITIES

- Study and compare the accountancy education at higher secondary level in India with any one developed country.
- Critically analyse any one textbook of accountancy with reference to intra and inter correlation.
- Select any contemporary issue related to accountancy and present a paper using seminar method.
- Prepare and execute a lesson plan by using any one of the following:
 - a. e-resources b. Simulation techniques
- Critical analysis of XI and XII standard accountancy syllabus of state and CBSE.

Books Suggested:

- Vermain A Musselma and J. Marshall Hanna: Teaching Business Studies and Accountancy, Gregg Pub., Div., Mc Graw Hill Book Co. Inc. New York.
- Williams: Principles of Teaching applied in Business Studies and Accounts, Sir Isaac Pitman, London.
- Selby: The teaching of Business Studies.
- Tonne, Pohem and Freeman: Method of teaching Business Subject, Gregg. Pub. Dir., Mc Graw Hill Book Co., Inc., New York.
- Harvey: Ways to teach Business Studies and Accounting.
- Boynton Lewis D.: Methods of teaching Business Studies, south Western Publication Co. Cincinnati, Ohio.
- Aggarwal, J.C.: Teaching of Commerce.
- Gupta and Gupta: Intermediate Business Studies and Accounts, Agra Book Store, Agra (Hindi and English Version).
- J.N. Vaish: Business Studies and Accounts, Part I and II (Hindi and English version).
- Parikh, Dr. A.K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer.

Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: : BUSINESS STUDIES	Marks 80+20=100	60

To enable the student teachers to -

1. Acquire the basic understanding of teaching of Business Studies.
2. Develop the ability to plan curriculum and instruction in Business Studies at secondary and senior secondary School Level.
3. Impart knowledge of the methods and devices of teaching Business Studies and to develop the skill of using the same.
4. Apply appropriate methods and devices of teaching particular topics for Business Studies.

UNIT-1 FUNDAMENTALS OF BUSINESS STUDIES

- 1.1** Meaning, nature and scope of Business study, its value and importance.
- 1.2** Aims and objectives of teaching Business Studies at Secondary and higher secondary level

UNIT -2 PLANNING AND CURRICULUM

- 2.1** Planning- need and importance
- 2.2** Instructional planning- Year plan, Unit plan and Lesson Plan.
- 2.3** Lesson planning- origin and development- Blooms taxonomy
- 2.4** Curriculum- Meaning, importance and Principles of curriculum construction
- 2.5** Critical analysis of VIII, IX, XI and XII standard Business studies syllabus of state and CBSE.

UNIT- 3 APPROACHES, METHODS AND TECHNIQUES

- 3.1** Teaching approaches of Business studies
- 3.2** Various Methods of teaching Business Studies with special reference to modern methods of teaching, Project, Problem solving, co-operative, inductive, deductive and discussion methods.
- 3.3** Techniques and devices of teaching Business Studies

Unit IV Maxims of Teaching in relation to Business studies

- 4.1** Maxims of teaching.
- 4.2** Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 4.4** Dramatization, Explanation etc.

Books Suggested:

1. Vermain A Musselma and J. Marshall Hanna: Teaching Book Keeping and Accountancy, Gregg Pub., Div., Mc Graw Hill Book Co. Inc. New York.
2. Williams: Principles of Teaching applied in Book Keeping and Accounts, Sir Isaac Pitman, London.
3. Selby: The teaching of Book Keeping.
4. Tonne, Pohem and Freeman: Method of teaching Business Subject, Gregg. Pub. Dir., Mc Graw Hill Book Co., Inc., New York.
5. Harvey: Ways to teach Book Keeping and Accounting.
6. Boynton Lewis D.: Methods of teaching Book Keeping, south Western Publication Co. Cincinnati, Ohio.
7. Aggarwal, J.C.: Teaching of Commerce.
8. Gupta and Gupta: Intermediate Book Keeping and Accounts, Agra Book Store, Agra (Hindi and English Version).
9. J.N. Vaish: Book Keeping and Accounts, Part I and II (Hindi and English version).
10. Parikh, Dr. A.K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer.

Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: : ECONOMICS	Marks 80+20=100	60

To enable student teacher to:

1. Refresh the knowledge about the meaning. Importance, nature, scope and aims of Economics.
2. Acquaint with the aims, objectives and value-outcomes through teaching of Economics.
3. Develop ability to plan for suitable instruction in Economics.
4. Organize group-activities and project and to use various instructional strategies and methods the effective teaching of the subject.
5. Establish correlation of Economics with other school-subjects.

6. Develop skill to successfully use various evaluation techniques and to interpret the results.

UNIT - 1: NATURE, SCOPE AND OBJECTIVES

1.1 Meaning, Nature, Scope and importance of teaching Economics

1.2 Aims and Objectives of teaching Economics at different level

UNIT - 2: CURRICULUM AND PLANNING

2.1 Planning- need and importance

2.2 Instructional planning- Year plan, Unit plan and Lesson Plan.

2.3 Lesson planning- origin and development- Blooms taxonomy

2.4 Curriculum- Meaning, importance and Principles of curriculum construction in Economics

2.5 Critical Appraisal of the existing economics syllabus of standard XI and XII

UNIT -4: INSTRUCTIONAL SUPPORT SYSTEM

4.1 Professional development- Meaning, types

4.2 Qualities, responsibilities and problems faced by economics teacher

4.3 Evaluation in Commerce - Importance, Type of Tests-Essay, Short Answer and Objective type.

4.4 Preparation of a model Question-Paper along with its blue-print from textbook of Economics.

Books Suggested:

- Aggarwal, J.C., Teaching of Economics-A Practical Approach, Vinod Pustak Mandir, Agra, 2005.
- Dr. N. Husen, Teacher's Manual in Economics, Regional College of Education, Ajmer.
- Mukherjee, Sandhya, Teaching of Economics, Prakashan Kendra. Lucknow
- Sharma, Seema, Modern Teaching Economics, Anmol Publication Pvt. Ltd., New Delhi- 2004

- Sexena, N.R., Mishra, B.K., Mohanty, R.K., Teaching of Economics, A. Lall Book Depot, Meerut, 2004
- Singh, Yogesh, Aratha Shaster Sikshan, Ashish Publication, New Delhi, 2005.
- Yadav, Arnita, Teaching of Economics, New Delhi: Anmol Pub., 2005.

Year	I	Course Code:	Credits 2	Hours
Semester	II	EPC- 4 : Understanding Self, Personality and Yoga	Marks 50	30

Objectives :

On the completion of the course, the Student-Teacher will:

1. Appreciate the origin and history of Yoga in India
2. Understand the concept and importance of yoga for general health and quality life style.
3. Integrate the practice of yoga and its asanas for better self concept and esteem-personality

The theory needs to be discussed with practices as central aspect.

The importance of theory to practice should be 1:1

UNIT-I Introduction to yoga and yogic practices.

- 1.1 The concept, importance and initiation of yoga.
- 1.2 The objectives of learning yoga.
- 1.3 The history of the development of yoga in India.
- 1.4 The schools of yoga: Raja yoga and Hatha yoga.

UNIT-II Yoga exercises and health.

- 2.1 Need of yoga for good health.
- 2.2 Yogic principles for healthy living.
- 2.3 Integrated approach of yoga for management of health.
- 2.4 Some selected yoga practices.
- 2:4 Stress releasing yogasanas
- 2:4 Different Asanas: 1. Meditation. 2. Asana. 3. Pranayama. 4. Yoga-nidra 5 Sukhasana 6. Vajrasana 7. Parvatesana 8. Bhujasana 9. Padmasana 10. Shavasana 11. Niralambasana 12. Daudasana 13. Ardha padmasana 14. Swastikasana 15. Shashankasana.

Practicum:

Activities to be decided by the teacher educators.

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- 1.NCTE[2014] yoga education(Bachelor of education program);NCW Delhi:NCTE,Hans Bhawan,wing-II,1,Bahadar shah zafar marg.
- 2.Anantharaman,T.R(1996) 'Ancient yoga and modern science',New Delhi nushiram narohavalal publishers pvt Ltd.
- 3.Bhugal,R.S(2011) 'Yoga and modern psychology',Lonavla:kaivalyadhama,swym samiti.
- 4.God,A(2007) 'Yoga education,philosophy and practice',New Delhi:Deep and deep publications.
- 5.Devi,I(1987) 'yoga,The techniques of health and happiness',Bombay:jaico publishing house.

Year	II	Course Code:	Credits 2	Hours
Semester	III	EPC-7 RESEARCH PROJECT	Marks 50	30

Objectives

To enable the teacher trainees:

- 1.To familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.
- 2.To identify and formulate suitable problems for Action Research.
3. To get acquainted with the various steps of conducting Action Research.
4. To understand and use descriptive statistical techniques in Action Research and
5. To acquire the skills of planning executing evaluating and reporting an Action

Research Project.

Unit - I: Research and Education

- 1.1Research in Education and it's Classification, The Need, Nature and Importance of Research in general and specifically Action Research, Types of Action Research - Individual and Collaborative.
- 1.2 Action Research Methodology: Definition of the Problem, Identification of a Problem, Steps of conducting Action Research, Drafting Action Research Proposal, Reporting Action Research.

Unit - II: Descriptive Statistics

- 2.1 Classification and tabulation of Data, Measures of Central Tendency-Mean, Median and Mode; Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation;
- 2.2 Normal Probability curve - Properties and Uses.
- 2.3 Inferential Statistics :Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart

Unit - III: Writing Research Report

Format, Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs, difference between Reference and Bibliography, Appendices.

Assignments:

Identify a problem and undertake an action research and submit the report in any one of the following areas.

- i) School Discipline
- ii) Teaching strategies/methods/approaches
- iii) Case study of children with special needs
- iv) Parental Attitude towards schooling/RTE/PTA.
- v) SDMC Community Participation in School Development.

References:

- 1.Arya, D. et al.: Introduction to Research in Education. Holt Rinehart and Winston, New York, 1972.
- 2.Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.
- 3.Dhondiyal, S. and Pathak, A.: Shikshak Anushahan Ka Vidhishashtra. Rajasthan Hindi Granth Academy, Jaipur, 1972.
- 4.Entanistte, N.J. and Neshat, P.D.: Educational Research. Hodder Strongton, London, 1972.
- 5.Garrett, H.E.: Statistics in Psychology and Education. Vakil Faffer and Simon, Bombay, 1975.
- 6.Garrett, H.E. Shiksha Aur Manovigyan Mein Sankhyiki. Kalyani Prakshan, Ludhiana, 1975.

7. Good, C.V.: Essentials of Educational Research: Methodology and Designs. Appleton Century Crofts, New York, 1941.

8. Hakim, M.A.: Manovigyan Shodh Vidhian. Vinod Pustak Mandir, Agra, 1977. NCERT: Research in Education. New Delhi, NCERT, 1962.

10. Pal, H.R.: Educational Research. Bhopal, M.P. Granth Academy, 2004.

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12. Rai, P.N.: Anusandhan Parichay. Laxmi Naryan Aggrawal, Agra, 1988.

13. Rawat, D.S.: Research in Classroom. NCERT, New Delhi, 1969.

14. Sinha, H.C.: Shaikshik Anusandhan. Vikas Publishing House, New Delhi, 1979.

15. Sukhia, S.P. and Malhotra, R.N.: Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak Mandir, Agra, 1979.

16. Sukhiya, S.P.: Shikshik Anusandhan Ke Mool Tatva. Vinod Pustak Mandir, Agra, 1979.

17. Sukhiya, S. P. and Malhotra, R. N.: Shiksha Mein Kriyatmak Anusandhan Vinod Pustak Mandir, Agra, 1979.

Year	II	Course Code:	Credits 2	Days
Semester	III	EF-4: Block teaching lessons	Marks 50	9

Activities:

School practice Lessons: Student trainees have to practice sixteen lessons (Eight lessons per pedagogy subject)

Criticism lesson: Student trainees have to deliver 2 lessons (one per pedagogy subject)

Peer observation : Student trainees have to observe Forty lessons (Twenty lessons per pedagogy subject)

Year	II	Course Code:	Credits 2	Days
Semester	III	EF-5: Block teaching related activities	Marks 50	9

Activities:

Preparation and administration of unit test based on block teaching lessons:
Two tests (One per pedagogy)

Diagnostic test: Two tests (One per pedagogy)

Remedial Teaching: Two sessions (One per pedagogy)

Organization of co-curricular activities: Two activities (One per pedagogy)

Preparation of Question bank: Two Question banks (One per pedagogy)

SEMESTER IV

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory		Gender , School and Society	4	20	8	80	32	100
		Educational Administration and Management	4	20	8	80	32	100
		Advanced Pedagogy of Specific Subjects -1	4	20	8	80	32	100
		Advanced Pedagogy of Specific Subjects -2	4	20	8	80	32	100
EPC		Reading and Reflecting	1	25	12			25
		Teacher Placement &CET Classes	1	25	12			25
EF		Field work and Immersion	2	50	25			50
		Test lesson I and II	2+2			50+50	25+25	100
			24					600

Year	II	Course Code:	Credits 4	Hours
Semester	IV	Gender, School and Society	Marks 80+20=100	60

Objectives

Student-Teacher will be able to:

1. Understand the different contracts in gender.
2. Understand the social construction of gender with respect to identities and localities.
3. Understand the relation between gender and school.
4. Understand the constitutional provision and gender.
5. Understand the place of gender with respect to modern society.

Unit I: Key Constructs in Gender

- 1.1 Patriarchy, power, resources and opportunities, sex,
- 1.2 A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.

Unit II: Social Construction of Gender

- 2.1 Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature;
- 2.2 Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialised male and female identities and the introduction to third gender; discourse of LGBT

Unit III: Gender and School

- 3.1 Girls as learners, hidden curriculum (teacher attitudes, expectations and peer culture), Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and its relation with gender
- 3.2 Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.

Unit IV: Constitutional and legal provisions

- 4.1 Constitutional provision for girl child education.
- 4.2 Legal support and provision in various acts and Govt support and other agencies for girl child uplift.
- 4.3 Important legal decisions related to the women protection

Practicum:

- Group assignment on examining policies and schemes on girls education and women empowerment
- Preparation of project on women role models in various fields
- Collection of folklores reflecting socialization process and its influence on identity formation.
- Collect thoughts of eminent men and women of India on girl's education and empowerment
- Collage preparation on any gender related issues, women education and empowerment.

References:

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9. Government of India. 1975 a. *Towards Equality: Report of the Committee on the Status of Women in India* (Delhi: Department of Social Welfare, Government of India)
10. Government of India. 1994. *The Girl Child and the Family: An Action Research Study*. Department of Women and Child Development Delhi: HRD Ministry, Government of India
11. Hasan, Zoya and Menon, Ritu.. 2005. *Educating Muslim Girls: A Comparison of Five Indian Cities* Delhi: Women Unlimited
12. Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' *Economic and Political Weekly* Vol. XLV No. 17 April 24

Year	II	Course Code:	Credits 4	Hours
Semester	IV	Educational Administration and Management	Marks 80+20=100	60

Objectives:

Upon the completion of the course, the student-teachers will be able to:

1. Understand the concept and concerns of Educational organization, administration and management.
2. Understand the Educational Administration and management at different levels and their functioning.

3. Understand the role of headmaster and the teachers in school management:
Supervision and inspection
4. Acquaint the quality control measures in school management
5. Develop the skills in preparing and maintaining the school records.
6. Develop the practical skills in organizing the school programmers and activities
- 7 Acquaint the healthy school climate in the institution.

Unit I: Educational Administration and Management: Conceptual Framework.

- 1.1 The concept and importance of Educational organization, Administration and management.
- 1.2 Distinction between Educational Administration and management.
- 1.3 The objectives, nature and scope of Educational management
- 1.4 Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources.

Unit II: Administration and Management of Education at Centre and State

- 2.1. Centre-State relationship in educational administration and management
Administration and management of Education at Centre
Ministry of Human Resource Development (MHRD)
Advisory bodies to the Central Government on Education: UGC, CAGE, NUEPA, NCTE, NCERT.
- 2.2 Administration and Management of Education at State.
The Administrative structure of education in the State: KSEAC, Department of Public instruction, DSERT.
- 2.3 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy.
- 2.4 The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association Committee

Unit III: Management of School and Supervision

- 3.1 Basic components of the Management : Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management.
- 3.2 Supervision and Monitoring(Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision
- 3.3 Institutional Planning: Concept, objectives, importance, preparation and problems
- 3.4 Staff meeting, Time-Table and Management of Resources: Human, Finance and other infrastructures.
- 3.5 Total Quality Management: Role of the Head master and teachers in promoting the TQM in teaching, examination, promotion, library and labs and co-curricular activities and Time Management.

3.6 Karnataka State Quality Assessment Organisation: Nature, Role and Function

Unit IV: Maintaining Healthy Education Institutional Climate Periods:

- 4.1 Institutional organization climate(school): Human resources and school components.
- 4.2 The Institutional Plant: Physical Surrounding and maintenance
- 4.3 Creative activities of the school: School Exhibition, Subject Clubs, formal and informal events, etc.
- 4.4 School Records: types, Need and maintenance.
- 4.5 E-records: nature, Need and applications.

Assignment/Practicum (Any One)

- 1 Preparation of School Academic Plan
- 2 Preparation of Time-Table
- 3 Holding Staff Meeting and recording the minutes and Proceedings.
- 4 School records and their maintenance
- 5. Co-curricular activities in the school
- 6. Development of Appraisal Pro-forma
- 7. School Plant Maintenance
- 8. School Library Maintenance
- 9. Time management and School activities

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- 1. Aggarwal, J.C. (1987) 'The Progress of Education in Free India', New Delhi: Arya Book Depot.
- 2. Aggarwal, J.C. (1994) 'Educational Administration, Management and Supervision', New Delhi: Arya Book Depot.
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- 4. Dash. B.N. (1996) 'School Organization, Administration and Management', Hyderabad: Neel Kamal Publications, Pvt. Ltd.
- 5. Devegouda, A.C. (1973) 'A Handbook of Administration of Education in Mysore', Bangalore, Bangalore Book Bureau.
- 6. Halpin, Andrew.W (1966) 'Theory and Research in Administration', New York: Macmillan Company.

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- 8.Knezevich, Stephan, J.(1975) 'Administration of Public Education', New York: Harper and Row Publishers.
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- 12.Mathur, S.S. (1990) 'Educational Administration and Management', Ambala Cantt Indian Publication.
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- 18.Sharma, T.S. (2005) 'School Management and Administration', Patiala: Shaheed-E-Azam Printers.
- 19.Tripathi, P.C and Reddy, P.N. (1991) 'Principles of Management', New Delhi: Tata McGraw Hill.

Year	II	Course Code:	Credits 4	Hours
Semester	IV	ADVANCED PEDAGOGY OF SPECIFIC SUBJECTS -1	Marks 80+20=100	60

(Common format for all pedagogies – any Two)

Objectives:

After the completion of the course, student teachers will be able

- to understand the concept of Advanced Pedagogy with reference to facilitating learning in their respective pedagogies
- to understand the concept, importance, characteristics and types of instructional materials in relation to their respective pedagogies.
- to acquire the art of designing modules for the purpose of facilitating learning in their respective pedagogies.

Unit 1: Instruction and Learning

- 1.1 Instruction, teaching and facilitating learning: Concept, differences, implications for classroom practices. Differential classroom strategies for facilitating learning in an inclusive classroom.
- 1.2 Modules: Concept, Characteristics, uses; Modules: Steps of Development of learning modules - writing instructional objectives, content analysis, task analysis, writing the text and validation of the modules; Limitations in creating modules for certain concepts/skills with reference to different pedagogies.

Unit 2: Innovative Practices in Teaching Learning

- 2.1 Higher techniques of teaching: conference technique, seminar technique, symposium technique, workshop technique, panel discussion – meaning, objectives, procedure, application and limitations

Unit 3: Innovative Practices in Teaching Learning

Strategies of Instructional Designs : Metacognitive Strategies, Autonomous Learner Model, Situated Learning, Advance Organizer Model of Teaching, Experiential Learning – theoretical perspective, steps and application

UNIT- 4: Modern evaluation practices

- 4.1 Use of ICT tools in evaluation at higher secondary schools.
- 4.2 Recent evaluation practices in higher secondary schools.
- 4.3 Identifying Low Achievers ; Diagnostic and Remedial Measures.

Assignments / activities:

The following assignment will have the introductory theoretical presentation, based on which the student teacher will visit the field and execute the task. The student teacher will complete the work and submit the assignment for assessment. Each assignment is given fifteen days for completion and submitted along with a report.

1. Use of any one digital software available on the pedagogic subject, try out on XI/XII class students, validate the use in terms of i) usability, ii) Achievement performance III) learners performance and iv) Ambiance requirement for the effective use.
2. Analyze a topic from XI/XII class in terms of information, concepts, theories, application and evolve a design to provide self-learning material. Class room transaction for higher level content, individual assignment. Try out, reflect and report.
3. Analyze performance of any five low achievers of XI/XII class based on your pedagogic subject, identify the constraints provide remedial measures.

4. Video record presentation on any one topic of your subject for the benefit of XI/XII students for about an hour episode. Find out its usefulness to the learner by tryout and report.
5. Analyze a class result of XII Std of any one institute and evolve a report of their performance, inputs, learner study habit, and processes.
6. Identify the mismatch between the expectations of learner ,parents, national policy, social needs, your needs, of XI/XII students in terms of secondary education based on the opinions of parents, students, teachers, other stake holders with handful of sample and report (The scope may be reshaped by shortening or widening).

References:

1. Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York:
2. Teachers College, Columbia University._ Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016.
3. NCERT. National Curriculum Frame Work-2005. NCERT, New Delhi: 2005.
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Year	II	Course Code:	Credits 4	Hours
Semester	IV	ADVANCED PEDAGOGY ON SPECIFIC SUBJECTS OF STUDY -2	Marks 80+20=100	60

Objectives:

Student-Teacher will be able to:

1. Understand the Profession and its importance.
2. Understand the Professional growth.
3. Understand the importance of Pre-service and In-service training.
4. Understand the Competencies of higher secondary teacher.
5. Understand the organizations and its role in professional growth.

Unit 1: Higher Secondary School Teacher

- 1.1 Qualities and Qualification of Higher Secondary School Teacher
- 1.2 Need for Professional growth and Professional ethics.
- 1.3 Professional growth of teacher: Pre-Service, In-Service Training.

1.4 Recommendations of some Committees and Commission for professional growth.

Unit 2: Programme for Professional Growth

2.1 Competencies of higher secondary teacher.

2.2 Becoming a member of different organization.

2.3 Continuation of education for enhancement of Professional growth.

UNIT- 3: Teaching –learning materials

3.1 Teaching –Learning Materials (TLM) - Importance and Types of TLM

3.2 Self Learning Materials - Concept and Importance, Steps for writing SLM

3.3 Improvised Apparatus and Low-cost Teaching Materials- Meaning, Types and Uses.

UNIT- 4: Extension activities

4.1 Field Outreach Activities – Importance of Field Visits and Educational Excursion

4.2 Community Resources-Meaning, Types and Importance

Assignments are as follows:

- Visit educational institutions which are giving education for enhancement of Professional growth and write a report.
- Write a report on Organizations and its functions.
- Conduct a Seminars, Workshops, Talks, Debates, and write a report.
- Prepare articles on different issues of education and publish in College Journal/Magazines.
- Try to attend nearby Seminars, Conferences, Talks etc., and present a paper, submit the same.
- Visit CTE, BEO, DDPI, JD, DSERT and other concern offices, collect in-service trainings information and write a report.
- List out the Programmes for Professional growth and Professional ethics, write a report.
- Write a report on Professional growth which was discussed in some Committees and Commission.
- Conduct a Programme for Professional growth in pre-service training: Extension lecture, Guest Lecture, Personality development programmes etc.
- Visit in-service programme centers, interact with resource persons, discuss and write a report.

References:

- _1. Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York:
- 2.Teachers College, Columbia University._ Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016.

- 3.NCERT. National Curriculum Frame Work-2005. NCERT, New Delhi: 2005.
- 4.NCERT., National Curriculum Frame Work-2005-Abridged. NCERT, New Delhi:2005.
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6. NCERT. National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teaching of Indian Languages. NCERT, New Delhi Oxford: 2006.
7. NCTE. National Curriculum Frame Work for Teacher Education - 2009. NCTE, NewDelhi: 2009.

Year	II	Course Code:	Credits 1	Hours
Semester	IV	READING AND REFLECTING	Marks 25	25

Objectives:

After the completion of the course, student teachers will be able to

- enhance their capacities as reflective readers
- engage themselves in interactive reading – individually and in small groups.
- exhibit their understanding of a text read in an oral or written discourse
- read various types of texts and relate the content to their own conceptualisations of various issues
- read texts available in digital forms making use of various gadgets.

Unit 1 Basics and Strategies of reading and reflecting

- 1.1 Basics of reading - skills, strategies, types – intensive/extensive, purposes, making cross references, exploring related literature
- 1.2 Strategies of reading and reflecting: Reading, reflecting and critiquing academic writing/discourses, editorials in newspapers, policy documents – strategies of reading, reflecting – individually and in groups
- 1.3 Using the digital media – listening to audio texts, reading digital texts – use of various gadgets

Unit 2 Applications of reading and reflecting

- 2.1 Creative reading, and evaluative reading, critical appreciation of a text read – writing critiques

- 2.2 Reflection - relating to self, relating to other texts and relating to the society
- 2.3 Developing a multicultural perspective through reading – reading literature from various parts of the country/world; Reading for developing an inclusive perspective

Activities for classroom demonstrations, Presentations of group work

1. Read text from the following - articles from magazines and journals, novels, short stories, poems, plays, essays, children's literature, biographies inventions, discoveries etc. and submit at least two reviews of the text read.
2. Short academic discourse – Discussion on a text presented in the class and preparation of a write up summarizing the discussion. Journal articles could be made use of for this purpose.
3. Reading policy documents – Various chapters of NCF 2005 or RTE 2009 or NCFTE 2009 or any other policy document. Read the text, critically analyze, relating to personal life and the society and prepare a report with suggestions
4. Critically review and report a related literature on a given issue related to Pedagogy I (English/ Kannada/ Physics/ Chemistry). List a minimum of 10 references related to the topic.
5. Critically review and report a related literature on given issue related to Pedagogy II (Social Science/ Biological Science/ Mathematics). List a minimum of 10 references related to the topic.

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Year	II	Course Code:	Credits 1	Hours
Semester	IV	Teacher Placement and CET classes	Marks 25	25

The student teachers are to be oriented with respect to the following aspects

1. Concept of C-TET , K-TET and CET
2. Nature of testing and question paper formats
3. Coaching from the TET and CET point of view
4. Procedure of teacher placement

Year	II	Course Code:	Credits 2	Days
Semester	IV	Field work and Immersion	Marks 50	50

The student teacher equipped with the required competencies and knowledge enters in the school premises to handle the learner under the supervision of guiding teacher. He will undertake all the roles of a full fledged teacher and equip himself in real situation.

The student teacher has to deliver 40 lessons (20 in each pedagogy) with at least eight ICT mediated lessons (4 in each pedagogy).

The student teacher has to observe 20 lessons (10 in each pedagogy).

Under this mode there will be set of assignments to be undertaken with the guidance of assigned teacher. All the assignments are to be undertaken during school visit and immersion period. The required theoretical orientation needs to be arranged in the lecture classes. The candidate has to visit the field and undertake the work and present the report. If required the intermittent assessment by guide will be done through group discussion and individual presentation. The assignments are listed below:

5. The student teacher shall select one programme in operation, such as: School Day, Pratibha Karanji, Ba Shalege, National festival day, etc and document the event, assess the status and present a report for its improvement.
6. The student teacher shall select any one issue of the National/State policy and observe the implantation and effectiveness in selected school and report as document.
7. The student teacher shall organize an educational exhibition or quiz or mock parliament and present a report along with photographic evidence
8. The student teacher shall prepare a school manuscript for any one grade /standard.

For development of and reporting the student shall use all the ICT skills that he has learned in the first two semesters and will present with multimedia digital form as far as possible.

Year	II	Course Code:	Credits 2+2	
Semester	IV	PRACTICAL EXAMINATION FOR Pedagogy I & II	Marks 50+50	

The student teacher will deliver one lesson each in Pedagogy One and Pedagogy Two.

Pedagogy I and Pedagogy II (50 + 50) = 100 Marks

Criteria for Evaluation

1. Lesson Planning:

Accuracy and correctness of Objectives, Learning Points, Methodology, 5
Learning Aids, Learning Activities, Techniques and Evaluation.

2. Initiation Phase:

Use of previous learning, Sequence of ideas, Relevance, Devices, 5
Linking Initiation to the Presentation of Learning Points.

3. Development Phase:

a) **Content Competency:** Accuracy, Clarity, Comprehensiveness, Spacing. 5

b) Transaction of Content :

Methodology: Techniques/Experiments/Drill/Examples 10

Media used – Audio, Visual, Audio-Visual, Multimedia

(Poetry Lesson: Visual & Auditory Imagery, Aesthetic & Imaginative

Power, Rhyme & Rhythm)

c) Student Teacher's Competency in Core Teaching Skills:

- Questioning : Structure, Variety, Adequacy, Distribution, Reframing. **10**
- Blackboard Work : Organization, Sketches, Accuracy, Legibility, Logic and Order.
- Illustrating with Examples, Explaining, Pupil Participation, Closure.
- Classroom Management: Attending to Pupil Behavior, Verbal and Non-verbal Responses, Maintenance of Dignity, Interaction.

d)Communication: 5

- Fluency in Language – Clarity in Expression – Suitability of Vocabulary.
- Tone and Voice.

4. Evaluation Phase:

Appropriateness in Testing Learning Outcomes at different Stages - **10**
Techniques and Devices used. **Total 50**

APPENDIX

TERM-CELL

TERM-Cell to be established by the University

TEACHER EDUCATION REGULATORY AND MONITORING CELL,

known by short form **TERM-Cell**, will be in force immediately after the approval by the Syndicate Authority. The Cell shall have function to regulate and monitor the conduct of all affiliated Teacher Education Institutions and teacher Education courses in the colleges affiliated to Rani Chanamma University,

1. **Committee members of the TERM:** The cell shall have a committee with following members:
 - a. The Chairperson of the Department and BOS Chairperson shall be the Chairperson of the committee.
 - b. The members of the committee shall be:
 - Two senior Professors from the faculty of education on rotation for two years.
 - Principal of Govt. CTE affiliated to the University/in absence JDPI
 - Registrar(Evaluation) of the University
 - Principal/Head B.Ed/B.P.Ed/M.P.Ed course of constituent college.
 - c. The Deputy Registrar, (Academics) shall be the convener
2. **Power and Functions :**
 - a. To evolve the calendar of events for all the TEI courses in tune with the State Government, DSERT, NCTE and other related bodies.
 - b. To support the Registrar and University to bring timely action needed propositions to regulate the TEI's and related institutes for enforcing and implementation of Government, NCTE and other related authority rules in force.
 - c. To examine and conduct regular visit to the institutes and monitor quality and control over academic transactions.
 - d. To initiate and monitor the admission processes in the TEI's and Teacher Education courses for Government, and private seat allotment.
 - e. To ensure the eligibility granting is done as per the criteria and on time as per calendar of events.
 - f. To prepare and provide the formation of boards, organizing the visits of IA moderation and quality control boards of teacher education courses.
 - g. Ensure the eligibility of teachers and appointment in TEI's as per UGC, NCTE, State and NCERT regulation. Prepare seniority of teachers and forward to the respective BOS Chairpersons.

- h. To plan, organize and execute required academic activities such as seminars, conference, workshops to meet the timely needs.
- i. To provide support in correspondence and rapport building with State, SCERT, NCERT, NCTE, UGC and other bodies related to teacher education programmes.
- j. Any other activities and functions directed by the Registrar, and Vice Chancellors office as and when required.
- k. To prepare the budgetary provisions required annually to manage the TERM cell and the activities formulated.
- l. To visit the colleges running the Teacher Education programmes whenever required as per University orders and suo moto for conduct of TERM functions.
- m. To conduct the meetings of Teacher education teaching staff of the University, of principals, affiliated college staff as and when required.
- n. The cell have the power to initiate, organize, monitor and execute all the academic and examination related aspects of the TEI's in support and on behalf of Registrar(Evaluation).

3. Role and Responsibilities of Chairperson:

- a. Prepare the agenda and conduct the meeting and report to the University authority for timely action at least once in two months.
- b. To visit the university office TERM-Cell office at least once in a week and update the office files with suitable notes, forwarding, and propositions.
- c. To initiate action plan for the conduct of assigned functions to cell suo-moto and visit the various authorities of University.
- d. To undertake visit to the regulatory authorities and other agencies outside University for conduct of TERM-Cell functions.
- e. To coordinate among the University officers with the Teacher Education course heads of the University

4. Office Support;

- a. There shall be a cubical for the TERM-cell with all facilities provided to any other cells of University office.
- b. The Deputy Registrar (Academic) shall support for the functioning of the cell.
- c. There shall be an assigned clerical staff, computer typist and attendee.

FORMATION AND VISIT OF COORDINATION COMMITTEE

Coordination committee is one of the processes that is invented to streamline and bring some standardization and objectivity in internal assessment across the colleges. The Coordination committee shall comprise the following

Chairman: Dean /Chairperson of PG Dept of studies

Members: 1. Principal of Govt CTE

2. Principal of Govt Aided B.Ed College (rotation)

3. One senior most faculty (rotation)

The Coordination committee shall visit after second Semester and fourth semester to verify the internal assessment of the colleges

Pre-requisites to evolve data to the coordination committee

The IA marks data that gets created throughout the year needs to be systematically generated and recorded. The system has to be objective, democratic and transparent. Following are the series of stages that the college needs to systematically plan and conduct.

1. Maintaining the calendar of event register:

This is like a log book, which will record the conduct of activities in the college time to time. This has to be maintained by the Principal where in the date and program of conduct of all the events in the college are mentioned. If there are any discrepancies unusual they should also be noted. This will help to cross refer later if some doubts linger in after wards regarding any activity.

2. Staff meeting proceeding:

Staff meeting is supposed to decide upon everything about the processes and activities. The minutes of staff meeting regarding arranging the activities, group formation, distribution of activities and many aspects will make it a meaningful to record and show as mirror image of the sequel of IA record evolvement.

3. Master ledger:

This is the most important part of IA data base. This is a ledger having one sheet for each student, where in all the entry day wise of each candidate are stored. The entry is usually done by the evaluator and is maintained in the principal's chamber. The ledger is not shifted from place to place and is set to a single place. It is brought to notice that many new colleges are unaware of this ledger and are not keeping the record. This is the only record that gets maintained across the years of all the students for years to come and is cross a reference at any time across many years. Such records definitely boost the quality of data maintenance with the colleges. The present RTI act expects some document to be maintained for reference. This is a record that can be handy to provide information when time needs.

4. Assignment and test evaluation sheets. :

There are a series of assignment and test given to the student. After evaluation the marks needs to be disclosed to the student along with the feedback by showing them the evaluated answer scripts and assignment. The test papers evaluated and the marks list prepared by the teachers needs to be notified to the student and then stored in a place. Usually there is a room as Evaluation cell to which a couple of teachers are made in charge. They are supposed to keep them systematically. The lists duly signed by the teachers are supposed to be filed and maintained in the evaluation cell.

5. Master score list: The evaluation cell teachers will prepare a consolidated list for all the subjects and the test. They maintain the master list along with evaluation sheet file. This cell work throughout year and build required records. Such will not make college tensed at the last minute to prepare required sheets for submission to coordination committee.

6. Correspondence with school and student allotment file:

Every college has to interact with schools and correspond. Each school will be allotted with a group of student teachers. All such relevant documents

need to be filed and has to be procured from group leader-student. The files and records so produced may also be handed over to the principal at the end of the semester/year.

7. School wise record file:

Each school will be conducting lesson practices sessions, and varied activities. The time table generated, activities conducted, reports created by the group leaders all are another set of documents that should become the part of stored data regarding the practice teaching unit.

8. Teachers student teaching observation dairy:

Teacher Educators have to maintain a diary of the evaluation. The diary should have scope for recording the detailed observation and feedback provided to lessons fully observed, partial observed and cursory observation made with feedback notes. Usually the grades are decided upon the detailed observed lesson and are extended to all the lessons given by the teacher.

9. File with CBT data:

This is another set of papers having all the details of data of CBT, guidance provided to the students, teacher observation diaries, special lessons provided with special innovative measures, opportunity provided to illustrate different methods of designing by the method master, grading student on their effectiveness, and consolidation.

ISSUES INVOLVED IN IA MARKS RECORDING:

Transparency and Democracy: The principal should create openness and confidence with all the members without making any member feel that certain things are by passed and some people have high handedness. In fact many of the problems in the colleges getting in to miscreant activities and some teachers indulging in to activities culminated in to avarice some leakages, manipulation of marks and student unrest are due to this reason. The democratic system can be maintained by having various sub teams for various activities

such as Practice teaching unit, assignment tests unit, CBT unit, Teaching aid evaluation unit, test and assignment unit, with different group of teachers. This will make every teacher equally important. Further the responsibility may be rotated from year to year so that everyone should get the pain and pleasure of all the works equally experienced.

There are bound to be certain consideration for reconsideration of marks student due to various reasons such as ill health and providing second opportunity, absenting for few classes due to some reasons and many more. Whatever the decision to be taken, it should be democratic by calling a staff meeting and providing relative equality in opportunity to all students. Both quality and quantity should to be taken together.

Team working of the staff is most important factor in the maintenance of IA marks. Some teachers may be good in working with numbers and data, and some may not. It is the duty of the teammates to understand the weakness and share the responsibility. They should be morally obliged to each other by taking compensative workload in one or other form. The principal's leadership plays a very important role in balancing the whole act. He should conduct himself by giving equal importance to one and all irrespective of their temporal importance.

CONDUCT DURING COORDINATION COMMITTEE VISIT:

Coordination visit should not create any examination tempo. In fact if the colleges are fairly good and have exposed the student to their achievement in test assignments, and lesson grades from time to time, the problem will not exist. Concealing the marks as confidential creates more problems than solutions.

During coordination visit, the records of each student should stack in each beehive separately in the display hall. All students should be made to assemble in assembly hall. The student should not be made to sit in the hall for hours together. The principals should get the timings of visitors arrival and make the

student assemble about an hour before the team visits. This makes the students to face the coordination committee with liveliness and comfort. There are many instances where in students faint during the visit. Some colleges are in the habit of making student teachers stand outside the gate in two rows in scorching sun heat. This is also not an advisable practice. The student teachers should treat with dignity and respect.

The consolidated data sheets should be made available both in hard and soft copy. It is unfortunate that there are colleges with very poor facility of computers services and they run about outside wasting time. Some visiting teams may call upon to provide rank list of student based on the consolidated list of marks, there is nothing if some advanced methodology are used to moderated marks. Variation form one committee to other is bound to be. The variation within the tolerant limits should be acceptable.

The committee should be provided with freedom to interact with students and teachers. There should not be any feel of hide and seek. The teachers can also feel free to discuss. However it should not lead to challenge each others privileges. The committee should write the report on the spot and all the members should sign. This will reduce the disagreement between college and visiting team significantly.

Certain myths about IA and coordination committee functioning:

- Coordination is policing
- Internal marks are confidential to student and not supposed to be disclosed.
- Higher range of marks should be given to colleges with high infrastructure facility.
- Older colleges should necessarily get higher range of marks
- Once a high range is given to a college, the subsequent years the percentage cannot be given less.
- Donkey work deserve more percentage

- More the money spent by the students on teaching aid other material should get more marks.
- Moderation reports can be deprived to the principal for weeks together and nothing wrong if he is treated as non active member of the committee.
- Moderation is a cumbersome and statistical activity requiring experts.
- The marks distribution of the IA should be NPC fitting.
- IA marks should be in hand written form.
- Teacher educators are not trust worthy.
- Management Vice Chancellor, Dean, Registrar, Registrar(Evaluation) have the power to direct on marks moderation.

Please Avoid

Giving a festive look to the coordination visit

Garlanding and providing with costly gifts

Crowding with all staff for lunch and dinner

Disturbing the team by accompanying all the time, and not providing time to work.

Delay in providing records and concealing the information

Encourage:

Learning from the past mistakes.

Appreciating good practices and to carry on.

Providing mutual respect.

To be quick in returning moderated marks