

Government of Karnataka

Davangere University

Shivagangotri, Davangere

Two Year B.ED. Programme

Regulations, syllabus and recommendations

2015-16

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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

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

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 colleges of Davanagere University from the academic year 2015-16 and onwards. The completion of the programme shall lead to B.Ed. degree.

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.

1.00 Title, Application and Commencement.-

The regulations shall be cited as Karnataka State Regulations 2015-16 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 Davanagere University 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.

2.00 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 Davanagere University which shall take similar functioning as the STEM Board at state level.

3.00 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 fifty 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 all 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.

4.00 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

5.00 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 fifty 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:

Sl.no	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	All the content prescribed in the Science text books of the state up to VIII and Physical Science content of IX and X std. 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 and eligible to be appointed at higher secondary.

6.00 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.

7.00 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 recognized 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.

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

The list of the admitted candidates in the affiliated colleges will be approved by Davanagere University academic section.

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 follows :

Semester	Working Days	Working Hours/Credit	Marks			Total Marks
			Theory	Practicum EPC &EF	Total	
I	100	600/24	400	200	600	2400
II	100	600/24	400	200	600	
III	100	600/24	400	200	600	
IV	100	600/24	300	300	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.

8.00 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	Course Titles	Credit	Int-Marks		Ext-Marks		Total
				Max	Min to pass	Max	Min 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-I	2	10	4	40	16	50
		Und, Disc and pedagogy-II	2	10	4	40	16	50
EPC&EF		ICT Basic	2	50	25			50
		Language across the subjects	2	50	25			50
		Psycho Social Tools and techniques	2	50	25			50
		Micro teaching and Integration	2	50	25			50
			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 Processes	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
		Pedagogic tools ,techniques and approaches	4	20	8	80	32	100
EPC		ICT applications	2	50	25			50
		Understanding Self, Personality and Yoga	2	50	25			50
EF		Simulated and ICT based lessons	2	50	25			50
		School lessons and reflective diary	2	50	25			50
			24					600

SEMESTER-III

Sem	Course	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-I	2	10	4	40	16	50
		Subject specific pedagogy-II	2	10	4	40	16	50
		Optional Course (Anyone)	4	20	8	80	32	100
EPC		Understanding drama and art in education	2	50	25			50
		Research Project	2	50	25			50
EF		Field Assignments	2	50	25			50
		School lesson(Unit based) and Reflective Dairy	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 Management and Organization	4	20	8	80	32	100
		Advanced Pedagogy of Specific Subjects (Any two)	2 2	10 10	4 4	40 40	16 16	100
EPC		Reading and Reflecting	2	50	25			50
EF		Field work and Immersion	6	150				150

		Test lesson I and II	2+2			50+50	25+25	100
			24					600

9.00 Modalities of Transaction and Assessment.

Part-A: In puts: 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 in puts and their proportions to the total:

	I-SEM	II-SEM	III-SEM	IV-SEM	Total
THEORITICAL	16 Credits/400 (16.6%)	16 Credits/400 (16.6%)	12 Credits/300 (12.5%)	8 Credits/200 (8.3 %)	1300 (54%)
PRACTICAL	8 Credits/200 (8.3 %)	8 Credits/200 (8.3 %)	12 Credits/300 (12.5%)	16 Credits/400 (16.6%)	1100 (46%)
TOTAL	24Credits/600 (25%)	24Credits/600 (25%)	24Credits/600 (25%)	24Credits/600 (25%)	96 Credits/2 400 (100%)

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

PRACTICAL INPUTS ACROSS FOUR TERMS (CO-LESSON PRACTICES)

SEMESTER	COMPONENTS	DETAILS	CREDIT/MARKS
I	ICT Basics	Lab work as detailed in practical course work.	2Cr/50Marks
	Psycho-Social Test	Competency development to administered and interpret result, as detailed in MOTA	2Cr/50Marks
II	ICT Application	Semi field based try out field. Activities listed in MOTA	2Cr/50Marks
	Unit test/Personalities and Yoga	Yoga practice courses detailed and personality exercise as in course details.	2Cr/50Marks

III	Research Project	Developing Research Project and implementing with the help of course details listed	2Cr/50Marks
	Understanding drama and art in education	Detail of activities listed in course work	
	Reading and reflection Teacher placement and CET orientation	Detail of activities as in course work Expository lectures, Teacher's CET classes, interaction with school agencies	2Cr/50Marks 2Cr/50Marks
IV	School co-practices	Detailed activities are listed in course work	10Cr/250Marks
	Test lessons	Examination Activity	1+1 Cr/100 Marks

PRACTICE LESSONS ACROSS FOUR TERMS

SEMESTER	COMPONENT	DETAILS OF INPUTS
I	1)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 reinforcement	Skill with full repeat cycle and with video-feedback
	2)Simulation (Non Microteaching) Integration and overall skill with teaching-learning process for 15 min. each	Two lesson per pedagogy subject
	3)Simulation Lesson (College base)	One per pedagogy subject
II	4) Simulation with ICT (at least 1+1 lessons with ICT mediation)	Three per pedagogy subject, total 6 lessons
	5)School Lessons	Four lessons per pedagogic subject (preferably in Higher Primary classes)
III	6)Unit plan Based Lessons	At least three lesson+1 unit test period per pedagogic subject
	7)lesson under Block Teaching	Three weeks eight lessons per pedagogic subject and

		one criticism lesson with each subject
IV	8)Immersion Lessons 9)TLM and ICT Based Lessons 10)Test Lessons	Fifty days (Details are given in the immersion programme in the syllabus) 1 per pedagogy

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 mentioned 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:

Sl no.	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 subjects Understanding Self, personality and Yoga Research project Reading and reflection	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
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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-I	2	10	4	40	16	50
		Understanding Discipline and Pedagogy-II	2	10	4	40	16	50
II		Learning and teaching Processes	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
		Pedagogic tools ,techniques and approaches	4	20	8	80	32	100
III		Inclusive Education	4	20	8	80	32	100
		Evaluation in Education	4	20	8	80	32	100
		Optional Course	4	20	8	80	32	100
		Subject specific pedagogy –I	2	10	4	40	16	50
		Subject specific pedagogy -II	2	10	4	40	16	50
IV		Gender , School and Society	4	20	8	80	32	100
		Educational management and Organization	4	20	8	80	32	100
		Advance Studies in Curriculum and Pedagogy	4	20	8	80	32	100
								1500

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 subjects	2	50		25	50
2	Understanding self, Personality & Yoga	2	50		25	50
3	Understanding drama and art in education	2	50		25	50
4	Research Project	2	50		25	50
5	Reading and Reflection	2	50		25	50

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 : Two Credits
 ICT application : Two Credits

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.

Sr. No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Min to pass	Total
1	Conduct of Practicum in lab situation		20			
2	Conduct of Practicum field based and presenting as report					
3	Reporting the journal record and submission					
4	Examination for in lab work		20			
5	Viva-voce on lab works		10			
	Total	2	50		25	50

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 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)

- Orientation for 15 to 20 minutes.
- Demonstration of the activity.
- Presenting the details of the exercise by the student.
- Exercise practice and output print if necessary.
- 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)

- Orientation for 15 to 20 minutes.
- Demonstration of the activity.
- Presenting the details of the execution by the student.
- 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:

- Use of Word, spread sheet and related office applications
- Development of Power point presentation.
- Nudi Kannada soft ware keying.
- Web search and email use.
- Video recording, audio editing and providing back ground voice adding
- 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/wiki educator/wiki spaces and adding/editing content.
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(Sigil, caliber) for creating and editing books and report.
14. Preparation of CAI for classroom learning.

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 8guide 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 asses 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 institute 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.

Some of the schemes of Assignment for XI –XII Pedagogic Courses in the fourth semester are listed below:

School Intervention Competency Development (SIC-D):

Under this assignment each student will undertake intervention activity in the school. For this purpose there will be orientation on various aspects of intervention. Some of the themes are presented below:

- a. Identification of poor resources utility and its optimization.
- b. Introducing to updated pedagogy and TLM and experimenting.
- c. Evolving activities for Higher Secondary School/ Secondary School and incorporation to inculcate the inputs for the neglected components of educational policy.
- d. Strengthening the programme presently undertaken by the Government at school level so as to improve the quality.

Every student will decide upon the programme after visiting the assigned school and do a programme planning after consulting the stake holders and cooperating partners of the programme. After the approval of the guide the programme will be implemented in a school/college for a limited period of about a month. The details of the intervention should be reported. If required the same may be presented in the M.ED group discussion class.

A few more suggestive activities:

Systematic study of problems from subject areas through collection of information from different sources –one Practicum in each subject - Records/short reports to be maintained.

Capacity Building Program: The aim of the activity is to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. Any activity that can enrich the student teacher by considering the individual potentialities of learners can be undertaken.

Group Practicum-video script: Developing, enacting, recording and uploading one video script based on a single theme. The task can be undertaken in groups with 3 to 5 members.

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.

Multiple Choice Questions: MCQ Test Battery: The student-teacher has to prepare Multiple Choice Question Test batteries with 40 items each covering the syllabi based on one of the specific Units. This assignment should be mandatory for Higher Secondary Student teacher.□

Assignment: Teaching Learning Material Development:

The B.Ed. student shall undertake development of TLM under this assignment. The student will be assigned with a guide for this purpose. The TLM can be on any of the following levels.

- a. LPS/HPS Curriculum subjects.
- b. Sec school curriculum subjects.
- c. Learning and teaching issues proposed in the national and Sate educational policies

In special occasion in consultation with guide TLM can be for Higher education courses. The developed material should be original in nature, by the candidate. It should not be the copy of already prepared by someone. The material may have multimedia, activity centered, or any other format according to certain principles of learning–teaching strategies. The TLM should be a complete package with objectives, material, implementing strategy, testing material and assessment procedure. The developed material needs to be tried on a small sample and the report of its effectiveness should be in the form of a report. The report with the approval of guidance should be submitted and also be presented in the pedagogic classes.

Type 6:

List of the Practical Work to be taken during Internship: The detailed procedure is provided in courses details of immersion Programme. Some of the practical's to be taken during the course are:

- Teaching Aid
- Book Review
- Blue Print (Subject - 1)
- Action Research / Case Study
- Literacy Programme
- Co-curricular Activity
- Organization of Parental Programme
- Analysis of Result of any one Class.
- Psychological Testing
- Observation of Experienced School Teachers
- Viva & Co-curricular Activity
- Education Forum
- Project Based Learning

10.00 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.

11.00 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

12.00 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.

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

14.00 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.

15.00 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:

Table-01 (For 100 marks papers)

Activities	practicum	Seminar	Session Test	Total Marks
Marks	5Marks	5Marks	10Marks	20 Marks

Table-02 (For 50 marks papers)

Activities	Seminar	Session Test	Total Marks
Marks	5Marks	05Marks	10 Marks

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 Marks and 40 Marks

Theory examination Pattern for 80marks & 40marks

A.Question paper format for 80marks

I. Answer the Following Questions in about three pages each

3X10=30

1. a _____

Or

b. _____

2. a _____

Or

b. _____

3. a _____

Or

b. _____

II. Answer any five following questions in about one& half pages each

5x6=30

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

III. Answer any five of the following questions

5X4=20

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

B. Question paper format for 40marks

I. Answer the Following Questions in about three pages each **1X10=10**

1. a. _____

Or

b. -----

II. Answer any three following questions in about one & half pages each **3x6=18**

2. _____

3. _____

4. _____

5. _____

6. _____

III. Answer any three of the following questions **3X4=12**

7. -----

8. -----

9. -----

10. -----

11. -----

Note: 3rd main in 40 marks question paper must contain content cum pedagogy quotations

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.

$$CGPA = \frac{G_{Pi}}{V_i}$$

Where, G_{Pi} 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

16.00 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.

17.00 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.

18.00 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.

19.00 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).

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

20.00 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.

21.00 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.

22.00 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.

23.00 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.

24.00 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 theses 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. If Karnataka State Open University, Mysuru face any difficulties in implementing this regulation in toto, suitable guidelines may be framed thereafter report the action taken to the Council.

COMPONENTS	SEMESTR-I			SEMESTER-II			SEMESTER-III		
	COURSE	CREDITS	MARKS	COURSE	CREDITS	MARKS	COURSE	CREDITS	MARKS
PRESPECTIVES IN EDUCATION	Childhood and Adolescence	4	100	Learning and Teaching	4	100	Incisive Education	4	100
	Philo & Soc base for Education	4	100	Know and Curriculum	4	100	Educational evaluation	4	100

BLUE PRINT OF TWO YEAR B.ED. COURSE OF DAVANGERE UNIVERSITY

	Edl Tech	4	100	Education in Conte India	4	100	Optional course	4	100
PEDAGOGIC COURSES	UDP-1	2		Pedagogic Tools, cec and Approaches	4	100	Subject SP Pedagogy 1 Pedagogy 2	2	50
	UDP-2 Sc/ss/lang/ Maths /poss	2	50					2	50
ENHANCING PROFESSIONAL CAPCITES	ICT-basic psycho-social Testing	2 2	50 50	ICT Application	2	50	Understanding Drama and Art in Education	2	50
	Language Across Subjects	2	50	Understanding, Self personality , &Yoga	2	50	Research Project	2	50
ENGAGEMENT WITH FIELDS & SCHOOL INTERNSHIP	Simulation & Micro-tg	2	50	Simulation Lessons and ICT based practice	2	50	Unit Plan and Teaching /Field Assignment	2	50
				School lessons and Reflective Diary	2	50	Black Teaching Field Work	2	50
		24	600		24	600		24	600

CHILDHOOD AND ADOLESCENCE

Contact Hours: 60

Marks: 100

Objectives

4 Credits

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: Approaches to Human Development

- 1.1 Human development as a discipline from infancy to adulthood
- 1.2 Concepts and Principles of development
- 1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
- 1.4 Nature v/s Nurture
- 1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Unit 2: Theoretical Approaches to Development

- 2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
- 2.2 Psychosocial Theory (Erikson)
- 2.3 Psychoanalytic Theory (Freud)
- 2.4 Ecological Theory (Bronfrenbrenner)
- 2.5 Holistic Theory of Development (Steiner)

Unit 3: Childhood

- 3.1 Early childhood- developmental tasks, physical, cognitive, social and emotional development.
- 3.2 Later childhood- developmental tasks, physical, cognitive, social and emotional development.
- 3.3 Milestones and variations in childhood development
- 3.4 Environmental factors influencing childhood development
- 3.5 Role of play in enhancing development

Unit 4: Adolescence

- 4.1 Emerging capabilities across domains of physical and social emotional cognition – meta cognition, creativity, ethics.
- 4.2 Issues related to puberty, Gender and development, Influence of the environment (social, cultural, political) on the growing child
- 4.3 Transitions into Adulthood- Psychological well-being Formation of identity and self-concept
- 4.4 Emerging roles and responsibilities- Personal social and emotional
- 4.5 Life Skills and independent living,

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.
11. Vamadevappa H.V psychology of learning and instruction, Shreyas publications Davangere (2015)

Philosophical and Sociological Bases of Education

Contact Hours: 60

Marks: 100

Objectives

4 Credits

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 western schools and philosophy

1. Philosophical bases of Education

12hrs

- 1.1 Meaning and Scope of Philosophy
- 1.2 Need of Philosophy In Life and for Teaching Practical
- 1.3 Meaning and various Definitions of Education
- 1.4 Interrelationship between Philosophy and Education

2 Schools of Philosophy

22 hrs

- 1.1 Idealism, Naturalism, Pragmatism
- 1.2 Education Implications of these Schools Aims and objective and Curriculum Methodology Teachers Pupil Relationship and Discipline
- 1.3 Contribution of selected philosophers;-Rabindranath Tagore. Mahatma Gandhi, Arvinda Ghosh. Roseau, Johndewey, Plato.
- 1.4 Values And Education:- Meaning and importance of Values Types of Values Spiritual, Moral, Social, Authentic Human Values
- 1.5 National Values as Mentioned In the Indian Constitution

3 Sociological bases of Education

12hrs

- 3.1 The concept, scope and functions of educational sociology and sociology of education
- 3.2 Relationship of sociology and education
- 3.3 Educations as a social subsystem-
- 3.4 specific characteristics which make for social harmony.

3.5 contributions of sociologists to the field of education. August comte and Emilee Durkhe

4 State and Education:

14 hrs

4.1 Education For and the State Provisions in Indian Constitution

4.2 Education and Democracy, National Integration Through Education

4.3 Education for International Understanding.

4.4 Education and Culture; Meaning and characteristic Cultural change; meaning and factors in cultural change. Role of education in promoting culture and values

4.5 Social change; meaning and factors. Education and its responsibilities for social change

4.6 Social stratification; Meaning and factors .Role of education in promoting social stratification

Suggestive practicum's:-

1. A study of function of the institution which is functioning on the Tagore/Gandhiji, J Krishnamurthy/ Western philosophy.
2. A survey of educational status of at least 25 women from urban and rural area.
3. A study on background of the celebration of National festivals.
4. Conducting and reporting any one activity which promote National integration.
5. Participating in Social activity-conducted by international organizations locally like UNICEF, WHO and so on and reporting
6. Visiting the cultural centers and reporting about it
7. Conducting the awareness programmes about the constitutional provisions regarding education and reporting
8. 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

Educational Technology

Contact Hours: 60

Marks: 100
4 Credits

Objectives:

After the completion of course, student- 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

Course Content:

Unit- I Basics of Education Technology

- 1.1 Educational technology- Meaning, Nature, Scope, Objectives and Importance.
- 1.2 Instructional technology and teaching technology: Meaning, contents, Assumptions and characteristics.
- 1.3 Approaches of educational technology –Hardware, Software and Systems approach.
- 1.4 Cybernetics: Meaning and it's use in the development of instructional designs.

Unit-II Media in Education

- 2.1 Print media- Books, Journals, Magazines and Newspapers- meaning and uses.
- 2.2 Digital Media- Documentaries, still pictures, websites, etc,- meaning and advantages.
- 2.3 A-V Aids: meaning, types and significance .Role of Radio, T.V. and Films in education.
- 2.4 Multi-media: Meaning, nature, classification and importance.
- 2.5 Multi sensory approach- Relationship of Learning and Experiences, Dales cone of experience and its educational implications

Unit- III Educational systems

- 3.1 Cooperative learning, mobile learning- concept, advantages and limitations.
- 3.2 Teleconferencing: Audio and Video, Interactive white board- uses & advantages
- 3.3 Modern technology in education e-learning ,e-library ,wiki, blog-Advantages and limitations.
- 3.4 Resource centers 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 Impact of ICT in education (impact of ICT in social, cultural, economical)

- 4.2 Role of teacher (administrator, facilitator, tutor, mentor, counselor, evaluator) in ICT enabled education.
- 4.3 Issues and concerns related to ICT
- 4.4 Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI), Computer Mediated Communication (CMC), Computer simulation, Blended learning, Educational podcast, Web-based learning, Cloud computing- Concept, meaning and merits.

Learning Activities

1. Visit websites (Khans academy, E-Gyankosh, Shodhaganga, NCTE, NCERT, DSERT, UGC) Collecting Documents like Polices, 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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Apter, Michael, J. (1968). *The New Technology of Education*. London: MacMillan.

Bhatt, B.D. and Sharma, S.R. (2003). *Educational Technology: Concept and Techniques*. New Delhi: Kanikshka Publishers Distributors.

Bhushan, Anand and Ahuja, M. (1992). *Educational Technology*. Patiala: Bawa Publishers.

Dale Edgar. (1954). *Audio-visual methods in Teaching*. (2nd ed).New York: The Dryden Press

Dale, Edgar.(1946). *Audio-visual methods in Teaching*. New York: The Dryden Press.

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- Dange, Jagannath, K.(2014).** *Learning and Experiences*. Lap Lambert Publication. Germany.
- Goel, D. R., and Joshi, P. (1999).** *A Manual for INTERNET Awareness*. CASE: The M. S. University of Baroda Press.
- Khirwadkar, A. (2005).** *Information & Communication Technology in Education*. New Delhi: Sarup & Sons.
- Khirwadkar, A. (2010).** *e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms*. New Delhi: Sarup Book Publication Ltd.
- Kulkarni, S.S. (1986).** *Introduction to Education Technology*. New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996).** *Educational Technology and Communication Media*. Cuttack: Nalanda.
- Mahapatra, B.C. (2006).** *Education in Cybernetic Age*. New Delhi: Sarup Sons.
- Mangal, S.K. and Mangal, U. (2009).** *Essentials of Educational Technology*. New Delhi: PHI Learning Private Limited.
- Richmond, W. R. (Ed.) (1900).** *The Concept of Education Technology: A Dialogue with Yourself*. London: Weidenfield and Nicolson.

Understanding Discipline and pedagogy: Language

Contact Hours: 30

Marks: 50

2 Credits

Objectives:

On the completion of course the student teacher will,

- Understand the fundamentals of fundamentals of language teaching.
- Gain an understanding of the pedagogical bases of language learning.
- Understand the psychology of language learning.
- Study, analysis and apply different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first and second language.
- Understand various problems with respect to language learning.
- Study the recommendation of different education commissions on language education and policies
- Critically analyses the language textbooks.
- Understand the different models of language acquisition and its application in the language classroom.

Unit 1: Introduction to Language and Language Policies

- 1.1 Fundamentals of Language:** Language- Meaning, definition, components- Phonemes, Morphemes, Lexemes, Syntax and Context; Functions- Expressive , informative and directive
- 1.2 Language varieties:** Dialect, Standard and Non-standard language; mother tongue, first language, and second language, bilingual and multilingual- concept, characteristics and critical analysis.
- 1.3 Language Policies and Politics:** Power, identity, and policies of language; Language as a medium of instruction; English as a medium of instruction; recommendations of NCF-2005 on language education

Unit 2: Language Literacy and process in the Context of School and classroom

- 2.1 Language literacy:** Literacy practices and its development- acquisition of language skills- listening, speaking, reading, writing, comprehension and its developments.
- 2.2 Language process:** Oral language in the classrooms-Participation, independence and facilitating language interaction; Language Learner's profile- language environment at home, bilingualism and multilingualism and notions about interference or bridge.
- 2.3 Language and curriculum:** Meaning, Syllabus of different languages (Kannada/English) at Higher secondary and secondary level (VI-X/XI-XII), critical analysis of language textbooks – use of literature, critical analysis of exercises, children's' literature for different age groups and moving beyond textbooks.

Unit 3: Language Acquisition Theories and Challenges in Language Learning

- 3.1 Language Acquisition:** meaning, advantages, stages of language development; Language acquisition theories- cognitive constructivism and Language- Piaget and Vygotsky; Chomsky's language acquisition theory and their application in teaching and learning of language
- 3.2 First language and Second language acquisition:** meaning and stages
- 3.3 Challenges in Language Learning:** Issues of non-comprehension; lack of independence in language use; Examining the role of school context in creating difficulties for language learners ;Understanding language "disability" and the language teacher's role in dealing with it.

References:

1. Agnihotri, R. K. (1996). KaunBhashaKaunBoli. Sandarbh 13, 37-43
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.
5. Kunwar, N. (2015). 'Right writing' in Indian classroom: learning to be artificial. Language and language teaching. Vol 4, No. 1, Issue 7.
6. Rai, M. (2015). Writing in Indian schools: the product priority. Language and language learning. Vol 4, No 1, Issue 7, 32-36

7. Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and
8. Language Teaching, 1:1. 22- 26.
9. Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, Contemporary Education 1

Understanding Discipline and Pedagogy: Social Science

Contact Hours: 30

Max marks :50

Credits: 2

Objectives of the Course

- To develop a thorough understanding of nature, scope and values of social science
- To develop an understanding about aims and objectives of teaching social science
- To get acquainted with the relationship of social science with other subjects

- To get an understanding of the principles of curriculum construction and also acquire a familiarity with different approaches of organizing social science curriculum
- To develop positive attitudes and proper value system based on the cultural, moral social and political basis of Indian society.

Unit I Introduction to Social Science:

10hrs

- 1.1 Meaning, definition, scope and importance of social science
- 1.2 Meaning, definition, scope and importance of social studies
- 1.3 Similarities and differences of social science and social studies.
- 1.4 History and Geography- Temporal and Spatial Dimensions.
- 1.5 Political science and Economics–The Systems and Processes of Society.

Unit II Aims and objectives of Social Science

10hrs

- 2.1 Aims and objectives of Social science-Meaning and differences
- 2.2 General Objectives and Specific Objectives of teaching Social science.
- 2.3 Values of teaching social science
- 2.4 co-relation with different branches of social science -History, political science, Geography, political science, economics, sociology and psychology.
- 2.5 co-relation with other discipline- General science, Languages, Mathematics, ICT and Fine Arts

Unit III Pedagogical practices in Social Science Curriculum **10 hrs**

- 3.1 Meaning, definitions of curriculum. And Principles of curriculum construction.
- 3.2 General Approaches in the construction of social science curriculum; thematic organization, concentric approach, integrated approach, Unit Approach and co-relation approach.
- 3.3 Challenges in social science curriculum construction.
- 3.4 Review of different commissions/ committees report
Specially 1964-66, 1977 and NCF 2005
- 3.5 critical reviews of social science text books from 6th to 10th.

Suggested practicum/content relevant seminar

1. Development of a project-local history
2. Development of a project-local geography
3. Development of a project-local government
4. Development of a project-local social institutions
5. Critical review of 6th to 10th social science text book
6. Project on mock assembly and parliament
7. Other activity related to syllabus
8. Survey based assignment related to the syllabus should be planned by the college

Suggested Readings

1. Arora & Awasthy (2003), Political theory, Haran and 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.
6. Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.

7. Edgar, B.W. & Stanelly (1958), Teaching social studies in high school, Heath and company, Boston D.C.
8. Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
9. George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
10. Hamm, B. (1992). Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
11. Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.
12. Haydn Terry, Arthur James and Hunt Martin. (2002), Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.
13. Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi, Delhi.
14. Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.
15. Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).
16. Misra, Salil and Ranjan, Ashish (2012) Teaching of Social Sciences : History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within, Pearson, New Delhi
17. Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.
18. Prigogine, I., & Stengers I. (1984). Order Out of Chaos: Man's New Dialouge with Nature. Batnam Books.
19. UNESCO-World Social Science Report (2013)
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.
22. Webb, Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York.
23. Winch, Peter (1958). The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press.

Understanding Discipline and Pedagogy: Sciences

Contact Hours: 30

Marks: 50

2 Credits

Course Objective

This course would enable the pupil teachers to understand Science as a discipline through its philosophical and epistemological perspectives. The insights into the nature of science and how children construct knowledge science would help in developing a critical understanding about the curriculum in science and how it unfolds through the transactional processes at the various levels of school education. Thus, this course aims to lead the pupil teachers from an understanding about science discipline to a holistic understanding about science-education situated in learner context and social realities.

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 discipline; Awareness of the contributions of Popper and Kuhn.
- 1.3 Development of Scientific attitude, public understanding of science, ethics of science, science education in the context of a developing country.
- 1.4 Development of values of science at various levels of school education

Unit II: The learner Context

- 2.1 Children's conceptualization of scientific phenomena-and its applications.
- 2.2 Understanding children's fear of science addressing and their inability to correlate the observed phenomena.
- 2.3 Construction of knowledge in science: conceptual schemes, concept maps.
- 2.4 Role and limitation of language: its contribution towards expression, articulation and the understanding of science.
- 2.5 Addressing Learner-diversity: gender issues, special need-learners.

Unit III: The science curriculum

3.1 Principles of curriculum construction; underlining criteria for science curriculum and content organization

3.2 Approaches of curriculum transaction – integrated approach, disciplinary approach, interdisciplinary approach

3.3 A critical review of science curriculum at national level, NCERT curriculum, SCERT curriculum, and at international level such as Nuffield science, Harvard science project 2016

3.4 Criteria for the analyses of science text books (including issues related to gender, the socio-cultural context)

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.
3. Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). *Science Education and Culture: The Contribution of History and Philosophy of Science*. The Netherlands: Kluwer Academic Publishers.
4. Cobern, W. W. (1998). *Socio-Cultural Perspectives on Science Education*. London: kluwer Academic Publisher.
5. Deo, M.G. & Pawar, P.V. (2011), General Article: Nurturing Science Talent in Villages, In *Current Science*, Vol. 101, No. 12, pp1538-1543.
6. Hines, S. M. (Ed.). (2005). *Multicultural science Education: Theory, Practice, and Promise* (Vol. 120). New York, U.S.A: Peter Lang.
7. Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. *International Journal of Science Education* 30(10), 1343-1363(21),
8. Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. *Teachers College Record*, 105 (3), pp 465-489.
9. Lynch, S. J. (2000). *Equity and Science Education Reform*. Mahwah, NJ: LawrenceErlbaum Associates, Inc.
10. *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10)*, NCERT: New Delhi
11. *National Curriculum Framework, (2005)*, NCERT: New Delhi

12. Newsome, J. G. & Lederman, N. G. (Eds.) (1999), *Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education*. Kluwer Academic Publishers, The Netherlands
13. Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In *Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory*. New York: Continuum. pp. 1-12.
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.
17. Sears, J. and Sorensen, P. (Eds.). (2000) *Issues in Science Teaching*. Routledge Falmer, The Netherlands.
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 Louden 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
22. Models of teaching –brouce joyce , marsha weil prentice hall of india New Delhi
23. Modern science teaching- R.C Sharma
24. Science teaching in schools-R.C Das
25. Teaching physical science in secondary schools –S.K Guptha

Understanding Discipline and Pedagogy: Mathematics

Contact Hours: 30

Marks: 50

2 Credits

Objectives:

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

- Understand the nature of mathematics
- critically analyze socio-cultural, economic and political factors in development of mathematics
- understand different theories on learning of mathematical concepts.
- focus on different mathematical processes.
- realize why mathematics is needed for equity and social justice.

UNIT1:Introduction to Mathematics

1.1 Meaning of mathematics

1.2 Nature of mathematics-

- mathematics as a language
- mathematics as a science of logical reasoning
- mathematics as a study of different patterns

1.3 Socio-cultural, economic and political factors in the development of mathematics (social, cultural, utilitarian etc. values of teaching mathematics).

1.4 Scope of mathematics

- in relation to school subjects
- in relation to everyday activities
- in relation to other disciplines.

UNIT 2: Learning Mathematics

2.1 Developmental progression in the learning of mathematical concepts- Piaget, Skemp, Bruner and Vygotsky; Fischbein on intuitive thinking

2.2 Processes of dealing with abstractions and generalization. Studying algorithms; what works and how?

2.3 Focus on mathematical processes- Problem solving, problem-posing, reasoning, and generalization; argumentation and justification

2.4 Historical development of mathematical concepts - contributions of mathematicians to the development of mathematics

UNIT 3: Mathematics for Equity and Social Justice

3.1 Why teach 'mathematics to all'? –Concerns and challenges

3.2 Issues of gender, class and culture in mathematics learning and achievement - Expectations, attitudes and stereotypes; access to higher mathematics.

3.3 interrogate the notion of 'achievement gap' and construction of learners' identity in a mathematics classroom

3.4 Addressing the concerns of societal as well as mathematical equity

Readings and resources

D'Ambrosio, U. (1985). Ethno mathematics and its place in the history and pedagogy of mathematics. *For the Learning of Mathematics*, 5(1), 44–48.

Devlin K. (2011). *Introduction to Mathematical thinking*.

Gutstein, E. (2007). "And that's just how it starts": Teaching mathematics and developing student agency. *Teachers College Record*, 109(2), 420–448.

Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four mathematics classrooms. *The Elementary School Journal*, 102(1), 59–80.

MESE -001(2003). *Teaching and Learning Mathematics*. IGNOU series

Newman, J. (2003). *The World of Mathematics: A Four-Volume Series*. Washington Tempus

Skemp, R. (1978). Relational understanding and instrumental understanding. *Arithmetic Teacher* 26 (3), 1-16.

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. *Journal International de Estudos em Educação Matemática*, 4(1).

Lockhart, P., & Devlin, K. J. (2009). *A mathematician's lament*. New York: Bellevue Literary Press.

NCERT (2012). *Pedagogy of mathematics: Textbook for two year B.Ed. course*. New Delhi: NCERT.

Reinhart, S. (2000). Never say anything a kid can say! *Mathematics Teaching in the Middle School*, 5(8), 478-483.

TIMSS Videos of mathematics classrooms available at: <http://www.timssvideo.com/videos/Mathematics>

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

Davis, B. (1995). Why teach mathematics? Mathematics education and enactivist theory. *For the Learning of Mathematics*, 15(2), 2–9.

Davis, B. (2001). Why teach mathematics to all students? *For the Learning of Mathematics*, 21(1), 17–24.

Dweck, C.S. (2006). Is math a gift? Beliefs that put females at risk. In W.W.S.J.Ceci (Ed.), *Why Aren't More Women in Science? Top Researchers Debate the Evidence*. American Psychological Association.

Eccles, J & Jacobs, J.E. (1986). Social forces shape math attitudes and performance. *Signs: Journal of Women in Culture and Society*, 11(21), 367-380.

Greer, B., Mukhopadhyay, S., & Powell, A. B. (Eds.). (2009). *Culturally responsive mathematics education*. Routledge.

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.

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

Understanding Discipline and Pedagogy: Commerce

Maximum Marks: 100

Objectives:

This paper is aimed at encouraging

1. Commerce students to re-engage with their discipline and revisit prevalent conceptualizations and practices.
2. Place of commerce education in society and the potential role that it can play in developing commercially conscientious citizens

Unit 1 Nature of Commerce

- 1.1 Commerce Education: Evolution and Foundations of Historical and Socio-Political Context of Commerce Education
- 1.2 Relationship of Commerce with business, trade, industry and economy: A Macro Perspective

Unit 2 Understanding Knowledge in Commerce

- 2.1 Interrelationships within Commerce (Accountancy and Business Studies/ Management)
- 2.2 Commerce and Social Sciences (linkages with Economics, Sociology, Geography and Law.

Unit 3 Commerce and Society

- 3.1 Understanding Ethics and Values
- 3.2 Contemporary Business Environment and Commerce Education

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*. (11th ed.). 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*. (2nd ed.). 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

(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)

UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

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 1: Basics of Academic disciplines (4 lectures)

- 1.1 Meaning and characteristics of academic disciplines
- 1.2 Emergence of academic disciplines
- 1.3 Relationship between academic disciplines and subjects

Unit 2: Teaching across disciplines

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

Unit 3: Humanities and Social Sciences in the Curriculum

- 3.1 Place of Humanities and Social Sciences in present school curriculum
- 3.2 Issues and challenges in teaching Humanities and Social sciences

3.3 Role of Humanities and Social Sciences with respect to the following global issues :promoting peace and respecting diversity

Unit 4: Natural Sciences and Mathematics in the Curriculum

4.1 Place of the disciplines Science and Mathematics in present school curriculum

4.2 Issues and challenges in teaching the disciplines Science and Mathematics

4.3 Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues

Tasks and Assignments:

1. Choose any one subject and analyses 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.akoatearora.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/>
- <http://apcentral.collegeboard.com/apc/public/repository/AP-InterdisciplinaryTeaching-and-Learning-Toolkit.pdf>
- <http://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai>
- <http://www.eklavya.in/pdfs/HSTP/HSTP%2030%20years%20Review%201-3-2007.pdf>
- <http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf>
- http://www.niu.edu/facdev/resources/guide/strategies/experiential_learning.pdf

Course for lab work: ICT-BASIC

Contact Hours: 60
(Internal Assessment)

Total Marks: 50
Credits: 4

Aims of the Course

This set of experiences is visualized 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(Ex: Obantu, etc)
 - 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

Activities :

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.
5. Preparation of a blog in Individual / Group.
6. Browse the search engines and download the relevant materials /information.
7. Prepare a list of Educational websites, Reference Books, Research papers etc that are useful in Education.
8. Prepare the submission of core papers with the help of ICT. (Anyone Topic from Anyone Subject)
9. Survey of educational sites based in India
10. Use of available software or CDs with LCD projection for subject learning interactions
11. Generating subject-related demonstrations using computer software
12. Enabling students to plan and execute projects (using computer based research)
13. Engaging in professional self-development
14. Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc
15. Collection of e-resources and Reporting. (Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
16. Critical review of UNESCO ICT Competency standards for Teachers-2008
17. Write a report on INSAT programs.
18. Developing Educational blog in www.blogger.com , www.wordpress.com
19. Develop the news groups and report.
20. Creating an Account in Teacher tube/slide share and sharing your video/PowerPoint.
21. Downloading Anti-virus software through internet and installing to the system.

Assessment :

Sl.No.	Items	Internal Marks	External Marks
1	Assignment / Lab Records	15	--
2	One Test	10	--
3	Practical Exam	25	--
4			
Total		50	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.

Psycho–Socio tools and techniques work:

Marks-50

Credits-02

Sr.No	Course input/exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Conduct of Practicum in lab situation	2				
2	Conduct of Practicum field based and presenting as report					
3	Reporting the journal record and submission		20		10	20
4	Examination for in lab work			20		20
5	Viva-voce on P ICT works			10		10
	Total	2			25	50

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 stakeholders. The rooms are an essential asset to observe and develop the counseling skills and see the effect of counseling on beneficiary.

Under this schem 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 date 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 issue related 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 classroom 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 schoolchildren.
4. Case study of extremities like weak child, alienated child, genius, differential able child and finding out the needed inputs.
5. Identify dyslexia cases if any form 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.

LANGUAGE ACROSS THE SUBJECTS

Total Hours :30

Total Marks: 50

Credit: 02

Instructions:

1. This practicum should complete throughout the semester I
2. Student teachers should be formed in groups. Each group consists 7/8 student teachers and one teacher educator.
3. Teacher educator of each group should make provision to cover all the suggested activities given below under each unit.
4. Each student teacher should select one of the suggested activities for each unit. He should prepare the suggested activities and present it in the group. He should write the report of all the selected activities in two to three pages.
5. Figures into the right side indicate marks.

OBJECTIVES:

To enable the student teacher ----

1. to understand the language background of students.
2. to create sensitivity to the language diversity that exists in the classroom.
3. to understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
4. to understand the nature of reading in the content areas in different school subjects.
5. to understand the nature of writing in specific content areas in school subjects.

UNIT: 1 MULTILINGUALISM IN THE CLASSROOM

Suggested Activities: (select any one)

- 1.1 Seminar on different aspects of multilingualism in the classroom
- 1.2 Case study - Comparative study of home language and the school language of the school students
- 1.3 Symposium on difference between language as school subject and language as means of learning and communication

UNIT: 2 CLASSROOM DISCOURSE

Suggested Activities: (select any one)

- 2.1 Seminar on the nature of classroom discourse
- 2.2 Seminar on the importance of oral language in the classroom
- 2.3 Classroom observation in the school regarding discussion as tool for learning
- 2.4 Classroom observation in the school regarding the nature of questioning in the classroom and its types

UNIT: 3 READING IN THE CONTENT AREA

Suggested Activities: (select any one)

- 3.1 Reflective reading from library on Reading comprehension : Social science, science and mathematics
- 3.2 Reflective reading from library on the nature of expository texts vs. narrative texts
- 3.3 Critical analysis from Languages point of view text structure and content area of any textbook at secondary or higher secondary levels by using Schema Theory
- 3.4 Classroom observation in the school on reading strategies for children - note making, summarizing, making reading writing connections

UNIT: 4 WRITING IN THE CONTENT AREA

Suggested Activities: (select any one)

- 1.1 Seminar on importance of writing in the content area
- 1.2 Classroom observation in the school on Process of writing - Analyzing children's writing to understand their conceptions,
- 1.3 Write an analysis- Take a few passages from Science, Social Science and Math's textbooks of classes VI to X and analysis with the help of the following points
 - i) How the different registers of language have been introduced?
 - ii) Does the language clearly convey the meaning of the topic being discussed?
 - iii) Is the language learner-friendly?
 - iv) Is the language too technical?
 - v) Does it help in language learning?

Assessment:

Teacher educator should assess each student's performance in the group or in the classroom observation and their reports on each activity as suggested in each unit and calculate total marks obtained by each student teacher.

Practicum:

Every student teacher will undergo any ten activities listed below.

- Maintaining subject dictionary
- Poem recitation
- Art of Narration
- Read a minute-article 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

SEMESTER -II

LEARNING AND TEACHING PROCESSES

Contact Hours: 60

Max marks;100

Credits: 04

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. Analyses 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 and Intelligence

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviorism: Pavlov, Thorndike, Skinner
- Cognitivism: Piaget, Bruner
- Social Constructism: Vygotsky, Bandura

1.3 Intelligence:

- Concept and definition
- Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)
Multiple intelligence (Gardner)

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition and Affecting Factors

2.3 Perception: Definition and Types

2.4 Memory, Thinking, and Problem Solving

2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

3.1 Maxims of Teaching

3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect

3.3 Stages of Learning: Acquisition, Maintenance, Generalization

3.4 Learning Environment: Psychological and Physical

3.5 Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment in School System

4.1 Assessment: Conventional meaning and constructivist perspective

4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference

4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination

4.4 Formative and summative evaluation, Curriculum Based Measurement

4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

References

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 Psychology, (11th edn). Pearson Publication, New Delhi.
14. Suggested Readings
15. Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. American Psychological Association, USA.
16. Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousand Oaks. Corwin
17. King, CA.
18. Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Wadsworth, Ontario.
19. McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
20. Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Oxford.
21. Salvia, J., & Ysseldyke. J.E. (1998). Assessment. (7th ed) Houghton Mifflin, Boston.
22. Vamadevappa H.V psychology of learning and instruction, Shreyas publications Davangere (2015)

Knowledge and Curriculum

Contact Hours: 60

Max marks;100

Credits: 04

Objectives:

Student - Teachers will be able.....

1. To understand meaning of Epistemological terminologies and Understand their similarities and differences between them
2. To become familiar with ideologies related to child centered education
3. To understand the changes in education in the context of society, culture and modernization
4. To Focus on the social and knowledge related bases of Education
5. To Understand and accept education in context of various values
6. To Understand various school activities and class room interaction with reference to multi culture and democracy
7. To Understand the National, Global & Secular paradigms of education
8. To understand the concept, bases, various interpretation of curriculum, steps and process of curriculum construction

Unit - 1 Epistemological Bases of curriculum development.- 10Hrs

- 1.1. Knowledge, Information and Skill: Concept and Differences, *Facets of Knowledge*; local and universal, concrete and abstract, theoretical and practical.
- 1.2. Teaching and Training: Concept and Differences
- 1.3. Rational, Belief and Truth: Concept and Differences
- 1.4. Modern child centered 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 Sociological Bases of curriculum development.

- 2.1. Educational change because of industrialization, Democracy, idea of individual autonomy in the context of society, culture and modernization.
- 2.2. Education in relation to modern values (Equity, Equality, Individual Opportunity, and Social Justice): with special reference to Ambedkar
- 2.3. Conventional school activities and daily routine of school class room with reference to multiculturalism.

2.4. Nationalism, Universalism, Secularism and their interrelation with Education.

Unit - 3 Process of Curriculum Development

3.1. Curriculum: Concept and Importance, Bases of Curriculum

3.2. Stages of Curriculum Construction

3.3. Role of Curriculum in Effective Teaching and Learning Process

3.4. Relationship between aims of education and curriculum

3.5. Teacher's role in curriculum construction

3.6. Curriculum and discipline

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

1.4 Designing vision and mission for curriculum development

1.5 Various co-curricular activities and its impact on reconstruction of society

1.6 Impact of ideology and power on curriculum

1.7 Process/ steps of critical analyses of textbook, children literature, hand books and other TLM.

1.8 Evaluation of curriculum

1.9 Broad determinants of curriculum making: At the national and state level, national priorities; economic necessities, Technological possibilities; cultural orientations and International contexts.

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

Education in Contemporary India

Contact Hours: 60

Max marks:100

Credits: 04

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 Development of Education in India

- 1.1 Meaning and importance of Education
- 1.2 Pre independence Education period- need and importance
- 1.3 Post independence Education period- need and importance

Unit – 2 Constitutional provisions and Current Issues in Indian Education

- 2.1 Education and Four pillars of Indian Constitution
- 2.2 Fundamental & derived rights in relation to Education.
- 2.3 Articles related to Education
- 2.4 Education of disadvantage groups (SC,ST, OBC & Minorities)
- 2.5 Inclusive Education
- 2.6 Right to Education – 2009
- 2.7 Issues: Medium of Instruction, Language formula, access, enrolment, dropout, retention, stagnation & wastage

Unit –3 Types of School in India

Types of School

- 3.1 In relation to Funding: State, Aided, un-aided
- 3.2 In relation to Philosophy: Aurobindo, Rabindranath Tagore, Jiddu Krishnamurthy etc.
- 3.3 Other types: Jawahar navodaya vidyalaya (JNV), Murarji Desai schools, Kithuru rani Chenamma, Kasthurabha Gandhi, Balika Vidyalaya, Ashrama School, Adarsha School.

3.4 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

References

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.

Pedagogic Tools, Techniques and Approaches

Contact Hours: 60

Marks: 100

Credits: 4

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 context.
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

Understanding Self, Personality and Yoga

Credits - 2

Marks : 50

Objections :

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

- 1.Appreciate the origin and history of Yoga in India1
2. Understand the concept and importance of yoga for general health and quality life style.
- 3.Integrate the practice of yoga and it's 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.

-4 periods.

UNIT-II YOGA EXCERCISES 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.
- 2:4:1 Stress releasing yogasanas
 - 2:4:2 Different Asana.

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. 4periods

REFERENCES:

- 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.

INCLUSIVE EDUCATION

Contact Hours: 60

Marks: 100

4 Credits

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.
8. Analyze critically the needs, problems, causes and educational provisions meant for challenged children.
9. Interpret the policies and procedures for Inclusive Education.
10. Critically review issues and challenges in Inclusive Education.

UNIT I – INTRODUCTION TO INCLUSIVE EDUCATION

10 Hours

- 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. 10 Hours

- 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 10 Hours

- 3.1.National and state polices – with special reference to Disability Act 1995, Convention of Right of Act 3.1.1992, and Rehabilitation Council of India 1992.
- 3.2 International Polices.
- 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 10 Hours

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.

REFERENCES:

1. Hegarty Seamus, Alur Mithu-2002, "Education and Children with Special Needs" Saga Publications.
2. MaitraKrihna, SazenaVandana – 2008, "Inclusion Issues and Perspectives", Kanishka Publishers, New Delhi.
3. Dhawan, M.L. – 2007, "Education of Children with special needs", Isha books.
4. Rajkumari. N. Alice – D. Rita SugunaSundariEt. AI, 2006, "Special Education", Discovery publishing House, New Delhi.
5. Dr. Reddy Likanandha – 2005, "Education of children with special needs", Discovery publishing House, New Delhi.
6. Kar Chintamani – 1996, "Exceptional Children", Sterling Publishers Private Ltd.
7. Purimadhumitha and Abraham George 2001, "Handbook of Inclusive Education for educators, administrators and planners", Sage publications Ltd.
8. Guha, Aloka (1955), "Compilation of Reading in Special Education", The Spastics Society of TamilNadu, madras, India.

Evaluation in Education

Contact Hours: 60

Marks: 100

Credits: 4

Objectives:

1. To understand the theory of evaluation.
2. To understand 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: Educational Evaluation and measurement.

- 1.1 Objectives and its relation to evaluation
- 1.2 Relationship between objectives, learning experiences and learning outcomes.
- 1.3 Steps in the processes of evaluation
- 1.4 Holistic evaluation
- 1.5 Major techniques of evaluation.
- 1.6 Test as measurable instrument.
- 1.7 Measurable and non measurable learning outcomes.
- 1.8 Reporting evaluation results.

Unit-2: Tools of Evaluation and their uses

- 2.1 Validity, reliability, and objectivity and their interdependency.
- 2.2 Major tools of Evaluation :

- Oral testing .paper pencil testing, Achievement test, Diagnostic test
- Intelligence test, aptitude test
- 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 it improving upon essay type questions for efficiency, different tests their characteristics and uses, Preparation of blue print, and setting a good question paper.
- 3.3 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.
- 4.4 Cumulative curves, ogives and percentiles and its uses.

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7. Psychological Testing and Statistical Methods .
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PAPER VII: GUIDANCE AND COUNSELLING

Contact Hours: 60

Marks: 100

Credits: 4

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

Unit - V: Guidance and Counseling for Children with Special Needs

5.1 Meaning, Definition and Characteristics of Exceptional Children, Gifted Children;

5.2 Children with Disabilities; Disadvantaged Children

Assignment: (Any two of the following.)

1. Visit to different Guidance Centre
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 Counselor
6. Establishing Career Centre
7. Preparation of scrap-book for career Counseling

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1. Bengalee, M.S.: Guidance and Counseling. Bombay: Seth Publishers, 1984.
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VALUE EDUCATION

Contact Hours: 60

Marks: 100

Credits: 4

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, Bhagavad-Gita, Shook's, 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 10 Hours

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

15 Hours

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).

4.2 Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values.

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.

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

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

ವಿಷಯ: ಕನ್ನಡ ಬೋಧನೆ

ಬೋಧನಾ ಅವಧಿ : 30 ಗಂಟೆಗಳು

Marks: 50

ಗುರಿಗಳು: ಬಿ.ಇಡಿ ಅಧ್ಯಯನವು ಮುಗಿಯುವಷ್ಟರಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬ ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಕಂಡ ನಡವಳಿಗಳನ್ನು ತೋರುತ್ತಾನೆ/ಳೆ:

1. ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿಯ ಗದ್ಯ ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣಾಂಶ ಬೋಧನೆಯ ಮಹತ್ವವನ್ನು ತಿಳಿಸುತ್ತಾನೆ/ಳೆ.
2. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಸಂಪನ್ಮೂಲಗಳಾದ ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳ ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಬಳಕೆಯ ಬಗೆಯನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
3. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಅವಶ್ಯಕತೆ ಮತ್ತು ಕಾರ್ಯವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
4. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ರಚನೆಯ ತತ್ವಗಳನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
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 ಕಾರ್ಯಚರಣೆಯ ವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
7. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಆಸಕ್ತಿ, ಆತನ ಅನ್ಯ ಭಾಷೆಗಳ ಪರಿಚಯ ಮುಂತಾದ ವಿಷಯಗಳ ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.

ಘಟಕ -1 : ಭಾಷಾ ಕೌಶಲ್ಯಗಳು ಮತ್ತು ಅವುಗಳ ವರ್ಧನೆ

1.1 ಆಲಿಸುವಿಕೆ

- 1.1.1 ಆಲಿಸುವಿಕೆ ಅರ್ಥ, ಮಹತ್ವ ಮತ್ತು ಲಕ್ಷಣಗಳು
- 1.1.2 ಆಲಿಸುವಿಕೆಯ ಉದ್ದೇಶಗಳು
- 1.1.3 ಆಲಿಸುವಿಕೆಯ ಪ್ರಕಾರಗಳು
- 1.1.4 ಆಲಿಸುವಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು., ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು
- 1.1.5 ಆಲಿಸುವಿಕೆಯ ಸುಧಾರಣೆಗೆ ಕೈಗೊಳ್ಳುವ ಚಟುವಟಿಕೆಗಳು

1.2 ಮಾತುಗಾರಿಕೆ

- 1.2.1 ಮಾತುಗಾರಿಕೆ : ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು
- 1.2.2 ಮಾತುಗಾರಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು, ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು

1.2.3 ಉತ್ತಮ ಮಾತುಗಾರಿಕೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಚಟುವಟಿಕೆಗಳು

1.3 ಓದುಗಾರಿಕೆ

1.3.1 ಓದುಗಾರಿಕೆ : ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು

1.3.2 ಓದುಗಾರಿಕೆಯ ವಿವಿಧ ಪ್ರಕಾರಗಳು ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ

1.3.3 ಓದುಗಾರಿಕೆಯ ದೋಷಗಳು, ಕಾರಣಗಳು ಮತ್ತು ನಿವಾರಣೋಪಾಯಗಳು

1.3.4 ಉತ್ತಮ ಓದುಗಾರಿಕೆಯನ್ನು ಸುಧಾರಿಸುವ ಚಟುವಟಿಕೆಗಳು.

1.4 ಬರವಣಿಗೆ

1.4.1 ಬರವಣಿಗೆ : ಬರವಣಿಗೆಯ ಅರ್ಥ, ಮಹತ್ವ ಹಾಗೂ ಲಕ್ಷಣಗಳು.

1.4.2 ಕೈ ಬರಹದ ವೈಶಿಷ್ಟ್ಯ.

1.4.3 ಅಕ್ಷರ ಸ್ವಾಲ್ಪಿತ್ಯಗಳು ಮತ್ತು ಕಾರಣಗಳು ಹಾಗೂ ನಿವಾರಣೋಪಾಯಗಳು

ಘಟಕ-2: ಸಾಹಿತ್ಯ ಬೋಧನೆ

2.1 ಸಾಹಿತ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

2.2 (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

2.3 (ಬ) ಪದ್ಯ ಬೋಧನೆ

2.3.1 ಪದ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

2.3.2 ಪದ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

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

ವಿಧಾನಗಳು

2.3.4 ಪದ್ಯ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆ

2.3.5 ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಭಾವಾನುವಾದ

2.3.6 ಸೃಜನಾತ್ಮಕ ಕಾರ್ಯ ಮತ್ತು ಪದ್ಯ ರಚನೆ

2.4 (ಕ) ವ್ಯಾಕರಣ ಬೋಧನೆ

2.4.1 ವ್ಯಾಕರಣ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳು

2.4.2 ವ್ಯಾಕರಣದ ಪ್ರಕಾರಗಳು: ಪರಿಕಲ್ಪನೆ, ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ

2.4.2.1 ಸಾಂಪ್ರದಾಯಿಕ ವ್ಯಾಕರಣ **(Traditional Grammar)**

2.4.2.2 ಪ್ರಾಯೋಗಿಕ/ ವ್ಯವಹಾರಿಕ ವ್ಯಾಕರಣ **(Functional Grammar)**

2.4.3 ವ್ಯಾಕರಣದ ಬೋಧನಾ ಪದ್ಧತಿ: ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ

2.4.3.1 ಅನುಗಮನ ಪದ್ಧತಿ **(Inductive Method)**

2.4.3.2 ನಿಗಮನ ಪದ್ಧತಿ **(Deductive Method)**

2.4.3.3 ಸಂಪೂರ್ಣ ಪದ್ಧತಿ/ಸಮನ್ವಯ ಪದ್ಧತಿ

2.4.3.4 ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿ ವ್ಯಾಕರಣ ಅಳವಡಿಕೆ.

2.5 ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು

2.5.1 ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ

2.5.2 ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳು ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕದ ರಾಷ್ಟ್ರೀಕರಣ

2.5.3 ಪ್ರಸ್ತುತ 8, 9 ಮತ್ತು 10 ತರಗತಿಗಳ ಪಠ್ಯ ಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ: ಪಠ್ಯಪುಸ್ತಕ ರಚನೆಯ

ತತ್ವಗಳನ್ನಾಧರಿಸಿ

2.5.4 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಮೌಲ್ಯ

2.5.5 ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳು: ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇವುಗಳ ಅನ್ವಯ ಮತ್ತು ಮಹತ್ವ

2.5.6 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇದರ ಅನ್ವಯ

ಘಟಕ-3: ಕನ್ನಡ ಬೋಧಕ ಮತ್ತು ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು

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 ಪರಿಚಯ ಅಗತ್ಯತೆ ಮತ್ತು ಸಂಪನ್ಮೂಲ

ವ್ಯಕ್ತಿಯಾಗಿ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ

3.4 (ಬ) ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು/ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳು

3.4.1 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

3.5 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಪ್ರೌಢಶಾಲೆಯಲ್ಲಿಯೆ ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆ

3.5.1 ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆ

3.5.2 ಕವಿಗೋಷ್ಠಿಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆ

3.5.3 ಸಾಹಿತ್ಯ ಸಂಘಗಳು ಮತ್ತು ಬಲಗಗಳು: ಇವುಗಳ ಸಾಹಿತ್ಯ ಕಾರ್ಯಗಳು

3.5.4 ಸ್ಪರ್ಧೆಗಳು: ಚರ್ಚಾಸ್ಪರ್ಧೆ, ಸಿದ್ಧಪಡಿಸಿದ ಭಾಷಣ ಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ 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

ಬೋಧನಾ ಕಾರ್ಯ ವಿಧಾನಗಳು (Mode of Transition)

II

ಅವಧಿಗಳು

ಉಪನ್ಯಾಸ, ಸೆಮಿನಾರ, 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 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 ಶ್ರವಣೋಪಕರಣಗಳು ಕಲಿಕಾ ಪ್ರಯೋಜನಗಳನ್ನು ಸಚಿತ್ರವಾಗಿ ವರದಿ ರೂಪದಲ್ಲಿ ಬರೆಯಿರಿ.
10. ನಿಮ್ಮ ಆಯ್ಕೆಯ 8 ಅಥವಾ 9ನೇ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಘಟಕ ಯೋಜನೆ ರಚಿಸಿರಿ.
11. ನಿಮ್ಮ ಆಯ್ಕೆಯ 8 ಅಥವಾ 9ನೇ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ ತಯಾರಿಸಿ.

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PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Contact Hours: 30

Marks 50

Credits: 2

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, encyclopedia 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

08 HOURS

- 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

10 HOURS

- 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.
- 3.5 TRANSACTIONAL STRATEGIES.
 - Lesson planning: - Concept, construction and administration.
 - Unit plan & Unit test – concept construction & administration.
 - Resource Unit.

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.
5. Gordon B.S : The Teaching of English in free India, Christian Literature society, Madras, 1960.
6. Harris: Testing English, Tata McGraw Hill, Bombay, 1974

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- 20.Sathish C. Chadha Art and Science of Teaching English Surya publications, Near Govt Inter College, Meerut.
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- 23.K VenugopalRao, Method of Teaching English Neel Kamal publications Pvt ltd, Hyderabad
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- 25.Venkateswaran. Principles of Teaching English Vikas Publishing House, Pvt.Ltd.

PEDAGOGY OF SCHOOL SUBJECT :HINDI

Contact Hours :30

Marks 50

Credits:2

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 I- PLACE, NATURE AND IMPORTANCE OF HINDI IN THE CURRICULUM **10 HOURS**

- 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.
- 1.6 Developing of language skills.
 - Auditory
 - Speaking
 - Reading
 - Writing.
- 1.7 Role of Hindi as Cultural, Functional and literary.

UNIT II- TECHNIQUE AND METHODS OF TEACHING HINDI. **10 HOURS**

- 2.1 Maxims of teaching.
- 2.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 2.3 Dramatization, Explanation etc.
- 2.4 Lecture method, Inductive and Deductive methods.
- 2.5 Integration of content and methods.

UNIT III- TRANSACTIONAL STRATEGIES.

10 HOURS

- 3.1 Lesson planning: - Concept, construction and administration.
- 3.2 Unit plan & Unit test – concept construction & administration.
- 3.3 Resource Unit.

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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2. Anderson, J.B. (1980). Cognitive Psychology and its Implications. San Fransisco: W.H.Freeman and Company.
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PEDAGOGY OF SCHOOL SUBJECT :URDU

Contact Hours :30

Marks 50

Credits:2

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 I- PLACE, NATURE AND IMPORTANCE OF URDU IN SCHOOL CURRICULUM

12 HOURS

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

UNIT II- TECHNIQUES AND METHODS OF TEACHING URDU. 10HOURS

- 2.1 Maxims of teaching.
- 2.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 2.3 Dramatization, Explanation etc.
- 2.4 Lecture method, inductive and Deductive methods.
- 2.5 Integration of content and methods.

UNIT III- TRANSACTIONAL STRATEGIES

8 HOURS

- 3.1 Lesson planning: - Concept, construction and administration.
- 3.2 Unit plan & Unit test – concept construction & administration.
- 3.3 Resource Unit.

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.

REFERENCES:

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SPECIFIC PEDAGOGY SUBJECT: SANSKRIT

Contact Hours: 30

Max Marks: 50

Credits: Two

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 Organize teaching of Sanskrit.

UNIT-I : NATURE IMPORTANCE AND PLACE OF SANSKRIT IN SCHOOL CURRICULUM

- 1.1 Nature : Characteristics of Sanskrit language, Sanskrit as a living language, classical language, Sanskrit literature, Mother of Indian Languages.
- 1.2 Importance : The language of culture, Heritage, Unity, Spiritual and Religious life, Leadership and Guidance to the humanity, importance as the language of computer.
- 1.3 Place in the Curriculum : Views of various commissions and committees specifically about Sanskrit. Present position of Sanskrit in the curriculum.
- 1.4 AIMS AND OBJECTIVES OF TEACHING SANSKRIT
- 1.5 Aims and objectives of teaching Sanskrit Receptive, Expressive, Asthetic / Appreciative cultural, creative, Enjoyment.
- 1.6 Objectives of Sanskrit as given in the present curriculum at the secondary level.
- 1.7 Instructional objectives of teaching Sanskrit and their specifications.

UNIT –II - METHODS OF TEACHING SANSKRIT

2.1 Traditional Methods Brief Review.

2.2 Pathashala Method. Dr.Bhandarkar Method, Translation Method.

2.3 Existing Method- Direct/oral Approach Method, Evaluation Method, Eclectic 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.

2.4 LEARNING EXPERIENCES, TEACHING MATERIAL AND SUPPORT SERVICES FOR SANSKRIT.

A) Learning Experiences-Direct and Indirect, Verbal and Non-verbal : Reading, writing, Dramatization, Recitation.

B) Teaching Material and support Services-Importance and kinds of various teaching material, Blackboards, Pictures, Charts, Diagrams, Models, O.H. Projector, Radio, Drama, Films LCD Projector etc. Use of Books and encyclopedia, Use of teaching aids, Use of co-curricular activities.

C) Language Laboratory.

UNIT-3 TEACHING OF VARIOUS ASPECTS OF SANSKRIT.

3.1 Prose-Aims and objectives of teaching prose content analysis, preparation of lesson plan, various steps in prose lesson, various methods of introducing new words, various methods of teaching prose according to the nature of lesson/unit importance of teaching reading and writing skills.

3.2 Poetry- Nature of poetry-Definition, characteristics 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, sources of encouraging the study of poetry.

3.3 Grammar-Tradition of grammar learning and teaching, various aspects about grammar teaching, objectives of teaching grammar, Methods : Informal, Deductive, Inductive, correlation Traditional, Experimental steps of grammar lesson. suggestion for the teaching of grammar effectively.

3.4 PLANNING IN SANSKRIT.- Year plan, Unit plan , Lesson Plan, Unit Test planning, Administration.

PRACTICUM

Each student teacher has to select one research problem and submit a report after completing action research.

List of recommended books:

- 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.
- 3) Chaturvedi sitaram (1990) sanskrit shikshan paddhati, Nandkishor, Banaras.
- 4) Huparikar C.S.(1947) problems of sanskrits teaching, Bharat book stall, Kolhapur.
- 5) Safaya R.M.(1962) teaching of sanskrit (Sanskrit shikshan vidhi) Jullender, Punjab.

PEDAGOGY : HISTORY

Total Credits: 2

Total Hours: 30 hours

Total Marks: 50

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 Science
3. Correlate History & Political Science with other subjects
4. Understand the language of History & reconstruction of past
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.

Unit -I :Understanding History; Nature of History,

10 hrs.

- 1.1 Historical thinking concepts (big six historical thinking concepts Peter Sexias & Morton),
- 1.2 Meaning, Nature and Importance of teaching History and Political Science
- 1.3 Objectives of teaching History and Political Science at different educational level.
- 1.4 Sources; meaning, types, Importance and Approaches of using historical sources.
- 1.5 History text book, History teacher, history room Humanity club; Meaning and importance.

(Choose any topic from a History textbook. Design four activities and explain how you will facilitate correlation with different subjects.)

UNIT-II:-INSTRUCTIONAL DESIGN FOR HISTORY.

10 HOURS

2.1 Lesson plan- meaning definitions, importance steps, format

2.2 Unit plan - steps, format

2.3 Resource unit-steps, format

Unit III- Pedagogies of teaching History and Political Science

10 HOURS

3.1 Conventional pedagogies- Story-telling lecture-cum-discussion, Interactive, constructivist and critical pedagogies underpinning teaching of History: project based learning, social enquiry.- Process, merits and limitations

3.2 Cooperative learning strategies (think pair share, round robin, buzz,) Task: Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach history or political science.

3.3 Learning resources [uses and importance] Audio-visual Resources: TV, Films, And Documentary Visual: Maps, Models, Timeline, Artifacts Print Media: Magazine, news papers, archives On line resources: websites, virtual tour

(Task: Participate in a field visit/ virtual tour of any Historical site and write a report of about 500 words)

Suggested practicum/content relevant seminar

1. Development of a project-history room
2. Development of a project-new innovation methods
3. Development of project-historical documentaries.
4. Development of a project- social science exhibitions .
5. Critical review of 6th to 10th social science text book
6. Project on mock assembly and parliament
7. Other activity related to syllabus
8. Survey based assignment related to the syllabus should be planned by the college

References:

1. Angelo A.T, et .al. (1993). Classroom Assessment Techniques A Handbook for College Teachers, San FransiscoTossey- Bass Publisher.
2. Aitken, GV ; Sinnema, CEL (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.
3. BatraPoonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications
4. Brandes, D. et. al. (1994). A Guide to Student- centred Learning, Basil Blackwell Ltd. Celtneham. UK
5. Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
6. Carr, E.H. (1962), What is History? Knopf, London.
7. Diff Block, Mark (1992), The Historian's Craft, M
8. Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson 2014
9. Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
- 10.Farrant, J.S. (2004). Principles and Practice of Education London Longman Group Uk Limited, London. UK.
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- 13.Kyriacon, C. (1997). Effective Teaching in School: Theory and Practice, Starley Thornes Publishers/Ltd. Cheltenham, UK.
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- 15.Martorella, Peter H. (1996), Teaching social studies in middle and secondary schools, Englwood Cliffs, N. J: Prentice Hall.
- 16.Joyce, B. & Weil, M. (1997), Models of Teaching, Prentice Hall Ire, New Jersey
- 17.Making a difference: meeting diverse learning needs with differentiated instruction (2010) Alberta Education, ISBN NO 978-0-7785-8601-2
- 18.Nayak, A.K. et. al (2004). Classroom Teaching: Methods and Practice, A.P.H. Publishing Corporation. New Delhi.
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SPECIFIC PEDAGOGY : GEOGRAPHY

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

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: NATURE OF GEOGRAPHY

- 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
- 2.3 Specific Approaches of pedagogy in Geography:
- 2.4 Regional method, Project method, Journey method, Field visit,
- 2.5 Cooperative learning strategies: Gallery walk, Jigsaw method

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

Practicum :

1. Prepare a plan for a visit to Planetarium/ museum/ nature park. Visit the place and write a report of this visit.
2. Choose any one from the following:
3. Illustrate the use of any two of the following in Geography teaching o Cartoon, stamps, currency, newspapers, magazines, journals, documentaries, plays, films/serial/novels
4. Collect information about any current event/Disaster, analyze the acquired information and prepare a report.

References:

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2. Gopsill G. H., The Teaching of Geography
3. Macnee E.A. The Teaching of Geography
4. N.C.E.R.T., Practical Geography
5. O.P Varma and E.G. Vedanayaga, Geography Teaching
6. R.P. Singh, Teaching of Geography
7. S.K. Kochhar, Methods and Techniques of Teaching
8. SalimBasha, Teaching of Geography
9. Sanjay Dutta and O.P Garg, Teaching of Geography
10. Shaida and Sharma, Teaching of Geography,
11. Thralls Z.A., The Teaching of Geography
12. Walker James, Aspects of Geography Teaching in School

Websites:

http://education.nationalgeographic.com/education/media/what-is-geoliteracy/?ar_a=1

<http://www.preservearticles.com/201105216954/aims-of-teaching-geography.html>

http://www.udel.edu/dssep/articles/marytaylor_article.htm

<http://serc.carleton.edu/introgeo/cooperative/index.html>

<http://www.jigsaw.org/>

<http://www.facinghistory.org/resources/strategies/gallery-walk-teaching-strategy>

<http://www.publishyourarticles.net/knowledge-hub/geography/7-maxims-on-thebasis-of-which-geography-teaching-is-conducted.html>

https://en.wikipedia.org/wiki/Satellite_imagery

<http://wp.cedha.net/wp-content/uploads/2011/05/The-uses-of-satellite-imageryTaillant-Picolotti.pdf>

PEDAGOGY OF SCHOOL SUBJECT: PHYSICS

Contact Hours :30

Marks 50

Credits:2

Objectives:

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

1. Understand and uses different learner centered and teacher centered approaches
2. Understand the selection of various methods and models of teaching to teach different topics of physics.
3. Understand the Aims and objectives of teaching physics
4. Understand the planning and resources to teach Physics

UNITI-Aims, objectives and curriculum of physics

8 HOURS

- 1.1 Meaning and classification of objectives based on Bloom's taxonomy.
- 1.2 Categorizing the objectives in terms of action verbs (behavioral terms)
- 1.3 Defining and prescribing minimum levels of learning
- 1.4 Curriculum- meaning and principles.
- 1.5 Different approaches of curriculum construction-NCERT,CBSE, ICSE and PSSC
- 1.6 Recommendations made by NPE-1986, NCF-2005.

UNITII-APPROACHES AND METHODS OF TEACHING PHYSICS

12 HOURS

- 2.1 Teacher centered and learner centered approach.
- 2.2 Teacher centered approach: Lecture method, Lecture cum Demonstration.
- 2.3 Learner centered approach: Project methods heuristic method, inductive method and deductive method, programmed instruction
- 2.4 Laboratory method (All the methods to be dealt with reference to characteristics, steps, merits and demerits).
- 2.5 Models of teaching: Suchmann's inquiry training model and Bruner's Concept attainment model.

UNIT-III: PLANNING AND RESOURCES TO TEACH PHYSICS

10 Hours

3.1 Physical science text book, Teacher hand book, Laboratory manuals, Student work Books

3.2. Lesson planning:- Concept, construction and administration.

3.3. Unit plan & Unit test– concept construction & administration.

3.4. Resource Unit.

PRACTICUM/FIELD WORK

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 analyzing 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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2. Bhandula & Chand (1986) *Teaching of Science*, Prakash Brothers, Ludhina
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6. Craig (1958) *Science for the Elementary School Teacher*; Ginn & Co., New York
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PEDAGOGY OF SCHOOL SUBJECT: CHEMISTRY

Contact Hours :30

Marks 50

Credits:2

Objectives:

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

1. Acquire knowledge about the nature & scope of chemistry
2. know the basic branches and their inter- relationship with other science subjects, and
3. Acquire the knowledge of modern trends in chemistry
4. Understand the objectives & values of teaching chemistry in secondary schools.
5. Development skills in :Analyzing the content in terms of concepts and learning experience, Planning lessons, Selecting appropriate media and materials, Preparation of resource units & unit plan, Improving teaching aids,
6. Maintaining laboratory.
7. Applying the knowledge of chemistry to develop scientific thinking and scientific outlook.
8. Appreciate the contribution of chemistry in serving the community in the fields of agriculture, industry, health and environment.

UNIT: I- CURRICULUM STUDY IN CHEMISTRY

8 HOURS

- 1.1 Study of Curriculum projects- Chemical Bond Approach, IAC, CHEM-Study, Chemistry Curriculum, NCF-2005.
- 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

10 HOURS

- 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 Unit plan and Resource unit: Meaning, Components, Steps & importance
- 2.4 Planning and use of multimedia materials

UNIT: III- METHODS AND APPROACHES OF TEACHING CHEMISTRY :

12 HOURS

- 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. Examples to be chosen from secondary school chemistry curriculum).
- 3.3 Models of teaching- Concept Attainment model.

PRACTICUM/ACTIVITIES: (ANY ONE)

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.

REFERENCES:

1. Anderson, R.D et al. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines. The Curriculum Reform Project.USA: University of Colorado.
2. Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dcace and WorldInc. CBSE; ICSE – SCIENCE TEXT BOOKS.
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PEDAGOGY OF SCHOOL SUBJECT: BIOLOGY

Contact Hours :30

Marks 50

Credits:2

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: PLANNING FOR TEACHING BIOLOGICAL SCIENCE 12 Hours

1.1 Lesson Planning and Evaluation on the basis of CCE.

1.2 Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation and Assignments Meaning, Importance format and steps in the preparation).

1.3 Resource Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation, and Assignments): Meaning, Importance format and steps in the preparation

1.4 Biological Science Curriculum:

- Principles of curriculum construction
- Historical perspectives of biology curriculum.
- NPE (National Policy of Education) – 1986 and Programme of Action - 1992
- NCF (National Curriculum Framework) – 2005 and NCFTE – 2009

UNIT –II : METHODS AND APPROACHES OF TEACHING OF BIOLOGY

12 Hours

2.1 Criteria for selection of method/approaches (level of class, strength, time, subject.....)

2.3 Approaches: Inductive, Deductive. Investigatory approaches, structure and functional approach.

2.3 Methods

- Teacher centered - Lecture cum demonstration.
- Learner centered - 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 **10 Hours**

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.

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.

REFERENCES:

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PEDAGOGY OF SCHOOL SUBJECT :MATHEMATICS

Contact Hours :30

Marks 50

Credits:2

Objectives:

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

1. Understand the various curriculums of Mathematics
2. Understand the Approaches and methods of teaching Mathematics
3. Understand the aims and objectives of teaching mathematics.
4. Identify the learning experiences appropriate to the objectives of teaching secondary school mathematics.
5. Prepare the year plan, unit plan, activity oriented lesson plans for effective classroom communication
6. Review the school science curriculum

UNIT –I: AIMS, OBJECTIVES AND CURRICULUM OF MATHEMATICS. 10 hrs

- 1.1 Curriculum: Meaning and principles.
- 1.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE.
- 1.3 Recommendations made by NPE - 1986, NCF - 2005.
- 1.4 Organization of curriculum
- 1.5 Aims and objectives of teaching mathematics- meaning, importance and formulation.

UNIT-II: INSTRUCTIONAL DESIGN FOR MATHEMATICS. 10 HOURS

- 2.1 Lesson plan- meaning definitions, importance steps, format
- 2.2 Unit plan- steps, format
- 2.3 Resource unit- steps, format
- 2.4 Year plan- meaning, principles, and format.

UNIT-III: METHODS AND APPROACHES OF TEACHING MATHEMATICS

10 HOURS

- 3.1 Learner centered approaches – inductive, deductive, analytic, synthetic, laboratory method.
- 3.2 Activity centered approaches – Heuristic approach, project method, programmed instruction.
- 3.3 Techniques of 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.

RACTICUM/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.

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16. Nicholad, Eugene, D. & Swain Robert, L.: Mathematics for Elementary School Teachers, Holt Rinehart & Winston, New York.
17. Sidhu, K.S.: The Teaching of Modern Mathematics, Sterling Publishers, New Delhi.

SPECIFIC PEDAGOGY SUBJECT:-COMMERCE

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

Objectives:

To enable the student teachers-

1. To develop an understanding of the meaning, nature and scope of commerce education.
2. To develop an understanding of the maxims and principles of teaching commerce.
3. To develop understanding the bases of the commerce education and its relation with other disciplines.
4. To develop understanding of the objectives of teaching commerce at higher secondary level (NCF 2005).
5. To understand various methods used in teaching of commerce.
6. To develop an understanding of the importance of latest trends in teaching of commerce.

Unit I: Concept and scope of Commerce Education

- 1.1 Meaning, nature, need and scope of commerce education.
- 1.2 Commerce education in India (relevance in life and curriculum).
- 1.3 Objectives of teaching of commerce at Higher Secondary level(as per NCF 2005)

Assignment:

Study and compare the commerce education at higher secondary level in India with any one developed country.

Unit II: Bases of Commerce Education

- 2.1 Interdisciplinary linkage in the curriculum, Intra-correlation with book keeping, organization of commerce and secretarial practice.
- 2.2 Inter correlation of commerce with maths, economics and geography. Principles of Teaching of Commerce - Principle of flexibility, Principle of activity, Principle of individual differences. Principle of learner centeredness, Principle of community centeredness

Assignment:

Critically analyses any one textbook of commerce with reference to intra and inter correlation.

Select any contemporary issue related to commerce field and present a paper using seminar method.

Unit III Latest trend in Teaching of Commerce

3.1 Co-operative learning (meaning, importance and types)

3.2 Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)

3.3 Simulation (role play, games CAM- organization and execution in teaching of Commerce)

Assignment:

Prepare and execute a lesson plan by using any one of the following:

a. e-resources

b. Simulation techniques

References:

1. Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-New Delhi
2. Teaching of Commerce-A Practical Approach J.C AggarwalVikas Publishing House Pvt Ltd- New Delhi
3. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co. New Delhi.
4. Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
5. Methodology of Commerce Education Dr. Umesh Mr. Ajay Rana Tandon PublicationsLudhiana
6. Teaching of Commerce Dr. R.P Singh VinayRakhejaC/o R. Lall Book Depot- Meerut.
7. Teaching of Commerce in Our School Lulla B.P, BTTC-BIE Publication, Bombay)
8. Teaching of Commerce. G.S. Karthik, Sumit Enterprises, New Delhi.
9. Commerce Education in the New Millennium, I.V. Trivedi, RBSA Publishers, Jaipur.

10. Teaching of Commerce. VintyMonga, Twenty First Century Publications, Patiala.
11. Teaching of Commerce. Rainu Gupta, Shipra Publications, Delhi.

WEBSITES:

e-commerce

<http://ecommerce.about.com/od/eCommerce-Basics/tp/Advantages-Of-Ecommerce.htm>

<http://www.manjeetss.com/articles/advantagesdisadvantagesecommerce.html>

e-business-meaning

<http://searchcio.techtarget.com/definition/e-business>

Benefits of e business

<http://smallbusiness.chron.com/advantages-e-business-2252.html>

<http://skills.business.qld.gov.au/planning/269.html>

Social networking

<http://chronicle.com/article/How-Social-Networking-Helps/123654>

<http://wcsit.org/pub/2012/vol.2.no.1/The%20Use%20of%20Social%20Network%20in>

[g%20in%20Education%20Challenges%20and%20Opportunities.pdf](http://wcsit.org/pub/2012/vol.2.no.1/The%20Use%20of%20Social%20Network%20in%20Education%20Challenges%20and%20Opportunities.pdf)

ICT APPLICATIONS

EPC 3: Critical Understanding of Information Communication Technology (ICT)

Total Marks: 50

Credit: 02

Contact Hours: - 4 Hours per week

Objectives:

To enable student-teacher to:

1. Development ability about use various ICT resources for teaching.
2. Development skill to use computer system and use of computer in education.
3. to develop interact with wide variety of hardware, software application, devices and tools.
4. Identify and use of free access and open access.

Mode of transaction:-

- The course would be transacted through a workshop and practical report mode.
- For this course all student teachers are divided in 5 groups .
- Each faculty member takes up the responsibility of one group.
- In each group the student teacher completes the suggested course workshop, practical under the guidance of faculty member.
- Initially tell the student teachers about the course and give information of workshop themes and activities.
- Give the theme/activity wise time table to the student teachers so they can prepare for it.

Method : Presentation, Practical and report writing & soft copy.

Unit-1: Multi-media and Internet applications

- i) Wi-fi-router, LAN, MAN, WAN, Bluetooth, bandwidth connection speeds.
- ii) Cyber laws and Issues of cyber security, true caller & dialer.

- iii) Multimedia : meaning, types, advantages and evaluation of multimedia resources. Use of digital camera, camcorder, scanner, interactive white board, and multimedia projector for creating and using multimedia resources.
- iv) Manage and connect of external devices, EDUSAT& DTH, media devices.
- v) Media forms: text, graphics, animation, audio-video.
- vi) Forum, participation in discussion forum, audio conferencing, social networks.
- vii) Website, web surfing, search engine, educational websites, online activities in the school.
- viii) Management of information system, library & office automation.

Unit:2 online resources and E-learning

- i) Online resources: books, courses, audio book , talking book , wiki open maps, repositories and forum, raw content resources.
- ii) Digital resources: learning resources, content and resources for different subjects and Evaluation and selection of ICT resources.
- iii) E-learning: Meaning, merits and demerits
- iv)E-portfplio,e-school,e-commerce,e-market,e-banking,e-governance,digital school, interactive white board.
- v) Open educational resources. Copyright and safe use of ICT resources

Activities: based on the above content

Multimedia- Development and use of multimedia in education

UNDERSTANDING DRAMA AND ART IN EDUCATION

Contact Hours: 60

Marks: 50

2 Credits

(Needs to be viewed as Collection of source material and References)

Unit 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART

Objectives:

1. To enable learners to have a practical experience with drama and art.
2. To introduce certain concepts to enhance the understanding of drama and art.
3. To make learners acquainted with aspects of theatre management.

Concept note: Every child can benefit from drama and art in their education.

Learners need to develop conceptual knowledge of the terms associated with drama and art in order to understand the basics of these disciplines.

The meaning of overall development of a child is associated with his capability to find ways of creative expression. This is possible through drama and art in education.

Content:

- a. Forms of Drama and Art.
- b. Elements of Drama and Art.
- c. Understanding stagecraft and audience etiquettes.

Subunit wise descriptions, activities and assignment:

a. Forms of Drama and Art

- i. Visual(Sculpture, Architecture and Painting)
- ii. Performing (Dance, Drama, Music – vocal and instrumental)

Activities:

Production of educational musicals – Workshop / Presentation(integration of visual and performing arts)

Developing musical ability by listening to musical pieces on radio, TV or internet and writing a description on the vocal and instrumental music used.

b. Elements of Drama and Art

- i. Space, Speed, Pause, Rhythm;
- ii. 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)

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

Activities:

- a) Workshop to be conducted on Kinesthetic movements to develop theatric skills – use of body language, voice, speech, and movement,
- b) Creative expression through dialoguing to identify elements of visual arts used for enhancing (lines, strokes, colors - quality and sources, spatial relations, painting surfaces and any other)

Ref: <http://schools.aglasem.com/26695>

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

Activities:

Workshop on theatre games and improvisations (as given in the position paper NCTE)

Participate in a stage presentation and observe the stagecraft and audience etiquettes.

Task/Assignment: (any one)

1. Produce a play to be presented on stage, and write a reflective essay highlighting backstage, onstage and audience etiquettes.
2. Review the different dances in India, identifying their significance to the context of origin.

Unit 2: APPLICATION OF DRAMA AND ART IN ACADEMICS

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.

Concept note: The position of drama and art in education needs to be enhanced as it benefits children. Research in drama and art have proved that indulging in drama and art affects the communication skills, entrepreneurial skills, creative skills, imaginative skills and may more that helps children to excel in their school activities to a great extent. Teachers must be in partnership with the professionals in drama and art to extract the skills for educational purpose.

Content:

- a. Functions of Drama and Art
- b. Integration of Drama and Art in the school curriculum

c. Developing aesthetic sensibility through Drama and Art

Subunit wise descriptions, activities and assignment: 10 periods

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

Activities:

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

b. Integration of Drama and Art in the school curriculum

Activities:

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.

c. Developing Aesthetic sensibility through Drama and Art

Special reference to ‘Art as an experience’- John Dewey’s writings

Activities:

1. 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.
2. Workshop on pottery and its decoration can be conducted for aesthetic sensibility.

Task/Assignment: (any one)

1. Write an appreciation essay on the historical monuments (sculpture and architecture) or any piece of art (music, dance drama, painting)
2. Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.

Unit 3: DRAMA AND ART FOR PEDAGOGY

Objectives:

1. To elucidate the role of drama and art in self realization of learners.
2. To sensitize learners on the use of drama and art for special learners.
3. To highlight the use of drama and art in creative expression.

Concept note: Drama provides experiential therapy to understand and heal self. The process is enriching and meaningful that leads to self realization. Creative expression is a need of any individual. Drama games are exercises in training for skills in drama as well as to know self. Special learners also benefit a great deal when drama and art are used in education.

Content:

- a. Drama and Art for self realization
- b. Drama and Art for children with special needs
- c. Drama and Art for creative expression

Subunit wise descriptions, activities and assignment:

a. Drama and Art for self realization.**Activities:**

1. Workshop on Drama Games (Suggested Augusto Boal's –Games for actors and non actors) or Drama for catharsis, where participants are able to discover themselves.
2. Workshop – Developing theatre skills, Musical intelligence, pottery, folk dance, animations depicting culture and art.

b. Drama and Art for children with special needs.**Activities:**

1. Review the position paper National Focus Group on Arts, Music, Drama
2. and Theatre by NCTE on Drama for children with special needs.
3. Visit a centre for children with special needs and observe the use of drama
4. and art in the activities conducted.

c. Drama and art for creative expression**Activities:**

Develop art material/poster through waste expressing an innovative idea.

Workshop on Film reviewing as a technique of teaching and reflection.

Task/Assignment: (any one)

1. Create a Drama derived from stimuli – photographs, paintings, music, poetry, story, newspapers, television, films, real life events.
2. Review studies on effectiveness of drama and art on education and present the same.

Unit 4: DRAMA AND ART FOR SOCIAL INTERVENTION**Objectives:**

To enable learners to perceive the social and environmental issues through drama and art.

To develop understanding of the local culture through drama and art.

To widen the understanding of learners by integrating global culture.

Concept Note:

Drama and art reveals the social conditions, social perceptions and attitudes. Learners must be able to generate content with reference to social and environmental conditions, local and global culture. This could lead to social change when put in the right perspective. The social intervention of drama and art cannot be really separated from its aesthetic component. A subtle manner of social transformation can be expected through this approach.

Content:

- a. Understanding social and environmental issues through drama and art
- b. Understanding local culture through drama and art
- c. Understanding global culture through drama and art

Subunit wise descriptions, activities and assignment: 10 periods

a. Understanding social and environmental issues through Drama and Art**Activities:**

1. Workshop on developing short plays/ street play for educational, entertainment or social / environmental relevance.
2. Workshop on preparing a script for a radio programme to propagate a social behavior or awareness of social issues.

b. Understanding local culture through Drama and Art.**Activities:**

1. Perform a drama or dance or music of local culture.
2. Visit to a local theatre show/performance and write its appreciation and evaluation.

c. Understanding global culture through Drama and Art**Activities:**

1. Develop a tableau to depict any two of the global cultures.
2. Observe a drama/art work highlighting the global culture.

Task/Assignment: (any one)

1. Compare any two visual/drama/dance/music art forms of India with any two at an international level (history, elements/characteristics, eminent artists & institutions)
2. Critically write your comments on festival performances in India eg: Ramleela, Rasleela

Recommended Books/websites:

Akademi South Asian Dance, UK – <http://www.southasiandance.org.uk/>
Andrewes,E.: A Manual for Drawing and Painting, Hazall Watson and Viney Ltd., 1978

Armstrong, M. (1980):The practice of art and the growth of understanding.
In *Closely observed children: The diary of a primary classroom* (pp. 131–170).

Writers & Readers.

- 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:MunshiramManoharlal 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) John, B., Yogin, C., &Chawla, R. (2007). *Playing for real: Using drama in the classroom*. Macmillan.
- 12) Khokar, Mohan, *Traditions of Indian Classical Dance*, Delhi: Clarion Books,First ed., 1979.
- 13) Kothari, Dr. Sunil (edited by), *New Directions in Indian Dance*, Mumbai: Marg Publications, Vol. 55 No. 2, December 2003.
- 14) Kuppuswamy,G. and Hariharan, M.: *Teaching of Music*, Sterling Publishers Pvt.Ltd., New Delhi, 1980
- 15) Lederle,M. : *Christian Paintings in India*, Gujarat SahityaPrakash, Anand.
- 16) Logan, F and others: *The World of Arts*, Standard Educational Corporation,Chicago, 1983
- 17) Nuttall, K.: *Your book of acting*, Faber and Faber ltd., 1958
- 18) Pope, M.: *Introducing oil painting*, B.T. Batsford limited, New York, 1969
- 19) Prasad, D. (1998). *Art as the basis of education*.National Book Trust. Retrieved from http://www.vidyaonline.net/list.php?pageNum_books=2&totalRows_books
- 20) Bhattacharya, K.K. & Gupta, D.D. : *Interpreting theatre as a communication medium*, http://www.caluniv.ac.in/global-mdia-journal/ARTICLEDEC2013/Article_13_Kapil_Kumar_Bhattacharya_&_D_D_Gupta.pdf
- 21) Boudreault, C.: *The benefits of using drama in the ESL/EFL classroom*, <http://iteslj.org/Articles/Boudreault-Drama.html> and Effectiveness, <http://www.artsedsearch.org/summaries/arts-education-insecondary-schools-effects-and-effectiveness>, U.K.

RESEARCH PROJECT

Contact Hours: 30

Marks: 50

Credits: 2

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
5. To acquire the skills of planning executing evaluating and reporting an Action Research Project.

Unit - I: Research and Education

- 1.1 Research 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: Tools and Techniques for Collection and Analysis of Data

- 2.1 Questionnaires, inventories, checklist , writing skills,
- 2.2 Attitude skills
- 2.3 Attitude and achievement text
- 2.4 Measures of Correlation - Rank Difference and Product Moment Method;
- 2.5 Inferential Statistics :Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart, Ogive, Testing of Differences: t-test, Median Test.

Unit - III: Writing Research Report

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

Practicum / Field work

Identify problem and execute Action Research in any one of the following areas:

(1) Staff (2) Students (3) Discipline (4) Teaching strategies (5) Community Participation (6) Parental Attitudes (7) Children with Special Needs (8) Facilities.

References:

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- 2.Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.
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- 5.Garrett, H.E.: Statistics in Psychology and Education. Vakil Faffer and Simon, Bombay, 1975.
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- 10.Pal, H.R.: Educational Research. Bhopal, M.P.Granth Academy, 2004.
- 11.Pandey, K.P.: Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak Mandir, Agra, 1965.
- 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.

Gender, School and Society

Contact Hours: 60

Marks: 100

Credits: 4

Unit I: Key Constructs in Gender

Patriarchy, power, resources and opportunities, sex, 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 : Provision For Education of Girls

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

References:

1. Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi
2. Conway, Jill K., et al. 1987. 'Introduction: The Concept of Gender', *Daedalus*, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX

3. Engineer, Asghar Ali. 1994. 'Status of Muslim Women', *Economic and Political Weekly*, Vol. 29, No. 6 (Feb.): 297-300
4. Erikson, Erik H. 1964. 'Inner and Outer Space: Reflection on Womanhood', *Daedalus*, Vol.93, No.2, The Woman in America (Spring): 582-606
5. Ganesh, K. 1994. 'Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', *Indian Journal of Social Science*, 7(3 & 4): 355-62
6. Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S. Saraswathi (ed.), *Culture, Socialization and Human Development* Delhi: Sage Publication India Pvt. Ltd.
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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

Educational Management and Organization

Contact Hours: 60

Marks: 100

Credits: 4

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.

10 hours

- 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

16 hours

- 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, CUBE, NUEPA, NCTE, NCERT.

2.2 Administration and Management of Education at State.

The Administrative structure of education in the State: KSHEC, Department of Public instruction, DSERT.

Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy.

The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association Committee

Unit III: Management of School and Supervision **20 hours**

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.

Karnataka State Quality Assessment Organization: Nature, Role and Function

Unit IV: Maintaining Healthy Education Institutional Climate. **14 Hrs**

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.

E-records: nature, Need and applications.

Assignment/Practicum (Any One)write a profile on:

- 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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18. Sharma, T.S. (2005) 'School Management and Administration', Patiala: Shaheed-E-Azam Printers.
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Note: This paper applies to all the pedagogic courses. The student teacher has to do in two pedagogic subject that are opted by him for study part two specifically refers to higher secondary class subjects

ADVANCED PEADGOGY ON SPECIFIC SUBJECT OF STUDY

(Common format for all pedagogies)

Credits: 4

Marks: 100

Note: This is a general pedagogic paper for theoretical presentation of four Units. However the method wise further specific exemplar form the specific subject based sources need to be presented and discussed by method teachers. The student has to write the theory paper with specific illustrations form his method. The assignments should be done specifically form their respective methods. During immersion practices the extended activities form this course need to be taken in the field and assessed.

Objectives: To enable the student teachers

1. To understand the context based assessment of learners and their need and evolve the teaching approach/instructional strategy and implement.
2. To familiarize the OER developed at International, National, State level OER and E-material and its use in the school context.
3. Develop competencies to evolve teaching –learning environment for constructive and project based teaching where in learner is perceived as active learner, knowledge constructor and self motivated.
4. To understand and effectively participate in evaluation processes with credit system, grading, CCE and digital technology.

Unit 1:

Constructivism as an approach to curricular transaction: Scope in the subject, advantages, and structuring experience for classroom and field based learning situation. Various roles of teacher in providing constructive interactions.

Project as a method of teaching-learning for school subjects. Analysis of exiting text books interns of scope provided for project based interaction in terms of making learning active, knowledge constructive and student centric.

Unit 2:

Importance of e-material in school education, Using the materials contextually in class room, advantages.

Critical study of following OER material and understanding importance of using for class room and individualized learning.

- a. UNSECO material of Environmental education, Educational technology.
- b. TESS-India Project material for all subjects and for all grades.
- c. PU Board, DSERT and State evolved e-material for school teaching and learning.

Unit-3:

Building formal and informal inputs of instruction for extending curricular experience with reference to

- a. Nurturing Creativity
- b. Scientific temper
- c. Constitutional provisions: awareness roles and responsibility
- d. Environmental protection and cleanliness. Energy management
- e. Physical fitness, health and self management.

Unit-4:

Recent trends in Evaluation.

Credit based curriculum and evaluation: meaning. concepts involved, and its applicability in school education. Grading System and its advantages. Role of teacher in grading system in terms preparing proper tools, using and providing feedback.

Continuous comprehensive Evaluation (CCE): Basic concepts in the system, importance, role of teacher in building evaluation system while teaching , keeping records and carry forward to annual performance. Scope and advantages the present school education system.

Theory to Practice:

Each of the following assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. Based on the presentation the student teacher will visit the field and execute the design. The student teacher will complete the work and submit the assignment for assessment. Each assignment should be given fifteen days for completion.

Part-A (On the Subject of Secondary School)

Any two of the following assignment

- I) Development of a content specific TLM and using in the class room to find out its effectiveness.
- II) Development of a diagnostic test on a Unit identify the required remedial teaching and implementing
- III) Evolving resource to teach a unit from collecting digital resources and web site .facilitating learner to learn on his own, if required improvise and develop strategy and for the unit and execute.
- IV) Two students of high achievers, low achievers and average achievers to identify their needs in terms of
 - a. Learning resource required.
 - b. Facilities to be extended by school.
 - c. Guidance to be provided to the parents.
 - d. Specific guidance to learner.
 - e. Teacher empowerment.
- V) Selecting any one of the specific format of teaching (Models of teaching, approaches, modules etc) and design a instructional material for a content of secondary school subject
(Any other similar activity designed by BOS of respective University)

Part B: Any two of the following assignment

- I) Use of any one digital soft ware 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.
- II) Analyses a topic from Xi/XII class in terms of information, concepts, theories, application and evolve a design to provide self; earning material. Classroom transaction for higher level content, individual assignment. Try out, reflect and report.
- III) Analyze performance of any five low achievers of XI/Xii class based on your pedagogic subject, identify the constraints provide remedial measures.

- IV) Video record presentation on any one topic of your subject for the benefit of XI/XII students for about an hour episode. Find out the its usefulness to the learner by tryout and report.
- V) Analyze a class result of XII std of any one institute and evolve a report of their performance, inputs, learner study habit, and processes.
- VI) 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)
(Any other similar activity designed by BOS of respective University)

REFLECTIVE READING AND WRITING

Contact Hours: 30

Marks: 50

Credits:

Unit 1 Expressive Reflections (6 hours)

1. Reflective and expository writings - reflective journaling, creating visual and word texts, compare and contrast
2. Critical Appreciation of the text- Note taking, critically reviewing the text
3. Revisiting the text- impact of the text on the reader, recreating from the text new perspectives.

Activities:

Explore different reflecting journal writings, developing a common reflective journal

Write based on the text – e.g. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

Write a review or a summary of the text, with comments and opinions (individual task)

Write from reader's perspective, getting into the role of the characters or the writer, developing a new angle to the text

Presentations of selected papers, questions and answers (large group).

Unit 2 Reading beyond Text (9 hours)

1. Making Connections with the text- Text with Self, Text with Text and Text with World
2. Reading for Change – Multicultural Perspective (regional, folk literature and the like)

Inclusive Perspective (gender, class, caste, differently abled and the like)

Educational Perspectives (Policies, documents, journals)

Activities:

Write in journal about all the three types of connections with the text

Read texts from diverse areas and fields

Group discussion on texts from different cultures, marginalized sections

Attend seminars, paper readings, workshop on reading skills

Hold public reading events by inviting stakeholders to the event

Attend release of new books, listening to the writer's reading of the books and book festivals

Conduct debates/discussions educational policies and documents on them.

Convert text into a mono-act, play or musical drama

Maintain reflective journal and rubric when writing about the reflections of the text.

Publish Critical essays and creative essays on reflected texts in college newsletter and/or magazine

Suggested tasks and Assignments

Home reading assignments, maintaining reading log

Discussions on interpretation of the texts

Be the Text, Experience the Text: Converting text to a dialogue, story, play and mono-act.

Analyzing texts and text structures and connecting to the curriculum

Writing an exploratory essay on a text and presenting in the class

Writing a critical reflection from 2 diverse texts.

Note - face to face and if possible online discussions through synchronous or asynchronous modes, Students should have an opportunity to read and reflect both

individually as well as in groups

Suggestions for the development and transaction of the paper

1. Workshops on reflective thinking and journaling for student teachers and teacher educators for shared understanding
2. Develop a booklet of activities for reading and reflecting on texts.
3. Develop a format for reflective reading journal

Sample Recommended Headings for Reading Material

Ethnographies –

Meenakshi Thapan's 'Life at school: an ethnographic study' & 'Ethnographies of

schooling in contemporary India' & other research studies

Extracts-

'Teacher Man' by Frank McCourt & extracts from 'The Prophet' by Kahlil Gibran

Macaulay's Minutes

Extracts from Rousseau's 'Emile', Dewey's writings, Plato's Dialogues, books of

Krishnamurthi, Aurobindo, Tagore, Vivekananda, Gandhi and like.

Books Letter to a Teacher

Deschooling Society

Silenced Dialogue

Para Teachers

Plays Auto biographies/biographies Journals Documentaries Fiction-

REFERENCES

Reflective Reading

http://www.decd.sa.gov.au/literacy/files/links/Scaffolding_Students_in_Re.pdf

<http://www.monash.edu.au/lis/lionline/writing/education/reflectivewriting/3.xml>

<http://www.nlb.gov.sg/sure/reflective-reading/>

<http://www.tandfonline.com/doi/abs/10.1080/03626784.1991.1107.5350>

http://www.jstor.org/stable/1179849?seq=1#page_scan_tab_contents

http://cdtl.nknu.edu.tw/ckfinder/userfiles/files/special/Report/972_06.pdf

<http://www.slideshare.net/MOKOGEONG/a-reflective-teachingin-the-use-of-context-in-reading-texts>

<https://secure.ncte.org/store/you-gotta-be-the-book>

<http://www.arvindguptatoys.com/>

<http://literacyonline.tki.org.nz/Literacy-Online/Teacherneeds/Reviewed-resources/Reading/Comprehension/ELP-years-5-8/Reflecting-on-recrafting-and-presenting-text>

http://oer.educ.cam.ac.uk/wiki/OER4Schools/Introduction_to_whole_class_dialogue_and_effective_questioning_ADE_Sample

http://www.academia.edu/3101129/Reflective_reading_Is_meaning_making_constructivism_Is_constructivism_meaning_making

<http://mrsbrogley.com/blog/?p=3009>

<https://prezi.com/erhgpaokpjsj/copy-of-chapter-5-mentor-texts/>

Collaborative Reader

http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V18_Greg_Kajiura.pdf

<http://www.ericdigests.org/1999-3/reading.html>

<https://sethkorn.wikispaces.com/Communicative+Reading+%26+Storytelling>

(interactive reader)

<http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf>

Reflective Writing

http://tc2.ca/pdf/t4t/t4t_reflective_writing.pdf

<http://www.brad.ac.uk/academicsskills/media/learnerdevelopmentunit/documents/workshopresources/confidenceinreflection/Reflective-Writing-for-Assignments--->

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<https://www.press.umich.edu/pdf/9780472035052-ch1.pdf>

<http://www.arvindguptatoys.com/arvindgupta/m-bang-bet.pdf>

<http://www.writingforward.com/creative-writing/creative-writingreflective-journaling>

Reflective Journal Rubric

http://hrsbstaff.ednet.ns.ca/twatson/reading_journal_rubric.htm

<http://www.bothell.washington.edu/wacc/teaching/reading/journals>

<http://edtech.boisestate.edu/connectionacademy/rubrics/reflection.html>

http://www.readwritethink.org/files/resources/lesson_images/lesson963/Rubric.pdf

http://classiclit.about.com/od/forstudents/ht/aa_readinglog.htm

Klein, S., & U.W. Stout, Chandler, W., U.W. Whitewater (2006). Reflection for Preservice and Inservice Art Teachers E-portfolio, from

<http://www.uwstout.edu/art/artedportfolios/reflection/index.html>.

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Pensavalle, M., Tyerman, J., Delgadillo, L., Miyake, J., Soong, A, (2006).

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http://www.usc.edu/dept/education/up_files/AACTE_06_Presentation.pdf

B. Ed INTERNSHIP PROGRAMME DETAILS

Following is the suggestive mode; that has been evolved keeping in the context the importance of the activity as envisaged by the NCTE. The institute should abide to the procedure to the best of its effort.

There are 3 stages in the internship programme. They are

- i. Pre-internship stage
- ii. Actual internship stage
- iii. Post-internship stage

PRE-INTERNSHP		
Sl.no	ACTIVITY	No of Days
1.	Work shop	1 Day
2.	Planning and guidance	1 Day
Actual internship stage (Phase I)		
Sl.no	ACTIVITY	No of Days
1.	School planning	1 Day
2.	Academic Records checking	1 Day
3.	Visit to special schools	1 Day
4.	Visit to Residential schools	1 Day
5.	Visit to DIET/CTE	1 Day
6.	Visit to BRC	1 Day
Actual internship stage (Phase II)		
Sl.no	ACTIVITY	No of Days/Weeks
1.	Practice Teaching	7 weeks
2.	Innovative practice	2 Days
3.	Unit test	1+1
4.	Remedial classes	1+1
5.	ICT Classes	2+2
6.	Organizing CCA	2 Days
7.	Conducting Action Research	8Days
Post-internship stage		
Sl.no	ACTIVITY	No of Days/Weeks
1.	Presentation of Reflective Dairy by Trainees	1Day
2.	Viva-Voce	2Days
3.	Practical Examinations	1Week

The TERM-Cell format to be Established in Davangere University.

In exercise with the powers conferred by the Chapter IV Section 29, A,C,G,I, and J of University Act 2000 the Davangere University, Syndicate Authority constitutes following body.

Short title and Commencement:

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 affiliated colleges in Davangere 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) Davangere University

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 Govt. 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 Govt. 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 Govt. 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.

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SYATSMATISATION OF IA MARKS AT B.Ed. COLLEGES FOR EFFECTIVE MANAGEMENT.

B.Ed. is a professional programme with greater intensity on practicum than theory. The practicum evaluation is usually felt cumbersome and difficult. There is more possibility of biased, favoritism and subjectivity in giving marks. The evaluation is usually, relative than objective processes. It is extremely difficult to standardize. Because of such difficulty, many a time's university administrators get disgusted and call upon the faculty members to do away with. It is extremely difficult to convince administrators, the inevitability of IA marks. It is essential to have practicum with higher weightage. It is necessary to have internal assessment and one has to be with. Coordination committee is one of the processes that is invented to streamline and bring some standardization across the colleges.

Pre-requisites to evolve data to the coordination forms:

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 involvement.

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 be 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 recoding 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.

10: Consolidation and coordination committee communication file:

This is penultimate stage where in all the records are consolidated and master forms I, II and Iii are produced. This may also be tagged with all the letters and transaction with the coordination committee.

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 culmination in to aquarelle 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 teats 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 from 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.

Public Software - Education Tools

Application Area	Public Software	Description
SCIENCE	Kazium	This shows the periodic table and the properties of elements. It acts as an encyclopedia, explaining states of matter, evolution of elements. Basic equations can be balanced using this tool
	KStars	Desktop planetarium-Astronomy with over 130000 stars, all planets, etc.
	Stellarium	This is a desktop planetarium software that shows exactly what you see when you look up at the stars.
	PhET	Fun, interactive simulations of physical phenomenon
MATHS	KTechLab	This tool can be used to build your own circuits and explain its various components
	Geogebra	An algebra and geometry package providing for both graphical and algebraic input
	Tux Math	A fun game through which children can practice their addition, subtraction, multiplication and division.
	KBruch	This tool can be used to explain fractions as well as for the children to practice arithmetic problems.
LOGIC	KTurtle	The turtle will follow whatever directions you give it. Can be used to draw various symmetrical figures and is a good exercise of logic.
SOCIAL STUDIES	KGeography	Quiz on different states and capitals across the globe
	Marble	This acts as a desktop atlas.
ENGLISH	KHangman	Guess the correct word with a certain number of guesses allowed
	KAnagram	Unscramble the word
	KLettres	Identify the alphabets by recognizing the sound
	Tux Typing	Tux Typing" is an educational typing tutor for children.

