



**2 Years B.Ed Degree Programme (As per 2014 NCTE Regulations)
Regulations & Syllabus**

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	Blue Print	

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

In exercise of the powers conferred under Chapter-II 5 A and B of the Karnataka State Higher Education Act 2010, the provisions made in the Karnataka State University Act 2000 and as per the guidelines of NCTE in the Gazette of India Notification extraordinary December 2014, the Government of Karnataka provides the following Regulations to govern two year B.Ed Programme hereafter called as B.Ed under choice based credit system [CBCS] and continuous assessment grading pattern (CAGP) programme offered in the TEI's affiliated and constituent colleges of Universities of Karnataka States from the academic year 2015-16 and onwards. The completion of the programme shall lead to B.Ed degree.

1.00 Preamble:-

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

2.00 Title, Application and Commencement:-

The regulations shall be cited as Karnataka State Regulations 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 the State Universities and in its affiliated Teacher Education Institutes having recognized by the NCTE for the B.Ed two year programme.

The affiliated institutions offering this programme should have the physical infrastructure and follow norms as per State Government Rules, NCTE regulations and State stipulations prescribed for B.Ed two year programme. These regulations come into force from the date on which they are approved by the Government of Karnataka.

3.00 Monitoring and Regulation of the Course:-

There shall be a State Teacher Education Monitoring Board (STEM Board) at the State level constituted by the Karnataka State Higher Education Council which shall undertake the implementation of B.Ed programme at State level. The Board shall be responsible to monitoring,

regulate and issuing appropriate direction to the Universities, Colleges and any other appropriate bodies. The DSERT shall act as the nodal agency for the said purpose.

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

4.00 Definitions of the Key terms Used in the Regulation:-

a) **Semester:** Semester is duration of four consecutive months with a minimum of 90-100 Working days.

b) **Blank Semester :** A Semester is said to be a blank semester for a candidate if he/she does not enroll for that semester

c) **Credit:** It is a unit of academic input measured in terms of the study hours. It reflects the number of Study Hours' in a particular period of time devoted to various aspects of the teaching – learning process such as attending classes, engaging in assignments, projects, seminars, practical aspects, field based activities, immersion, computer skills, research activities required for the course. A credit is a unit of study of a fixed duration. In terms of credits, every one hour session of L amounts to one credit and a minimum of a two – hour session of T or P amounts to one credit. L stands for Lecture session, T stands for Tutorial Session and P stands for practical /Practice session.

d) **Course:** A course is a study specified by the concerned Board of Studies for teaching, learning and evaluation during a particular semester. A course will have a minimum of two credits and maximum of eight credits. Every course offered will have three components associated with teaching – learning process of the course, namely L, P, and T.

e) **Tutorial :** A tutorial is a supplementary practice to any teaching-learning process that may consist of participatory discussion/self-study/desk work/ seminar presentations by students and such other novel methods that makes a student to absorb and assimilate more effectively the contents delivered in the lecture classes, seminars, case study, discussion sessions etc., are part of tutorials.

f) **Practical/practice:** A Practical/practice is methods of imparting education that consists of hands-on experience/laboratory experiments/ field studies/ study tour, etc that equip students to acquire the required skill component.

g) **Internship and immersion:** It is the period where in the candidate visits the Teacher Education Institute, Schools, or any educational Institute and for the full day or a part of the day regularly and undertake the defined activities under the supervision of a guide. The activity will end up in a recorded form. The assessment is based on his/her performance while doing the activity and based on his/her

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

h) **Enhancing Professional Capacities (EPC):** These are the courses where in the student teacher is equipped with personal competencies that are required to do various activities expected of a teacher.

i) **Engagement with Field Activity (EF) :** These are the courses where in the student teacher will get the theoretical base through college classes and visit to the field as and when required intermittently collect information, and completes the assignment.

j) **Field Work Activities:** These are the activities assigned to the student to undertake in team or individually. The work may in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship.

k) **Hard Core Course:** A Hard Core Course is a course that is fundamental and compulsory in requirement for a subject of study in a particular programme. The hard core course of studies other prescribed for study in a programme shall not be replaced by studying any other course/s. Essential field work, Team work, etc leading to report writing and project/ dissertation of the main programme of study shall be treated as a hard- core course.

l) **Modalities of Transaction and Assessment (MOTA):** This is the description for the course operation in the institute and field, with specification of role of teachers, learner and institutional responsibility. The assessment procedure is also specified in this phase

m) **Theory cum Practice:** These are the components of the curriculum where in the transaction requires orientation on certain theoretical grounds and practice the theory in to practice. The curriculum will have fifty percent of the course with theoretical aspects and other fifty percent with practicum. The teacher educator will conduct such classes in to batches of 25 to 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 fall under these type of the courses.

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

5.00 Intake:-

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

6.00 Eligibility and Choice of pedagogic Subjects:-

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

- i. Candidates with at least 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:

	Discipline	Subject option available	Content to be practiced as pedagogy
1	Humanity	Kannada, English, Hindi, Urdu Sanskrit, Marathi (Any other State neighborhood 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 specialization exists for the III Semester and IV Semester. For the second semester there are no pedagogic paper specialized 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	Mathematics 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.

7.00 Medium of Instruction:-

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

8.00 Admission Procedure:-

- a) Reservation and relaxation for SC/ST/OBC/PWD/Article 371 (J) and any other categories shall be as per the rules of the Central Government/ State Government whichever is applicable and provided from time to time by the state Government.

b) The Central Admission Cell of the State under the Commissioner of Public Instruction shall monitor the admission to the Government Seat Quota. CAC cell shall complete the admission processes within the stipulated time prescribed by the NCTE admission procedure. Any seats remaining vacant under this category, after completion of the admission processes by the CAC shall not be filled in by the University or TEI's without prior permission by the Government.

c) The Admission for management seat shall be made on merit, based on marks obtained in the qualifying examination and in the entrance examination, if any or any other selection process as per the policy of the Central Government/State Government/ University Admission from time to time.

d) The University shall prepare the schedule or academic calendar for both Merit and Management Quota seats in accordance with CAC and STEM Board directions. The University and TEI shall follow the calendar of events. The calendars 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.

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

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

10.00 Curricular Components:-

The course shall have the curricular components namely:

a. Perspective Courses (Per-C)

- b. Pedagogic Courses (Ped- 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 are as follow:

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

Each credit has equivalence of 25 marks. In case of 100 marks theory course there shall be 60 periods of class room presentation.

11.00 Credits, Marks and Passing Standards:-

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

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Semester I

	Course Code	Course Titles	Credits	Internal -Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	Per-c1	Childhood And Adolescence	4	20	8	80	32	100
	Per-c2	Philosophical And Sociological Bases of Education	4	20	8	80	32	100
	Per-c3	Educational technology	4	20	8	80	32	100
	Ped-c:1& Ped-c:2	Understanding Discipline and pedagogy (Any two)	2+2	10+10	4+4	40+40	16+16	50+50
	EPC & EWF	EPC-1	ICT Basic	2	50	25		
	EPC-2	Psycho Social Tools and techniques	2	50	25			50
	EPC-3	Language across the School Curriculum	2	50	25			50
	EWF-1	Micro teaching and Integration of skills	2	50	25			50
			24					600

Semester II

	Course Code	Course Titles	Credits	Internal -Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	Per-C4	Learning and teaching and Assessment	4	20	8	80	32	100
	Per-C5	Knowledge and Curriculum	4	20	8	80	32	100
	Per-C6	Contemporary Education in India	4	20	8	80	32	100
	Ped-c:3	Techniques, Methods and Approaches of Pedagogy.	4	20	8	80	32	100
EPC	EPC-4	ICT applications	2	50	25			50
	EPC-5	Understanding Self, Personality and Yoga	2	50	25			50
EWF	EWF-2	Simulated and ICT based lessons	2	50	25			50
	EWF-3	Schools Visit and reflective diary	2	50	25			50
			24					600

Semester III

	Course Code	Course Titles	Credits	Internal -Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	Per-C7	Inclusive Education	4	20	8	80	32	100
	Per-C8	Educational Evaluation	4	20	8	80	32	100
	Ped-c:4& Ped-c:5	Pedagogy of School Subjects(Any two)	2+2	10+10	4+4	40+40	16+16	50+50
	OPC	Optional Course (Any one)	4	20	8	80	32	100
EPC	EPC-6	Understanding Drama and Art in Education	2	50	25			50
	EPC-7	Research Project	2	50	25			50
	EPC-8	Reflective Reading and writing	2	50	25			50
	EPC-9	Teacher placement and CET	2	50	25			50
			24					600

Semester IV

	Course Code	Course Titles	Credits	Internal -Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	Per-C9	Gender , School and Society	4	20	8	80	32	100
	Per-C10	Educational Administration and Management	4	20	8	80	32	100
	Ped-c:6 & Ped-c:7	Advanced Pedagogy of School Subjects (Any two)	2+2	50+50	25+25	x	x	50+50
EPC	EWF-4	Unit plan based Lessons	2	50	25			50
	EWF-5	Block Teaching	2	50	25			50
	EWF-6	Field work and Immersion Programme	4	100	50			100
	EWF-7	Practical Examination Lessons I & II	4 (2+2)	-		50+50	25+25	100
			24					600

Assessment Pattern:

SEMESTER-I

	Course Title	Test	Field Assignment	Test	Seminar/Tutorial	University Examination	Total
Theory	CHILD HOOD AND ADOLESCENCE	5	5	5	5	80	100
	PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION	5	5	5	5	80	100
	EDUCATIONAL TECHNOLOGY	5	5	5	5	80	100
	UNDERSTANDING DISCIPLINE AND PEDAGOGY....1			5	5	40	50
	UNDERSTANDING DISCIPLINE AND PEDAGOGY....2	5	5			40	50

EPC: - ICT BASIC

Sl. No.	Items	Internal Marks	External Marks
1	Assignment / Lab Records	15	--
2	One Test	10	--
3	Practical Exam	25	--
	Total	50	00

EPC: -PSYCHO SOCIAL TOOLS AND TECHNIQUES

Sl. No	Course input / exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Conduct of Practicum in lab situation	2	10			10
2	Conduct of Practicum field based and presenting as report		5			5
3	Record submission		5			5
4	Examination in lab work			20	8	20
5	Viva-voce			10	4	10
	Total	2	20	30	25	50

EPC: -LANGUAGE ACROSS THE SCHOOL CURRICULUM

Sr.No	PARTICULARS	MARKS
1	Activity in unit -1	10
2	Activity in unit -2	10
3	Activity in unit -3	10
4	Activity in unit -4	10
5	Report Submission	10
	Total	50

EWf:-MICRO TEACHING AND INTEGRATION

Sl. No	PARTICULARS	MARKS
1	Practicing any 6 Micro Teaching Skills –Three in each pedagogy	6 x 5 = 30
2	Two school based lessons on integration of skills,one in each pedagogy	5 x 2 =10
3	Two College based lessons on integration of skills,one in each pedagogy	5 x 2 =10
	Total	50

SEMESTER-II

	Course Title	Test	Field Assignment	Test	Seminar	University Examination	Total
Theory	LEARNING AND TEACHING PROCESSES	5	5	5	5	80	100
	KNOWLEDGE AND CURRICULUM	5	5	5	5	80	100
	CONTEMPORARY EDUCATION IN INDIA	5	5	5	5	80	100
	TECHNIQUES,METHODS AND APPROACHES OF PEDAGOGY	5	5	5	5	80	100

EPC:- ICT APPLICATIONS

Sl.No	Course input / exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	CONDUCT OF PRACTICUM IN LAB SITUATION	2	05			20
2	CONDUCT OF PRACTICUM FIELD BASED AND PRESENTING AS REPORT		10			
3	REPORTING THE JOURNAL RECORD AND SUBMISSION		05			
4	EXAMINATION FOR IN LAB WORK		20		10	20
5	VIVA-VOCE ON ICT WORKS		10			10
	TOTAL	2	50		25	50

EPC:-UNDERSTANDING SELF PERSONALITY AND YOGA

SLNO	AREAS	MARKS
1	INTERNAL TEST/EXAM (THEORY AS PER THE SYLLABUS)	20
2	RECORDS -(ABOUT YOGA AND AS PER INDIVIDUAL SELECTION OF CONTENTS FOR PRACTICAL TEST)	10
3	PRACTICAL TEST & VIVA (10+10) (AS PER THE PRACTICAL TEST CRITERIA)	20
	TOTAL	50

EWF:- SIMULATED AND ICT BASED LESSONS: (either school or College based)

SL.NO	PARTICULARS	MARKS
1	Six non ICT mediated lessons on Integration of skills,three in each pedagogy	6 x 5 = 30
2	Four ICT mediated lessons on Integration of skills,two in each pedagogy	4 x 5 =20
	Total	50

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EFW:-SCHOOL VISITS AND REFLECTIVE DIARY

Sl. No.	Activity	Place	Process	No of Days	Weightage	Monitoring Staff/ Agency
1.	Walk in and around school- Secondary/Senior Secondary school	Allotted School/ Colleges	Formal interaction with school authorities and students	1 day		Mentor/ GCTEM Faculty
2.	School Planning process		Taking SAP & SDP	1 day	2 ½ Marks	Head Teacher/ Mentor
3.	School Academic Records		Interaction with Head Teacher and looking all academic records maintained	2 day	2 ½ Marks	Head Teacher/ Mentor
4.	Observing various Programmes of the GOK and Department of Education		Observation by involving student teacher trainees in various programmes like MMS, Milk supply,	2 day	5 Marks	Head Teacher/ GCTEM faculty/DIET faculty
5.	Attending SDMC/PTA Meeting		SDMC/PTA constitution and meeting proceedings	1 day	5 Marks	Head Teacher
6.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	2 day	10 Marks	Head Teacher/ GCTEM faculty/DIET faculty
7.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	2 day		GCTEM faculty/DIET faculty/Mentor
8.	Observing at least one class of Head Teacher		Actual Class Observation by the trainees and followed by discussion	1 day		GCTEM faculty/DIET faculty/Mentor
9.	Visit to nearby HPS or Elementary School to observe the various academic activities including class observation and academic records maintained	Allotted HPS/ Elementary School	Actual Class Observation by the trainees and followed by discussion	5 day	10 Marks	GCTEM faculty/DIET faculty/Mentor
10.	Visit to Special School		Observation followed by discussion	1 day	2 ½ Marks	GCTEM faculty/DIET faculty/Mentor
11.	Visit to Residential school		Observation followed by discussion	2 day	2 ½ Marks	GCTEM faculty/DIET faculty/Mentor
12.	Visit to BEO office		Observation followed by discussion	1 day	2 ½ Marks	GCTEM faculty/DIET faculty/Mentor
13.	Visit to BRC office		Observation followed by discussion	1 day	2 ½ Marks	GCTEM faculty/DIET faculty/Mentor
14.	Visit to DIET		Observation followed by discussion	2 day	5 Marks	GCTEM faculty/DIET faculty/Mentor

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SEMESTER III

Course Code	Course Titles	Credits	Int - Marks		Ext - Marks		Total	Minimum for Pass
			Max.	Min.to pass	Max .	Min.to pass		
PIE	INCLUSIVE EDUCATION	4	20	8	80	32	100	50
	EDUCATIONAL EVALUATION	4	20	8	80	32	100	50
PDC	SUBJECT SPECIFIC PEDAGOGY (ANY TWO)	4	20	8	80	32	100	50
		(2)	(10)	(4)	(40)	(16)	(50)	(25)
		(2)	(10)	(4)	(40)	(16)	(50)	(25)
OC	OPTIONAL COURSE (ANY ONE)	4	20	8	80	32	100	50
EPC	UNDERSTANDING DRAMA AND ART IN EDUCATION	2	50	25	-	-	50	25
	RESEARCH PROJECT	2	50	25	-	-	50	25
	REFLECTIVE READING AND WRITING	2	50	25	-	-	50	25
	TEACHER PLACEMENT AND CET	2	50	25	-	-	50	25
	TOTAL	24					600	

EPC:-UNDERSTANDING DRAMA AND ART IN EDUCATION

SIn	Criteria	Marks
1	Content based test	20
2	Conducting theater/Music/Drawing activities	10
3	Presentation of skit/street play/mini play	10
4	Presentation of the content using drama and art elements(each pedagogy) 1+1	10
	TOTAL	50

EPC: - RESEARCH PROJECT

INo	Criteria	Marks
1	One Test (Covering all the three units)	20
2	Drafting Action Research Proposal	20
3	Development of any one tool for data collection / Graphical Representation of data / Testing of differences: t-test, Median Test	10
	Total	50

EPC: - REFLECTIVE READING AND WRITING

Sl No	Criteria	Marks	Total
1	Reflection on Activities	2 x 5	10
2	Reflection on Teaching	4 x 5	20
3	Text to Self Reflection	1 x 5	5
4	Summary on Scene	1 x 5	5
5	Expository writing	1 x 5	5
6	Any Other	1 x 5	5
	Total		50

EPC:- TEACHER PLACEMENT AND CET

Slno	Criteria	Marks
1	Content based test	20
2	One assignment	10
3	Mock CET Examination	10
4	Mock VIVA	10
	Total	50

SEMESTER IV

Course Code	Course Titles	Credits	Int – Marks		Ext - Marks		Total	Minimum for Pass
			Max	Min.to pass	Max.	Min.to pass		
PIE	GENDER, SCHOOL AND SOCIETY	4	20	8	80	32	100	50
“	EDUCATIONAL MANAGEMENT AND ORGANIZATION	4	20	8	80	32	100	50
PDC	ADVANCED PEDAGOGY OF SCHOOL SUBJECTS-1 (Each 4 activities 10 x 4 & 1 VIVA 1 x10) (ANY FOUR)	2	50	25	x	x	50	25
	ADVANCED PEDAGOGY OF SCHOOL SUBJECTS-2 (Each 4 activities 10 x 4 & 1 VIVA 1 x10) (ANY FOUR)	2	50	25	x	x	50	25
EWf	FIELD ASSIGNMENTS	2	50	25	-	-	50	25
“	SCHOOL LESSON(UNIT BASED) AND REFLECTIVE DAIRY	2	50	25	-	-	50	25
“	FIELD WORK AND IMMERSION	4	100	50	-	-	100	25
“	TEST LESSON I AND II	2+2	-	-	50+50	25+25	100	50
	TOTAL	24					600	

ADVANCED PEDAGOGY OF SCHOOL SUBJECTS (APOSS)

Sr.No	PARTICULARS	MARKS
1	4 Activities in APOSS-1	4X10=40
2	VIVA in APOSS-1	10
3	4 Activities in APOSS-2	4X10=40
4	VIVA in APOSS-2	10
	Total	50+50=100

EFW:-Weight age distributions under the Unit plan Based Lesson (1+3+1 & 1+3+1)

EVENTS	DURATION/ BSERVATION	MARKS	TOTAL
UNIT PLAN	----	05+05	10
PRESENTATION(3+3)	02+02=04	10+10	20
UNIT TEST	01+01=02	10+10	20
TOTAL		50	50

Weight age distributions under the Block teaching (8+1 & 8+1)

EVENTS	DURATION/ OBSERVATION	MARKS	TOTAL
BLOCK TEACHING(8+8)	3+3=6	15+15=30	30
CRITICISM LESSON	1+1=2	05+05=10	10
GENERAL LESSON (NON OBSERVATION)	5+5=10	----	----
OBSERVATION RECORD	30 LESSONS OBSERVATION (EACH PEDAGOGY)	05+05=10	10
TOTAL	18		50

Weightage distributions under the Immersion programme:-

Events	Duration/ Observation	Marks	Total
INNOVATIVE LESSON	1+1	10+10	20
TLM / ICT LESSON	1+1	10+10	20
REMEDIAL LESSON	3+3 (6DAYS)	05+05	10
ACTION RESEARCH	01	10	10
CO-SCHOOL ACTIVITIES	4 activities	10	10
REFLECTIVE DAIRY	01	20	20
VIVA VOCE	01	10	10
TOTAL			100

Practical Examination Lesson

Events	Duration/ Observation	Marks	Total
TWO PRACTICAL EXAMINATION LESSONS-ONE IN EACH PEDAGOGY	01+01	50+50	100

Semester end examination theory question papers pattern: perspective courses

Duration: 3 hours

Maximum marks: 80

SECTION	TYPES OF QUESTIONS	MARKS	TOTAL
A	FOUR LONG ANSWER TYPE QUESTIONS OUT OF SIX (AT LEAST ONE QUESTION FROM EACH UNIT IS MANDATORY)	4 X 10	40
B	FIVE SHORT ANSWER TYPE QUESTIONS OUT OF SIX (AT LEAST ONE QUESTION FROM EACH UNIT IS MANDATORY)	5 X 5	25
C	FIVE VERY SHORT ANSWER TYPE QUESTIONS OUT OF SIX (AT LEAST ONE QUESTION FROM EACH UNIT IS MANDATORY)	5 X 3	15
TOTAL			80

Semester end examination theory question papers pattern: pedagogy courses

Duration: 2 hours

Maximum marks: 40

SECTION	TYPES OF QUESTIONS	MARKS	TOTAL
A	TWO LONG ANSWER TYPE QUESTIONS OUT OF THREE (AT LEAST ONE QUESTION FROM EACH UNIT IS MANDATORY)	2 X 10	20
B	FOUR SHORT ANSWER TYPE QUESTIONS OUT OF SIX (AT LEAST ONE QUESTION FROM EACH UNIT IS MANDATORY)	4X 5	20
TOTAL			40

12.00 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
Theory	16 Credits/400 (16.6%)	16 Credits/400 (16.6%)	16 Credits/400 (16.6%)	8 Credits/200 (8.3 %)	1300 (54%)
Practical	8 Credits/200 (8.3 %)	8 Credits/200 (8.3 %)	8 Credits/200 (8.3 %)	16 Credits/400 (16.6%)	1100 (46%)
Total	24Credits/600 (25%)	24Credits/600 (25%)	24Credits/600 (25%)	24Credits/600 (25%)	96 Credits/2400 (100%)

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

PRACTICE LESSONS ACROSS FOUR TERMS

SEMESTER	COMPONENT	DETAILS OF INPUTS
I	<p>1)Microteaching (Six Skills)</p> <p>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</p> <p>2)Simulation (Non Microteaching) Integration and overall skill withteaching-learning process for 15 min. each</p> <p>3)Simulation Lesson (College base)</p>	<p>Skill with full repeat cycle and with video-feedback.</p> <p>One per pedagogy subject</p> <p>One per pedagogy subject</p>
II	<p>4)Simulation with ICT (at least 2+2 lessons with ICT mediation) minimum 20 munities per lesson,5 marks per lesson</p> <p>5) Observation of School Lessons</p>	<p>Five per pedagogy subject, total (5+5)10 lessons</p> <p>Four lessons per pedagogic subject</p>
III	<p>6)Unit plan Based Lessons 7) Lesson under Block Teaching. (temporarily the III Sem components shifted to IV sem due to non availability of schools for practive)</p>	<p>At least three lesson+1 unit test period per pedagogic subject</p> <p>Three weeks eight lessons per pedagogic subject and one criticism lesson with each subject.</p>
IV	<p>8)Immersion Lessons 9)TLM and ICT Based Lessons 10)Test Lessons</p>	<p>Fifty days (Details are given in the immersion programme in the syllabus)</p>

PRACTICAL INPUTS ACROSS FOUR TERMS (CO-LESSON PRACTICES)

SEMESTER	COMPONENTS	DETAILS	CREDIT/MARKS
I	ICT Basics Psycho-Social Test	Lab work as detailed in practical course work Competency development to administered and interpret result, as detailed in MOTA	2Cr/50Marks 2Cr/50Marks
II	ICT Application USP and Yoga	Semi field based try out field. Activities listed in MOTA Yoga practice courses detailed and personality exercise as in course details	2Cr/50Marks 2Cr/50Marks
III	Research Project UDAE RRW TP &CET	Developing Research Project with the help of course details listed Detail of activities listed in course work Detail of activities as in course work Expository lectures, Teacher's CET classes, interaction with school agencies	2Cr/50Marks 2Cr/50Marks 2Cr/50Marks
IV	School co-practices Pr.Exam lessons -1&2	Detailed activities are listed in course work Examination Activity	10Cr/250Marks 2+2 Cr/100 Marks

Part-B: Modalities of transaction:

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

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

	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

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

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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
		Und, Disc and pedagogy (Any two)	4	20	8	80	32	100
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
		Educational Evaluation	4	20	8	80	32	100
		Subject Specific pedagogy (Any two)	4	20	8	80	32	100
IV		Optional Course (Any one)	4	20	8	80	32	100
		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)	4	20	8	80	32	100

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	Fine arts and Theatre	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 equipment's.

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)

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

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

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

Some of the ICT mediated activities to be undertaken are:

Basic Competencies:

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

7. Use of graphic soft ware.

8. Searching of open source material and use.

Additional Activities:

1. Write a report on the features and use of smart board in teaching-learning.

2. Collection of e-resources and Reporting. (Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)

3. Critical review of UNESCO ICT Competency standards for Teachers-2008

4. Write a report on INSAT programs.

5. Developing Educational blog in www.blogger.com , www.wordpress.com

6. Develop the news groups and report.

7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations

8. Evaluating Educational broad casts in the Radio/T.V

9. Evaluation of websites related to educational programmes.

10. Creating an account in Wikipedia/wikieducator/wikispaces and adding/editing content.

11. Creating an Account in Teacher tube/slideshare and sharing your video/PowerPoint. View and comment on others contributions.

12. Use one of the Concept map tool (freemind, VUE)and write a report.

13. Use one of the E-book Tool(Sigil,caliber) for creating and editing books and report.

14. Preparation of CAI for classroom learning.

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

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

A) Lab assignment:

1. Tabulating the raw scores and processing the data of any one psychological tool with the help of manual with a group of 40 students scores(Dept may evolve the draft and keep ready for use)
2. Conducting counseling on 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 generates the socio-metry results through socio-metry software and use them for interpretation and insight on class room dynamics.
2. Testing intelligence/creativity of at least five children from school and reporting with the scope to use the results for the beneficiary.
3. Evolving diagnostic remedial testing material and identifying the needs in the dimensions of academic, physical growth, psychological change, social competency etc of school children.
4. Case study of extremities like weak child, alienated child, genius, 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.

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, BaShalege, 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 syllabibased 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 State 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

Test lessons:

Each student shall give two test lessons-one in each pedagogy. Test lessons shall be observed by a panel of two examiners consisting of faculty member from B.Ed college and head master or senior Assistant teacher from High school. The panel of examiners shall be approved by the University well in advance.

13 . 00 Mandatory Institutional Requisites.

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

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

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

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

14.00 Monitoring Academics and Assessment Committee

There shall be two Committees for monitoring the academic activities and continuous assessment..Each The Board shall constitute as follows:

There shall be two boards for monitoring the academic and continuous assessment activities conducted in the Institution on each board shall be constituted as follows:

- a) Chairman/Chairperson of BOS in Education/Principal of a B Ed college on rotation basis based on seniority.
- b) Members-One faculty member from PG Department, Two faculty members from college of Educaton on rotation basis based on seniority.

The Committees shall visit the colleges to verify the academic records(Test papers,Seminar/Assignment/field work/case study reports/practical records),Attendance records and continuous assessment marks)The Committee shall visit the Institutions in both even and odd semesters.

15.00 Working Days

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

16.00 Attendance and Conduct :

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

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

The student shall deemed to have satisfied the requirement of attendance, progress and conduct, if he/she has attended not less than 80% of the total number the working hours for theory courses, and with practicum 90% (inclusive of field attachment and internship held up to the end of the semester including lectures, seminars, group discussion, project work, practicum, internship, tests etc.) in each semester. The relaxation shall be as per the State Government circulars if any.

17.00 Successful Completion of Course work:

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

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

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

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

18.00 Assessment and Evaluation

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

Internal Assessment

Each Course normally, would have two components- the Internal Assessment and the Semester End Examination.

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

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

c. The various components of Internal Assessment Marks in each theory paper carrying 100 marks normally are as follows:

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

The first component of assessment is for ten marks. This will be based on session test of two hours in case of theory and submission of field assignment report based on core papers within one month from the date of allotment. (5 mark for Test and 5 marks for field assignment).

This assessment and score process should be completed after completing 50 percentage of syllabus of the course/s and within 45 days of each semester programme.

The second component of assessment is for ten marks. This will be based on test and seminar/Tutorials. This will be based on session test of two hours in case of theory and preparation and presentation of seminar/Tutorial 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 feedback 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.

For 100 Marks Course

Total marks for each course 100 Marks

Continuous assessment...1 10 Marks

Continuous assessment...2 10 Marks

Semester - End -Examination 80 Mark

For 50 Marks Course

Total marks for each course 50 Marks

Continuous assessment...1 05 Marks

Continuous assessment...2 05 Marks

Semester - End -Examination 40 Mark

The grade and the grade point earned by the candidate in the subject will be given as per the following table:

Marks (P)	Grade (G)	Grade Point (GP = P * G)
40-49	5	V*5
50-59	6	V*6
60-64	6.5	V*6.5
65-69	7	V*7
70-74	7.5	V*7.5
75-79	8	V*8
80-84	8.5	V*8.5
85-89	9	V*9
90-94	9.5	V*9.5
95-100	10	V*10

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

Here, P is the percentage of marks secured by a candidate in a course (C1+C2+C3+C4) which is rounded to nearest integer. V is the credit value of 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 (CGPA) of a candidate after successful completion of the required number of credits (a minimum of 48 credits.) is given by-

$$\text{CGPA} = \frac{\text{Sum of all Grade Points}}{\text{Total number of credits}}$$

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

The following formula for the conversion of percentage of marks x total marks secured as given below may be shown on the rear side of the Marks Card.

$$\text{Total Marks secured} = \frac{\text{Percentage of Marks} \times \text{Maximum Marks}}{100}$$

**Total marks obtained by a candidate from all the four semesters shall be indicated in the statement of Marks/Marks card.

19.00 Issuance of Grade Certificate:

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

20.00 Provision for Appeal:

If a candidate is not satisfied with the evaluation of Internal Assessment activities, he/she can approach the grievance cell with written submission together with all facts, the assignments, and test papers etc, which were evaluated. He/ she can do so before the commencement of Semester end Examination.

The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University on the candidate if he/she submission is found to be baseless and unduly motivated. This TERM cell may recommend taking corrective action on an evaluator if he/she found guilty. The decision taken by the grievance cell is final.

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

a) The Registrar (Evaluation) / Dean of the concerned faculty as Ex-officio Chairman/ convener

- b) One senior faculty member (other than those concerned with the evaluation of the course concerned) drawn from the Department/discipline and or from the sister departments/sister discipline.
- c) One senior faculty member/ subject expert drawn from outside the University department.

21.00 Challenge valuation

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

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

22.00 Provision for improvement:

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

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

iv) The candidate has to complete the B.Ed programme within four years from the date of admission and no extension is permissible.

23.00 Pending Course/s:

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

The candidate has to earn at least 50% of the total credits (courses) specified for First and Second Semester of the programme in order to proceed to the Third Semester.

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

24.00 Improvement of Results:

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

25.00 Reappearing for assessment: There will be no Supplementary Examination. Failed candidates have to write/appear for the paper/papers for which they have failed with the regular candidates.

On securing the separate minimum in those paper/papers the candidate will be declared to have passed the examination provided he/she secures an aggregate of 50% . Three chances will be given for reappearance as long as the same scheme exists (Excluding the first appearance).

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

26.00 Discard policy of Answer Sheets:

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

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

27.00 Repeal and Saving Clause

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

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

UNIVERSITY OF MYSORE
2 YEARS B.Ed DEGREE PROGRAMME SYLLABUS

BLUE PRINT OF TWO YEAR B.Ed COURSE PROPOSED FOR KARNATAKA STATE

COMPONENTS	SEMISTER-I			SEMISTER-II			SEMISTER-III			SEMISTER-IV			GRAND TOTAL
	COURSE	CREDITS	MARKS	COURSE	CREDITS	MARKS	COURSE	CREDITS	MARKS	COURSE	CREDITS	MARKS	
PERSPECTIVES IN EDUCATION	Childhood And Adolescence	4	100	Learning and teaching Processes	4	100	Inclusive Education	4	100	Gender , School and Society	4	100	1100
	Philosophical And Sociological Bases Of Education	4	100	Knowledge and Curriculum	4	100	Educational Evaluation	4	100	Educational Management and Organization	4	100	
	Educational technology	4	100	Education in Contemporary India	4	100	Subject Specific pedagogy (Any two)	4	100				
PEDAGOGIC COURSES	Und, Disc and pedagogy (Any two)	4	100	Pedagogic tools ,techniques and approaches	4	100	Optional Course (Any one)	4	100	Advanced Pedagogy of Specific Subjects (Any two)	4	100	400
ENHANCING PROFESSIONAL CAPACITIES	ICT Basic , Psycho Social Tools and techniques	2	50	ICT applications	2	50	Fine Arts and Theatres	2	50	Reading and Reflecting	2	50	450
	Language across the subjects	2	50	Understanding Self, Personality and Yoga	2	50	Research Project	2	50	Teacher placement and cet plan	2	50	
ENRICHMENT WITH FIELDS AND SCHOOL INTERNSHIP	Micro teaching and Integration	2	50	Simulated and ICT based lessons	2	50	Field Assignments	2	50	Field work and Immersion	4	100	250
				School Visits and reflective diary	2	50	School lesson(Unit based) and reflective Dairy	2	50	Practical Examination lesson I and II	2+2	100	200
		24	600		24	600		24	600		24	600	2400

CHILD HOOD 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 vs 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: The Early Years (Birth to Eight Years)

- 3.1 Prenatal development: Conception, stages and influences on prenatal development
- 3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development
- 3.3 Milestones and variations in Development
- 3.4 Environmental factors influencing early childhood development
- 3.5 Role of play in enhancing development

Unit 4:

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

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

B) Transitions into Adulthood

5.1 Psychological well-being

5.2 Formation of identity and self-concept

5.3 Emerging roles and responsibilities

5.4 Life Skills and independent living

5.5 Career Choices

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.

Philosophical and Sociological bases of Education

Contact Hours: 60

Marks: 100

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 Foundation of Education

- 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

- 1.1 Idealism, Naturalism, Pragmatism
- 1.2 Education Implications of these Schools
Aims and objectives and Curriculum Methodology
Teachers Pupil Relationship and Discipline
Meaning of Values
- 1.3 Contribution of selected philosophers
- 1.4 Human Values And Education:- Types of Various Spiritual, Moral, Social, Authentic Human Values
- 1.5 National Values as Mentioned In The Indian Constitution

3 Sociological bases for Education

Relationship of sociology and education, the concept, scope and functions of educational sociology and sociology of education- education has a social sub system - specific characteristics which make for social harmony.

4 State and Education:

- 1 Education For and the State Provisions in Indian Constitution
- 2 Educations and Democracy, National Integration Through Education
- 3 Education for International Understanding.
4. Education in relation with human culture religious polices modernization role of culture in provisional development in education and culture. Changes in Indian with special reference changes in India education and social change social stratification and social psychological education and its responsibilities for social changes

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 Eduction – 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, pupil teachers will be able to –

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

Course Contents:

Unit- I Basics of Education Technology

1. Educational technology- Meaning, Nature, Scope, objectives, and Importance.
2. Instructional technology and teaching technology: Meaning, nature and scope.
3. Approaches of educational technology –Hardware, Software and Systems approach.
4. Cybernetics: Meaning and use in the development of instructional designs.

Unit-II Media in Education

1. Print media- Books, Journals, Magazines and newspapers.
2. Digital Media- Documentaries, still pictures, websites, webpage etc,
3. A-V Aids: definition, types audio aids, visual aids, A-V aids (Radio, T.V. and Films)
4. Multi-media: Meaning & concept, scope and importance.

5. Multi sensory approach- Relationship of Learning and Experiences, Dales cone of experience and step learning experiences model

Unit- III Educational systems

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

Unit-IV Understanding of ICT in Education

1. Concept of ICT and Principles of using ICT in teaching learning process
2. Impact of ICT in education (impact of ICT in social, cultural, economical)
3. Role of teacher (administrator, facilitator, tutor, mentor, counsellor, evaluator) in ICT enabled education.
4. Issues and concerns related to ICT
5. Concept, meaning and merits in Education: Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI),Computer Mediated Communication (CMC),Computer simulation, Blended learning, Educational podcast, Web- based learning, Cloud computing.

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

References

- 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.
- Dale Edgar. (1969). *Audio-visual methods in Teaching*. (3rd ed). New York: The Dryden Press.
- 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.
- Ruhela, S.P. (1973). *Educational Technology*. New Delhi: Raj Prakashsn.
- Sampath, K., Pannirselvam, A. and Santhanam, S. (1990). *Introduction to Educational Technology*. New Delhi: Sterling Publishers Private Limited.
- Saxena, S. (1999). *A first course in computers*. New Delhi: Vikas Publishing House.
- Sharma, R. A. (). *Technology of Teaching*. Meerut: International Publishing House.
- Sutherland, R., Robertson, S. and Peter John. (2009). *Improving Classroom Learning with ICT*. New York: Routledge.

LANGUAGE ACROSS THE SCHOOL CURRICULUM

Total Hours :45

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 (08 Hrs)

Suggested Activities: (select any one)

- a) Seminar on different aspects of multilingualism in the classroom
- b) Case study - Comparative study of home language and the school language of the school students
- c) Symposium on difference between language as school subject and language as means of learning and communication

UNIT: 2 CLASSROOM DISCOURSE (06 Hrs)

Suggested Activities: (select any one)

- a) Seminar on the nature of classroom discourse
- b) Seminar on the importance of oral language in the classroom

- c) Classroom observation in the school regarding discussion as tool for learning
- d) Classroom observation in the school regarding the nature of questioning in the classroom and its types

UNIT: 3 READING IN THE CONTENT AREA (08 Hrs)

Suggested Activities: (select any one)

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

UNIT: 4 WRITING IN THE CONTENT AREA (08 Hrs)

Suggested Activities: (select any one)

- a) Seminar on importance of writing in the content area
- b) Classroom observation in the school on Process of writing - Analyzing children's writing to understand their conceptions,
- C) Write an analysis- Take a few passages from Science, Social Science and Maths 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.

Understanding Discipline and pedagogy: Language

Contact Hours: 30

Marks: 50

2 Credits

Objectives

To enable the student teacher ----

1. To understand the language background of students.
2. To understand the language policies.
3. To understand the nature of classroom
4. To understand the mother tongue and other language importance's.
5. To understand the components of Reading, writing etc
6. To understand the nature of writing in specific content areas.

Unit 1: General Introduction on Language

What is Language? Various components of language; Functions of language; How different are different languages? Critical analysis of the following terms: Dialect, Formal and Informal language, classical; Characterizing mother tongue, first language and second language, bilingual.

Unit 2: Language Policies and Politics

Language Policy in India; Language as a medium of instruction and debates about English as a medium of instruction; the recommendation of NCF-2005 on language education.

Unit 3: Language and Literacy in the Context of School

Language Learner's profile: language environment at home, at school and outside the classroom; characterizing bilingualism; Notions about interference or bridge: Mother tongue on other tongue or other tongue on other tongue.

Unit 4: Language Acquisition

Language learning in early childhood; Language and Cognition: Piaget, Vygotsky and Chomsky on language acquisition and relevance of their views for the language teacher; Second language acquisition

Unit 5: Language Processes and the Classroom Context

Oral language: components, process, activities to develop, Reading: components, process, activities to develop, Writing: components, process, Activities to develop, instantaneous writing, Problem solving in language teaching and learning : Issues of non-comprehension; lack of independence in language use; examining the role of school context in creating difficulties for language “disability” and the language teacher’s role in dealing with it.

Activities

Review of textbooks,

Review of Use of literature in language textbooks,

Critical analysis of exercises and Moving beyond the textbook:

Collection Children’s literature for different age groups;

Survey on Classroom practices in India.

Readings

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 clasroom: learning tobe 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.

Understanding Discipline and Pedagogy: Social Science

Contact Hours: 30

Max marks :50

Credits: 2

Objectives of the Course

To enable the prospective teachers to address the following questions:

1. What is the nature and philosophy of Social Science?
2. What is his/her reflective understanding of contemporary society and the relevance in teaching of social science in schools?
3. What is the status of learning social science at secondary school level?
4. What are the issues and challenges in articulating the nature of social science curriculum and its pedagogical practices?
5. How does one evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers?

Unit I Evolutionary Framework of Social Science :

An Overview of the Foundations of each Discipline:

- a) History and Geography- Temporal and Spatial Dimensions.
- b) Political science and Economics – The Systems and Processes of Society.

Specialised Knowledge versus Inter Disciplinary Knowledge

Trajectory of Social Science Evolutionary Process:

Philosophical and Theoretical discourses

Concept of Social Science and Social Studies

Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.

Unit II Social Science in Schools

Challenges in the development of Social Science Curriculum

General Approaches in the construction of social science curriculum: thematic organization: Interdisciplinary, multi disciplinary and fused frameworks

Cross Cultural perspectives and issues in social science

Teaching of Social Science:

Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives in Social Sciences:
Social, Historical, Environmental, Economic and Constitutional perspectives

Unit III Pedagogical practices in Social Science Curriculum

- a) Social Science and Indian School Curricula in search of new Directions.
- b) Review different Commissions/Committees Reports
- c) National Curriculum Frameworks-1975,1988,2000 and 2005
- d) Critical Review of Social Science Text books from class 6th to 10th
- e) Concerns in Teaching Social Science: Diversity, Gender and Special Needs

Suggested Readings

1. Arora &Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
2. Arora, P (2014). Exploring the Science of Society.Journal of Indian Education.NCERT, New Delhi.
3. Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
4. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
5. Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
6. Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
7. Edgar, B.W. &Stanely (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 Dialogue 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.
24. Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erlbaum Associates Publishers, London.

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

- a) 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.
- b) A historical perspective: the development of science as a discipline; awareness of the contributions of Popper and Kuhn.
- c) A critical understanding of science as a subject at the various levels of school education and thereby of the purpose of science education at the various levels of school education.
- d) Development of Scientific Temper, public understanding of science, ethics of science; science education in the context of a developing country.

Unit II: The learner Context

- a) Children's conceptualisation of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions (with linkages to learning at the primary level); Misconceptions and 'alternative frameworks' in science.
- b) Understanding children's fear of science addressing their inabilities to correlate the observed phenomena with micro level processes and with their symbolic/mathematical representations.
- c) Construction of knowledge in science: conceptual schemes, concept maps.
- d) Role and limitation of language: its contribution towards expression, articulation and the understanding of science.

e) Addressing Learner-diversity: gender issues, special need-learners, contextual factors.

Unit III: The science curriculum

The nature and underlying criteria for a science curriculum and content organization. Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinary.

a. A critical review of Science Curriculum at the National Level i.e. NCERT curriculum, at the State Level i.e. SCERT curriculum, Hoshangabad Science Teaching Programme (HSTP) ; An awareness about science curricula at International level such as Nuffield Science, Harvard Science, project 2061 etc .

b. Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, etc.)

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: Lawrence Erlbaum 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

Understanding Discipline and Pedagogy: Mathematics

Contact Hours: 30

Marks: 50

2 Credits

UNIT 1: Introduction to Mathematical Thinking

- (i) Mathematics as study of creating, discerning and generalising patterns: Identifying and analysing abstract patterns, patterns of shapes, patterns of motion, patterns of repeating chance, numerical patterns.
- (ii) Understanding Mathematics as a humanly created subject: Creating Mathematical structures: idea of axioms, postulates and proofs, what is a proof? Different methods of proofs: direct proof, indirect proof, counter examples, proof by induction.
- (iii) Socio-cultural, economic and political factors in the development of mathematics. Everyday mathematics, multicultural mathematics; its use in decision making, at the workplace, etc.
- (iv) Societal beliefs related to 'knowing' and 'doing' mathematics. Critically challenging the sociological beliefs related to mathematical abilities, mathematics confined to arithmetic.

UNIT 2: Learning Mathematics

- (i) Developmental progression in the learning of mathematical concepts- Piaget, Skemp, Bruner and Vygotsky; Fischbein on intuitive thinking
- (ii) Processes of dealing with abstractions, particularisation and generalisation. Studying algorithms; what works and how?
- (iii) Focus on mathematical processes- Problem solving, problem-posing, patterning, reasoning, abstraction and generalisation; argumentation and justification
- (iv) Sociocultural perspectives in mathematics learning- Situated learning; social construction of knowledge; social interaction and community of practice
- (v) Historical evolution of concepts –understanding how concepts evolved, power-play in legitimizing concepts

UNIT 3: Mathematics for Equity and Social Justice

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

Readings and resources

- Bishop, A. J. (1988). The interactions of mathematics education with culture. *Cultural Dynamics*, 1(2), 145–157.
- D’Ambrosio, U. (1985). Ethnomathematics and its place in the history and pedagogy of mathematics. *For the Learning of Mathematics*, 5(1), 44–48.
- Devlin K. (2011). Introduction to Mathematical thinking.
- Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 43–64). Routledge.
- 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
- Sautoy, M. du. (2008). *The Story of Maths*. UK: BBC Four Documentary. (Also available as a book)
- Timothy Gowers (2002). *Mathematics: A Very Short Introduction*. Oxford University Press
- Wheeler D (1983). Mathematisation matters. *For the Learning of Mathematics*, 3(1).
- Boaler, J. (2010). *The elephant in the classroom. Helping children love and learn maths*. Souvenir Press Ltd
- Boaler, J. & Staples, M. (2005). Transforming students’ lives through an equitable mathematics approach: The case of Railsideschool. Available for download on: www.stanford.edu/~jboaler/
- Boaler, J. (2013, March). Ability and Mathematics: The mindset revolution that is reshaping education. In *Forum* (Vol. 55, No. 1, pp. 143-52). Symposium Journals.
- Burns, M. (2007). *About teaching mathematics: A K–8 resource*, Third Ed. Math Solutions Publications.
- Gray, E, & Tall, D (1994). Duality, ambiguity, and flexibility: A “Proceptual” view of simple arithmetic. *Journal for Research in Mathematics Education*, 25(2), 116-140.
- Jackson, K. J., Shahan, E., Gibbons, L., & Cobb, P. (2012). Setting up complex tasks. *Mathematics Teaching in the Middle School*, (January), 1–15.
- Skemp, R. (1978). Relational understanding and instrumental understanding. *Arithmetic Teacher* 26 (3), 1-16.
- Ball, D. L., & Bass, H. (2003). Making mathematics reasonable in school. In *A research companion to principles and standards for school mathematics* (pp. 27–44).

- Ball, D.L, Hill H.C. & Bass, H.(2005). Knowing mathematics for teaching.*American Educator*.Fall 2005.
- Boaler, J. & Humphreys, C. (2005).Connecting mathematical ideas: Middle school video cases to support teaching and learning (Portsmouth, NH, Heinemann).
- Boaler, J. (1993). The role of contexts in the mathematics classroom: Do they make mathematics more“real”?
For the Learning of Mathematics, 13(2), 12–17.
- Chapin, O’Connor, & Anderson (2009).*Classroom discussions: Using math talk in elementary classrooms*. Math Solutions.
- Cirillo, M. (2009).Ten things to consider when teaching proof.*Mathematics Teacher, 103(4)*, 250-257.
- Fuller, E., M Rabin, J., &Harel, G. (2011).Intellectual need and problem-free activity in the mathematics classroom.*Jornal Internacional de Estudos em Educação Matemática, 4(1)*.
- Hiebert, J., Carpenter, T., Fennema, E., Fuson, K., Wearne, D., Murray, H. (1997). *Making Sense: Teaching and learning mathematics with understanding*.Portsmouth, NH: Heinemann.
- Kazemi, E. (1998). Discourse that promotes conceptual understanding.*Teaching Children Mathematics, 4(7)*, 410- 414.
- Knuth, E., Choppin, J., &Bieda, K. (2009). Proof: Examples and beyond. *Mathematics Teaching in the Middle School, 15(4)*, 206-211.
- Lampert, M. (2001).*Teaching problem and problems for teaching*.Yale University.
- Lockhart, P., & Devlin, K. J. (2009).*A mathematician’s lament*. New York: Bellevue Literary Press.
- Martino, A.M. & Maher, C. (1999). Teacher questioning to promote justification and generalization in mathematics: What research practice has taught us? *Journal of Mathematical Behavior, 18(1)*, 53-
- NCERT (2012).*Pedagogy of mathematics: Textbook for two year B.Ed. course*. New Delhi: NCERT.
- Parish, S. (2014).*Number talks: Helping children build mental math and computation strategies, Grades K-5, Updated with Common Core Connections*. Math Solutions.
- Reinhart, S. (2000). Never say anything a kid can say! *Mathematics Teaching in the Middle School, 5(8)*, 478-483.
- Schifter, D. (2001). Learning to see the invisible. What skills and knowledge are needed in order to engage with students’ mathematical ideas? In T. Wood & B. Scott Nelson & J. Warfield (Eds.), *Beyond classical pedagogy: Teaching elementary mathematics*. Mahwah, (pp. 109-134). NJ: Lawrence Erlbaum Associates
- Smith & Stein (2011).*Five practices for orchestrating productive mathematics discussions*.
- Solomon, Y., & Black, L. (2008). Talking to learn and learning to talk in the mathematics classroom. In N. Mercer & S. Hodgkinson (Eds.), *Exploring talk in school* (pp. 73–90).

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.

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

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

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

Understanding Discipline and Pedagogy: Commerce

Contact Hours: 30

Marks: 50

2 Credits

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

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

Unit 2 Understanding Knowledge in Commerce

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

Unit 3 Commerce and Society

- a) Understanding Ethics and Values
- b) 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)

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

Unit 2: Teaching across disciplines

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

Unit 3: Humanities and Social Sciences in the Curriculum

- a) Place of Humanities and Social Sciences in present school curriculum
- c) 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

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

Tasks and Assignments:

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

References:

1. Interdisciplinary Higher Education: Perspectives and Practicalities ... edited by W.Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Ltd
2. Poonam Batra , Social Science Learning in Schools: Perspective and Challenges , Sage Publications
3. Curriculum, Syllabus Design and Equity: A Primer and Model, Edited by Allan Luke, Annette Woods and Katie Weir, Routledge Publications
4. Position Paper of National Focus Group on Teaching of Science, NCERT publication
5. Position Paper of National Focus Group on Teaching of Mathematics, NCERT publication
6. Position Paper of National Focus Group on Social Sciences, NCERT publication
7. Position Paper of National Focus Group on Teaching of Languages, NCERT publication
8. Mathematics Education in India: Status and Outlook, Edited by R. Ramanujam and K. Subramanian, published by Homi Bhabha Centre for Science Education
9. What are Academic Disciplines? Working Paper by Armin Krishnan

Websites: - www.ivorgoodson.com/curriculum-studies

- <http://serc.carleton.edu/econ/interdisciplinary/index.html>

- http://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf

- <http://journals.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/>

ICT-BASIC

Contact Hours: 60

Total Marks: 50

Credits: 02

Aims of the Course

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

Course Contents

Unit I. ICT basics: Operating system and application software

1. ICT: Meaning, importance and tools of ICT
2. Computer Hardware: Input-Output Devices
3. Introduction to Operating System
 - a. Features of different operating system(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/slideshare and sharing your video/powerpoint.
21. Downloading Anti-virus software through internet and installing to the system.

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: Prentice Hall of India.

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

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

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

LEARNING, TEACHING AND ASSESSMENT

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

Unit 1: Human Learning and Intelligence

- 1.1 Human learning: Meaning, definition and concept formation
- 1.2 Learning theories:
 - Behaviourism: Pavlov, Thorndike, Skinner
 - Cognitivism: Piaget, Bruner
 - Social Constructism: Vygotsky, Bandura
- 1.3 Intelligence:
 - Concept and definition
 - Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)
- 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 and 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.

Essential Readings

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

14. Psychology, (11th edn). Pearson Publication, New Delhi.
15. Suggested Readings
16. Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology.
17. American Psychological Association, USA.
18. Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousand Oaks. Corwin
19. King, CA.

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
9. To Able to clarify the interrelation among curriculum, syllabus & text book
10. To understand the co-relation among power, principles and curriculum
11. To Evaluate co-curricular activities with reference to new society formation
12. To develop the skill of curriculum evaluation
13. To understand the determinants of Curriculum Making.

Unit - 1 Epistemological Basis of Education

1. Knowledge, Information and Skill: Concept and Differences, *Facets of Knowledge*; local and universal, concrete and abstract, theoretical and practical.
2. Teaching and Training: Concept and Differences
3. Rational, Belief and Truth: Concept and Differences
4. Modern child centred education with Following Reference -
 - A) Activity - Concept, Type and Importance with reference to Gandhi and Rabindranath Tagore.
 - B) Discovery - Concept and Importance with reference to Dewey.
 - C) Dialogue - Concept and Importance with reference to Plato. 10Hrs

Unit : 2 Social Basis of Education

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

Unit - 3 Process of Curriculum Development

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

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

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

Reference

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2. Apple M, W. and Denne J, A. (2006) Democratic school: Lessons in powerful education Eklavya
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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
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9. Krishnamurthy (1992) Education and world peace, in social responsibility Krishnamurthy.
10. foundation
11. Parekh B, C. () Rethinking multi-culturism: Cultural diversity and political theory.....
12. Plato(2009) Reason and persuasion: Three dialogs (Chepter-6) In J. Holbo edition Neno
13. Sadyasachi,D (1997) The Mahatma and poet: Later and debates between Gandhi and Tagore
National Book Store
14. Tagore, R (2003) Civilization and progress. In crises in civilization and other essays New Delhi

Contemporary Education in 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

Meaning and importance of Education

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

Unit – 2 Constitutional provisions and Current Issues in Indian Education

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

Unit –3 Types of School in India

Types of School

- a. In relation to Funding: State, Aided, un-aided

- b. In relation to Philosophy: Aurobindo, Rabindranath Tagore, Jiddu Krishnamurthy etc.
- c. Other types: Jawahar navodaya vidyalaya (JNV), Murarji Desai schools, Kithuru rani Chenamma, Kasthurabha Gandhi, Balika Vidyalaya, Ashrama School, Adarsha School.
- d. Affiliation Based Types: CBSE, SBSE, ICSE.

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

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

Essential Readings

1. Guha, R. (2007). India
2. National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
3. National Policy on Education. (1986 & 92). Ministry of Human Resource
4. Development Government of India, New Delhi.
5. Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.
6. Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
7. Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
8. Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
9. Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
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11. Biswas. A. (1992). Education in India. Arya Book Depot, New Delhi.
12. Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot, New Delhi.
13. Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.
14. Chandra, B. (1997). Nationalism and Colonialism, Orient Longman, Hyderabad.
15. Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000, IAE Association, New Delhi.
16. Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press, New Delhi.
17. Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
18. Dubey, S. C. (2001). Indian Society, National Book Trust, New Delhi.
19. Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
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21. <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>

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23. Jain, L.C. (2010). Civil Disobedience. Book Review Literary Trust, New Delhi.
24. Jagannath. M. (1993). Indian Education in the Emerging Society. Sterling publishers Pvt. Ltd., New Delhi.
25. Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
26. Kashyap, S. C. (2009). The Constitution of India. National Book Trust, New Delhi.
27. Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.
28. Sapra, C. L., & Aggarwal, A. (1987). Education in India some critical Issues. National Book Organisation, New Delhi.
29. Saraswathi, T. S. (1999). Culture, Socialization and Human Development. Sage Publications, New Delhi.
30. Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India, Delhi.
31. Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India, New Delhi.
32. Steven, B. (1998). School and Society. Sage Publications, New Delhi.
33. Suresh, D. (1998). Curriculum and Child Development. Bhargav, Agra.
34. Taneja, V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
35. Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications, New Delhi.
36. Weber, O.C. (1990). Basic Philosophies of Education. Rinehart and Winston, New

Techniques, Methods and Approaches of Pedagogy

Contact Hours: 60

Marks: 100

4 Credits

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

- a. Teaching :System approach
- b. Inputs for the learning-teaching system
- c. Learning , evaluation and feed back
- d. Objectives for teaching –learning system , detailed Texonomy

Unit 2: Empowering teacher with tools and techniques.

- a. Teaching Competencies: Components, significance and its contextual use.
- b. Content analysis: Theories, rules, laws, concepts, phenomenon, events, information, hypothesis, concepts, assumption and other forms.
- c. 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
- d. Short term period based planning, planning for sequel of periods, long term planning and course planning.
- e. Role of teacher in terms of maintaining records, counseling, and relating to course out comes

Unit 3: Teaching and teacher as facilitator

- a. Techniques of teaching : Questioning, Discussing, narrating,
- b. Methods of teaching: Indicting, Deduction, Inducto-deductive processes,
- c. Approaches of teaching: Expository, Discovery, Enquiry, Dialectical,
- d. Advanced practices of teaching-learning programme: ICT based Virtual class room etc.

Unit 4: Teaching learning material

- a. Print material: Text Books, Reference Books, Self Instructional Modules etc.
- b. Multimedia material : print material, e-material
- c. Learning packages
- d. Software material
- e. Performance tasks and material
- f. Exercise and practice materials.

Understanding Self, Personality and Yoga

Contact Hours: 60

Marks: 50

Credits – 2

Objections:

On the completion of the course, the Student-Teacher will: 1.Appreciate the origin and history of Yoga in India
2. Understand the concept and importance of yoga for general health and quality life style. 3.Integrate the practice of yoga and 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 EXERCISES AND HEALTH.

- 2.1 Need of yoga for good health
- 2.2 Yogic principles for healthy living.
- 2.3 Integrated approach of yoga for management of health.
- 2.4 Some selected yoga practices.
 - 2:4:1 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

Objectives

Credits: 04

Objectives: Hours 75

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

1. To adjust with heterogeneous group in the class.
2. To adjust with different school atmosphere.
3. To co-operate with other disability learners.
- 4 Trace the historical perspective of Inclusive Education.
- 5 Distinguish the concepts of Special Education, Integrated Education and Inclusive Education.
- 6 Justify the need for Inclusive Education.
7. Analyze critically the needs, problems, causes and educational provisions meant for challenged children.
8. Interpret the policies and procedures for Inclusive Education.
9. Critically review issues and challenges in Inclusive Education.

UNIT I – INTRODUCTION TO INCLUSIVE EDUCATION . 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. Al, 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, Alok (1955), —Compilation of Reading in Special Education , The Spastics Society of TamilNadu, madras, India.
9. Pandey R.S and Advaani L. (1955), —Perspectives in Disability and Rehabilitation , New Delhi, VikasPublication.
10. Prasad Lakshman (1994), —Rehabilitation of the physically handicapped , Konark Publisher Pvt. Ltd.
11. RCI (1998), Bridge Course manual in the field of Locomotor Impairment and Associated disabilities, 23-A, Shivaji Marg, New Delhi.
12. Rehabilitation Council of India. Status of Disability in India – 2009, Ministry of SJ & E.
13. Kirk, A. Samuel. —Education Exceptional children.
14. Panda B.N Education of Exceptional children.
15. BinodKuamrSahu, Education of Exceptional children.

Educational Evaluation

Contact Hours: 60

Marks: 100

4 Credits

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.

- a. Objectives and its relation to evaluation
- b. Relationship between objectives, learning experiences and learning outcomes.
- c. Steps in the processes of evaluation
- d. Holistic evaluation
- e. Major techniques of evaluation.
- f. Test as measurable instrument.
- g. Measurable and non measurable learning outcomes.
- h. Reporting evaluation results.

Unit-2. Tools of Evaluation and their uses

- a. Validity, reliability, and objectivity and their interdependency.
- b. 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.

Standard test and components and its uses.

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. Grading :concept and its relevance, credits-grade and course certification, Transcripts.

4. Data processing and statistics.

Raw scores, Frequency distribution ,Graphical representation of scores,

Central tendency, variability, and standard deviation.

Normal probability distribution and its uses.

Cumulative curves, ogives and percentiles and its uses.

REFERENCE BOOKS

1. Dandekar W.N. - Evaluation in Schools
2. Garrett Henry E. - Statistic in Education and Psychology
3. Green, Jorgensen and Gerberich - Measurement and Evaluation in the secondary schools.
4. Measurement in Education and Psychology (1992)
5. Evaluation in Schools (3rd ed 1986)
6. Psychological Foundations of Education (revised ed. 19857.
7. Psychological Testing and Statistical Methods (19

PAPER VII: GUIDANCE AND COUNSELLING

Contact Hours: 60

Marks: 100

Objectives

4 Credits

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.

Unit - I: Fundamentals of Guidance and Counseling

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

Unit - II: Personnel Associated with Guidance and Counseling

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

Unit - III: Tools and Techniques in Guidance and Counseling

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

Unit - IV: Career Guidance in Secondary Schools

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

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

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 Counsellor
6. Establishing Career Centre
7. Preparation of scrap-book for career Counselling

References:

1. Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984.
2. Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
4. Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
5. Geldard, K. and Geldard, D.: Counselling Children: A Practical Introduction. New Delhi: Sage Publications, 1997.
6. Gibson, R.L. and Mitchell, M.H.: Introduction to Counselling and Guidance. New Jersey: Merill Prentice Hall, 1995.
7. Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques. Jaipur: Mangal Deep Publication, 2003.
8. Jaiswal, S.R.: Guidance and Counselling. Lucknow : Lucknow Prakashan, 1985.
9. Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers, 1984.
10. Koshy, Johns: Guidance and Counselling. New Delhi: Dominant Publisher, 2004.
11. Mittal, M.L.: Kariyar Nirdeshan Avem Rojgar Suchana. Meerut: International Publication House, 2004.
12. Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw Hill Book Company, 1941.
13. Nayak, A.K.: Guidance and Counselling. New Delhi: APH Publishing Corporation, 1997.
14. Oberoi, S.C.: Educational Vocational Guidance and Counselling (Hindi). Meerut: Loyal Book Depot, 1993.
15. Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.
16. Pal, H.R. and Pal, A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.
17. Rao, S. Narayana: Counselling and Guidance and Elementary School. New Delhi: Anmol Prakashn, 2002.

- 18.Sharma, R.A.: Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot, 2001.
- 19.Sharma, Tarachand: Modern Methods of Guidance and Counselling. New Delhi: Swarup & Sons., 2002.
- 20.Shrivastava, K.K.: Principles of Guidance and Counselling. New Delhi: Kaniska Publication, 2003.
- 21.Singh, Raj: Educational and Vocational Guidance. New Delhi: Common Wealth Publishers, 1994.
- 22.Taneja, V.R.: First Course in Guidance and Counselling. Chandigarh: Mohindra Capital, 1972.

VALUE EDUCATION

Contact Hours: 60

Marks: 100

Credits: 04

Objectives:

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

1. Understand the concept and types of values.
2. Get and insight into the strategies of inculcation of values among children.
3. Develop awareness about the different agencies working in the sphere of value education.
4. Develop skills and techniques needed to teach value education.
5. Give reasons for role of the teacher in value education.

UNIT I- INTRODUCTION TO VALUES 10 Hours

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

UNIT II – SOURCES OF VALUES 10 Hours

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

UNIT III- ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION

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

UNIT IV- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS

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

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

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

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

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

4.6 Prevention and Rehabilitation measures to eradicate evil practices.

PRACTICUM/ACTIVITY:

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

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

I. Cultural Heritage,

II. National Integration

III. Secularism

IV. Family

V. Religion

REFERENCES:

1. Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.
2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.
3. George, J. Andrepoulos and Richard, Pierre Claude (1997). Human Rights Education for the Twenty First Century, Philadelphia; University of Pennysylvania Press Havighurst, R. J. (1953).
4. Kohlberg, L. (1963). A Moral Development and Identification in Human Welfare
5. Stevenson (ed.), Child Psychology, Chicago; University of Chicago Press
6. Singh Y. K., RuchikaNath, (2005). Value Education, Delhi: APH Publishing Co.
7. Maslow, A. H. (1968). Motivation and Personality, (2ndEd.), New York; Harper

8. Meyer, J. R. (1976) Reflections on Value Education Waterloo, Canada; Wilfrid Laurier, University Press
9. Fundamental duties of citizen Government of India, New Delhil; Ministryof Human Resource Development
10. Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE
11. Pajet, J. (1948). The Moral Development of the Child, New York; Free Press
12. Raths, L. E., Harmin, M., & Simon, S. B. (1966). Values and Teaching: Working with Values in the Classroom, Columbus Ohio; Charles E. Merill

Health and Physical Education

Contact Hours: 60

Marks: 100

Credits : 04

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

- Develop awareness towards health and physical education.
- Understand general health, personal health and public health.
- Assist teacher for good conduct of physical education programme
- Contribute for good overall personality development.
- Understand the meaning and importance of yoga and pranayama
- Acquire the knowledge of first aid.
- Develop leadership qualities.
- Understand meaning and importance of recreation.

Unit 1: Health Education & First Aid

- Health Education: Meaning, Definitions, Importance, aims & Objectives
- Communicable Diseases: Mode of Transmission & Control
- First Aid: Meaning, Principles of First Aid, qualities of first aider.
- First Aid:
- Fracture,
- Dislocation
- Ankle sprain

Unit 2: Physical Education and Safety Education

- Physical Education: Meaning, Definitions, Importance, Aims & Objectives
- Methodology of teaching Physical Education, steps in Class Management. General Lesson Plan, Specific Lesson Plan
- Yoga & Pranayama: Meaning & Importance
- Safety education: Home, School, Playground, Road

Unit 3: Camp & Recreation

- Recreation: Meaning, Aims & Objectives
- Need & Importance of recreation in the modern society
- Camping: Meaning, Importance & Organization
- Recreational Activities: Indoor and Outdoor

Unit 4: Tournaments

- Tournament: Meaning, Intramurals and Extramural
- Drawing Fixture: Single Knockout and League
- Olympics: Ancient and modern
- Marking of play field: Volleyball, Throwball, Kabaddi

Suggested list of topics/ questions / activities to organize tutorials:

- Giving first aid
- Organizing Intramural activities
- Marking play ground
- Flag hoisting and de-hoisting

- First aid for
 - Fracture
 - Dislocate
 - Sprain
- Component of Physical Fitness
- Benefits of Physical Fitness
- Importance of Camping.
- Indoor recreational activities
- Outdoor recreational activities
- Olympics
- Advantages of yoga, Pranayama
- Safety measures in home, School and playground
- Drawing fixtures

References:

1. Voltmer and Esslinger: Organization and administration of physical education. Times of India. Press.
2. Vannier Fait: Teaching physical education in secondary schools, Sanders.
3. J.P.Thomas: Organization of physical education: Gnanodya Press, Madras.
4. Chales A Buchor Eviyn M.Reade: Physical education and Health Education in the Elementary School, MacMillan.
5. Charles A Boucher: Foundation of Physical Education, St.Louis, The C.Y.Mosby Company.
6. N.C.E.R.T: Physical Education, a Draft Curriculam for classes 1 to 10.
7. L.K.Govindarajulu and Daily Joseph: Camping and Education, Y.M.C.A.
8. Y.M.C.A: Rules of Games and Sports.
9. Lal D., Padiwala: Manual of Athletic competitions Tardeo, Tardeo Apartments, Bombay.
10. St.John's ambulance: Association Manual of First Aid.
11. Ministry of Education, Government of India: Hand book of Physical Education.
12. Linus Dowell: Strategies for Teaching Physical education, Prentice Hall.

WOMEN'S EDUCATION

Contact Hours: 60

Marks: 100

4 Credits

Objectives :

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

- Recognizes the social-cultural factors affecting women's education in India.
- Identifies the problems related to women's education with regard to social customs prevailing in India.
- Recognizes the need to reform the curriculum to promote women's education.
- Develops an awareness for the need for inclusive education of women.
- Develops positive attitude towards women empowerment.
- Actively involves in the women empowerment programmes and campaign.

Content :

Unit 1 : Perspectives of women's Education in India

(12 Hours)

- 1.1 Need for women's Education in Indian context.
- 1.2 Status of women in Indian Society – Changing, perspectives.
- 1.3 A brief account of women's education in India (till independence).
- 1.4 Progress of women's education after independence.

Unit 2 : Education and Women Empowerment

(18 Hours)

- 2.1 Women Empowerment – meaning and need.
- 2.2 Measures for women's empowerment.
- 2.3 Constitutional Provisions.
- 2.4 Government Policies : State/Centre.
- 2.5 Acts safeguarding women's interests.
- 2.6 Government programmes for women empowerment.
- 2.7 Role of non-profit organizations in women's education.
- 2.8 Role of schools/colleges in women's empowerment.

Unit 3 : Inclusive approach to women education

(16 Hours)

- 3.1 Encouragement of women's studies.
- 3.2 Role of Universalization of Education in women's educations.
- 3.3 Education of girls in rural and tribal areas.
- 3.4

3.5 Maintaining gender equality in curricular transaction.

Unit 4 : Problems and challenges (facing women's education)

(14 Hours)

- 4.1 Gender sensitization.
- 4.2 Socio-economic insecurity.
- 4.3 Religious traditions/customs.
- 4.4 Gender related stereotypes and prejudices.
- 4.5 Personal security.
- 4.6 Media and women.

Suggested list of topics/questions/activities to organise tutorials :

- Women empowerment is possible only by enacting laws for women's reservation (Debate).
- Lectures by women entrepreneurs on opportunity open for them.
- Group discussion on various women issues.
- Skit to develop awareness on the misconception about girls.
- Undertake a survey on literacy among women.
- Inviting successful women in different fields in society to share their experiences.
- Arranging discussion on the role of Modern women with regard to her contribution to the society.
- Economic independence and adjustment in women do not go together – debate.
- Women empowerment is possible only by women (debate).
- Do you think women empowerment is possible only by constitutional remedies? Why?
- Men have a Major role to play in women empowerment? Is it true? Why?

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9. Dr. Raghunatha Safaya (1981) New strategies and Experiment in Education. The Indian publication, Ambala, Culcutta (India).
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11. Apple M.W. (1996) Cultural politics and Education, Open University, New York.
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HUMAN RIGHTS

Contact Hours: 60

Marks: 100

Credits : 04

Objectives:

- To understand the Human Rights Concepts
- To understand the issues concerning the rights of citizens in general
- Identifies the problems related to human rights with regard to social customs prevailing in India.
- Develops an awareness for the need of Human Rights

UNIT- I Concept of Human Rights;

(14 hours)

- i. Meaning, evolution and importance and Characteristics
- ii. Approaches: Western, Marxian and Third World
- iii. Contributions of American and French Revolutions

UNIT- II - Universal Declaration of Human Rights

(15 hours)

- i. International Covenant on civil and Political Rights
- ii. Implementation and critical analysis
- iii. United Nations Charter and Universal Declaration of Human Rights

UNIT- III Indian Constitution and Human Rights;

(15 hours)

- i. Civil and Political Rights, Socio-economic and cultural Rights.
- ii. Acts of Human Rights : Right to Information Act, Right to Education act
- iii. Human Rights violations - Minorities, Dalits, Adivasis, women and children.

UNIT- IV Agencies for protecting Human Rights;

(16 hours)

- i. Judiciary
- ii. National & State Human Rights Commission and Media.
- iii. Public Interest Litigation.

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- 2, Chiranjeevi Nirmal, Human Rights in India, oxford University press, New Delhi, 1997.
- 3' Darren J.BByrne, (ed), Human Rights : An Introduction, Pearson Education Pvt Ltd,New Delhi, 2004.
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5. Johari J.C Human Rights and New world Order, Anmol Publications. New Delhi,
6. Shasi Motilal & Bijaya Laxmi :Human Rights, Gender and Environment Allied Publishers, New Delhi, 2000.
7. South Asia Human Rights Documentation Centre :University Press, New Delhi, 2007.
8. Upendra Baxi : Inhuman wrongs and Human Rights.
9. **ÀÄAUÀ¼Ä ÄÄÆwð- "sÁgÀvÀzÀ ,ÄA«zsÁÉÀ °ÁUÀÆ ÄiÁÉÀªÀ °ÀPÄÄìUÀ¼ÄÄ**
10. **qÁ. n.r. zÉÄªÉUËqÀ, qÁ. PÉ.eÉ. ,ÄÄgÉÄ±ï, ²æÄ - ÉÆÄ»vÁ±Àé °ÉZi.¹ - ÄiÁÉÀªÀ °ÀPÄÄìUÀ¼ÄÄ**
11. **²æÄ !.J.ï. UÄAUÁzsÀgÀ - "sÁgÀvÀzÀ ,ÄA«zsÁÉÀ ÄÄvÄÄÛ ÄiÁÉÀªÀ °ÀPÄÄìUÀ¼ÄÄ**

PEDAGOGY OF SCHOOL SUBJECT: KANNADA

Contact Hours: 30

Marks 50

Credits: 2

ಗುರಿಗಳು:

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

1. ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿಯ ಗದ್ಯ ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣಾಂಶ ಬೋಧನೆಯ ಮಹತ್ವವನ್ನು ತಿಳಿಯುತ್ತಾನೆ/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 ಭಾಷ ಕಲಿಕೆಯ ಸಾಧನೆಯನ್ನು ಅಳಿಯುವ ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳ ಪರಿಕಲ್ಪನೆ ಮಹತ್ವ ಮತ್ತು ಬಳಕೆಯನ್ನು ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.
6. ಕನ್ನಡ ಭಾಷಾ ಪ್ರಭುತ್ವದಲ್ಲಿ ವಿವಿಧ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳ ಮಹತ್ವ ಮತ್ತು ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
7. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಸಾಮಾನ್ಯ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ, ಆತನ ಅನ್ಯ ಭಾಷೆಗಳ ಪರಿಚಯ ಮುಂತಾದ ವಿಷಯಗಳ ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.

ಘಟಕ 1 ಸಾಹಿತ್ಯ ಬೋಧನೆ

1.1. ಸಾಹಿತ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

1.2 ಬಿ ಗದ್ಯ ಬೋಧನೆ

1.2.1. ಗದ್ಯದ ಪರಿಕಲ್ಪನೆ, ಗದ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

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

1.2.3. ಗದ್ಯ ಪಾಠ ಪ್ರಶಂಸೆ

1.3 (ಬ) ಪದ್ಯ ಬೋಧನೆ

1.3.1 ಪದ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

1.3.2 ಪದ್ಯದ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

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

1.3.4 ಪದ್ಯದ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆ

1.3.5. ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಭಾವಾನುವಾದ

1.3.6.ಸೃಜನಾತ್ಮಕ ಕಾರ್ಯ ಮತ್ತು ಪದ್ಯ ರಚನೆ

1.4 (ಕ) ವ್ಯಾಕರಣ ಬೋಧನೆ

1.4.1. ವ್ಯಾಕರಣದ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳು

1.4.2. ವ್ಯಾಕರಣದ ಪ್ರಕಾರಗಳು: ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ

1.4.2.1 ಸಾಂಪ್ರದಾಯಿಕ ವ್ಯಾಕರಣ (Traditional Grammar)

1.4.2.2 ಪ್ರಾಯೋಗಿಕ /ವ್ಯವಹಾರಿಕ ವ್ಯಾಕರಣ (Functional Grammar)

1.4.3 ವ್ಯಾಕರಣದ ಬೋಧನಾ ಪದ್ಧತಿಗಳು : ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ

1.4.3.1 ಅನುಗಮನ ಪದ್ಧತಿ(ಉಪನಿಷತ್ಪದ್ಧತಿ ಒಬ್ಬನು)

1.4.3.2.ನಿಗಮನ ಪದ್ಧತಿ (ಆಜ್ಞಾಪದ್ಧತಿ ಒಬ್ಬನು)

1.4.3.3. ಸಂಪೂರ್ಣ ಪದ್ಧತಿ / ಸಮನ್ವಯ ಪದ್ಧತಿ

1.4.3.4 ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿ ವ್ಯಾಕರಣ ಅಳವಡಿಕೆ.

1.5 ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು

1.5.1 ಕನ್ನಡ ಭಾಷಾಪಠ್ಯಪುಸ್ತಕ : ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ

1.5.2 ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳು ಮತ್ತು ಪಠ್ಯಪುಸ್ತಕದ ರಾಷ್ಟ್ರೀಕರಣ

1.5.3 ಪ್ರಸ್ತುತ 8,9 ಮತ್ತು 10 ತರಗತಿಗಳ ಪಠ್ಯ ಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ: ಪಠ್ಯಪುಸ್ತಕ ರಚನೆಯ ತತ್ವಗಳನ್ನಾಧರಿಸಿ.

1.5.4 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಮೌಲ್ಯ

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

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

ಘಟಕ 2 ಯೋಜನೆ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ

2.1 ಯೋಜನೆ - ಪಾಠಯೋಜನೆ, ಘಟಕ ಯೋಜನೆ, ವಾರ್ಷಿಕ ಯೋಜನೆ, ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ,

2.2 ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಮಹತ್ವ /ಪ್ರಯೋಜನಗಳು

2.3 ಮೌಲ್ಯಮಾಪನದ ಕಾರ್ಯವಿಧಾನದ ಲಕ್ಷಣಗಳು: ನಿರಂತರ, ವ್ಯಾಪಕ ಮತ್ತು ಅಖಂಡವಾದ ಕಾರ್ಯವಿಧಾನ

2.4 ಮೌಲ್ಯಮಾಪನದ ಸಾಮಾನ್ಯ ತತ್ವಗಳು ಮತ್ತು ಪರಿಣಾಮಗಳು

2.5 ಸಾಧನಾ ಪರಿಷ್ಕೆ ಮತ್ತು ವಿಧಗಳು: ಆದರ್ಶೀಕೃತ ಪರಿಷ್ಕೆ ಮತ್ತು ಶಿಕ್ಷಕ ನಿರ್ಮಿತ ಪರಿಷ್ಕೆಗಳೂ

2.5.1 ಮೌಖಿಕ ಪರಿಷ್ಕೆ, ಲಿಖಿತ ಪರಿಷ್ಕೆ ಮತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಣಾ ಪರಿಷ್ಕೆ

2.5.2 ಘಟಕ ಪರಿಷ್ಕರಣೆಗಳು: ಪ್ರಬಂಧ ಪರಿಷ್ಕೆ, ವಸ್ತುನಿಷ್ಠ ಪರಿಷ್ಕೆ ಮತ್ತು ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರ ಪರಿಷ್ಕೆ

2.5.3 ನೀಲನಕ್ಷೆ ತಯಾರಿಕೆ (3 ಆಯಾಮಗಳು) : ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ತಯಾರಿಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ರಚನೆ

2.6.ನೈದಾನಿಕ ಪರಿಷ್ಕೆ : ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ

2.6.1 ನೈದಾನಿಕ ಪರಿಷ್ಕೆಯ ರಚನಾಹಂತಗಳು

ಘಟಕ 3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕ ಮತ್ತು ಸಹಪಠ್ಯಚಟುವಟಿಕೆಗಳು

3.1 ಬಿ ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನ ಸಾಮಾನ್ಯ ಶೈಕ್ಷಣಿಕ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು.

3.2 ಸಹೋದ್ಯೋಗಿಗಳೊಡನೆ ಸಂಬಂಧ, ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ

3.3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನಿಗೆ ಇತರ ಭಾಷೆಗಳ ಪರಿಚಯದ ಅಗತ್ಯತೆ ಮತ್ತು ಸಂಪನ್ಮೂಲವ್ಯಕ್ತಿಯಾಗಿ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ.

3.4(ಬಿ) ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು/ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳು.

3.4.1 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

3.5 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಪ್ರೌಢಶಾಲೆಯಲ್ಲಿ ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆ

3.5.1 ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ

3.5.2 ಕವಿಗೋಷ್ಠಿಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ

3.5.3 ಸಾಹಿತ್ಯ ಸಂಘಗಳು ಮತ್ತು ಬಳಗಗಳು: ಇವುಗಳ ಸಾಹಿತ್ಯಿಕ ಕಾರ್ಯಗಳು

3.5.4 ಸ್ಪರ್ಧೆಗಳು: ಚರ್ಚಾಸ್ಪರ್ಧೆ, ಸಿದ್ಧಪಡಿಸಿದ ಭಾಷಣ ಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ ಸ್ಪರ್ಧೆ, ವಾಚನ ಸ್ಪರ್ಧೆ, ಕವನವಾಚನ ಸ್ಪರ್ಧೆ, ಪ್ರಬಂಧಸ್ಪರ್ಧೆ ಮತ್ತು

ಸಂಗೀತ / ಹಾಡುವ ಸ್ಪರ್ಧೆ ಇತ್ಯಾದಿಗಳು.

3.5.5. ಏಕಪಾತ್ರಾಭಿನಯ , ಭಾವಾಭಿನಯ ಮತ್ತು ಮೂಕಾಭಿನಯ

3.5.6 ಕರ್ನಾಟಕ ಸಂಘ / ಕನ್ನಡ ಸಂಘದ ಸ್ಥಾಪನೆ

ಬೋಧನಾ ಕಾರ್ಯ ವಿಧಾನಗಳು(ಒಂಜಜ ರಜಿ ಖಿಡಿಚಿಟಿಚಿಫಿಣುರಟಿ) 11 ಅವಧಿಗಳು.

ಉಪನ್ಯಾಸ, ಸೆಮಿನಾರ್, ಟ್ಯೂಟೋರಿಯಲ್, ಚರ್ಚೆ

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು (ಕಡಿಚಿಫಿಣುರಟಿ)ದತ್ತ ಕಾರ್ಯಗಳು(ಝಂಟಿಟಜಟಿಣ)

1. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಗದ್ಯಪಾಠಕ್ಕೆ ಪ್ರಶಂಸಾ ಪಾಠ ಬೋಧನೆಯ ಯೋಜನೆಯನ್ನು ರಚಿಸಿ ಅದಕ್ಕೆ ಘಟಕ ಪರಿಕ್ಷಣಗಳನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
 2. ಪದ್ಯ ಬೋಧನೆಯು ಸಹ್ಯದಯನ ಎದೆ ತೆರೆಯುವ ಬೀಗದ ಕೈ ಎಂಬ ಹೇಳಿಕೆಯನ್ನು “ಪದ್ಯ ಪಾಠ ಬೋಧನೆಯ ಯೋಜನೆ” ಯ ರಚನೆ, ಘಟಕ ಪರಿಕ್ಷಣಗಳ ರಚನೆಯನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
 3. ಸಂಧಿ ಪ್ರಕರಣದ ಎಲ್ಲ ಸಂಧಿಗಳನ್ನು ಸಾಂಪ್ರದಾಯಿಕ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ವ್ಯಾಕರಣ ಪ್ರಕಾರಗಳನ್ನು ಅನ್ವಯಿಸಿ ಯೋಜನೆ ರಚಿಸಿ.
 4. ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ವ್ರಸ್ತುತ 8 ನೇ ತರಗತಿ ಅಥವಾ 9 ನೇ ತರಗತಿ ಅಥವಾ 0 ನೇ ತರಗತಿಯ ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಿಸಿರಿ.
 5. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಘಟಕಕ್ಕೆ ಸಾಧನಾ ಪರಿಕ್ಷಣಗಳನ್ನು 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 9 ನೇ ತರಗತಿಯ ಗದ್ಯ ಮತ್ತು ಪಾಠ ಬೋಧನೆಯಲ್ಲಿ ಬಳಸಬಹುದಾದ ದ್ಯಕ್, ಶ್ರವಣ ಮತ್ತು ದ್ಯಕ್ ಶ್ರವಣೋಪಕರಣಗಳ ಕಲಿಕಾ ಪ್ರಯೋಜನಗಳನ್ನು ಸಚಿತ್ರವಾಗಿ ವರದಿ ರೂಪದಲ್ಲಿ ಬರೆಯಿರಿ.
- 10 ನಿಮ್ಮ ಆಯ್ಕೆಯ 8 ಅಥವಾ 9 ನೇ ಯ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಸಂಪನ್ಮೂಲ ಘಟಕಯೋಜನೆ ತಯಾರಿಸಿ.

ಆಧಾರ ಗ್ರಂಥಗಳು / ಆಕರ ಗ್ರಂಥಗಳು

1. ಅನಂತರಾಮು, ರಾ. (1983) ‘ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ’ ಮೈಸೂರು: ಬಾರತೀ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿಪುರಂ.
2. ಕೊಂಗವಾಡ, ಎನ್.ಬಿ(1999) ‘ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ’ ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ
3. ಚಿದಾನಂದಮೂರ್ತಿ.ಎಂ (1998) ‘ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು:ಮೈಸೂರು: ಡಿವಿಕ್ಟಿ ಮೂರ್ತಿ, ಕೃಷ್ಣಪುರಂ.
4. ಧಾರವಾಡ, ರಾ.ಯ(2004) ‘ಕನ್ನಡ ಭಾಷಾ ಶಾಸ್ತ್ರ’ ಮೈಸೂರು ಗೀತಾ ಬುಕ್ ಹೌಸ್ ಪ್ರಕಾಶಕರು.
5. ಪಂಡಿತ್ ಕೃಷ್ಣ.ಸಿ. (1990) ‘ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ’ ಮೈಸೂರು ಗೀತಾ ಬುಕ್ ಹೌಸ್ ಪ್ರಕಾಶಕರು.
6. ಪಟ್ಟೇದ ಎಲ್.ಬಿ. (2007) ‘ಸಿರಿಗನ್ನಡ ನುಡಿ ಬೋಧನೆ’ ಗದಗ ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ
7. ಪಟ್ಟಣಶೆಟ್ಟಿ ಎಂ.ಎಂ. (2000) ‘ಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಪರಿಣಾಮಕಾರಿಯಾದ ಬೋಧನೆಗೆ ಅನು ಬೋಧನೆ’, ದಾವಣಗೆರೆ, ಯು. ನೀಡ ಪಬ್ಲಿಕೇಷನ್ಸ್.
8. ಪರಗಿ ಅನಸೂಯ.ವಿ(1990) ‘ಮಾತೃಭಾಷೆ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ’ ಮಧುಗಿರಿ ಪುರವರ: ಅನುಸೂಯ ಪ್ರಕಾಶನ
9. ರಮಣ ಬಿ.ವಿ. (1979) ‘ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ’ ವಿರಾಜ ಪೇಟೆ: ಸವೋಧದಯ ಬುಕ್ ಡಿಪೋ, ಚಿಕ್ಕಪೇಟೆ.
10. Billows, F.S. (1967) ‘The Techniques of Language Teaching’ London: Longman Green and company, Ltd, 48 Grosvenar street.
11. Jagangira N.K and Singh, Ajith (1982) ‘Core Teaching Skills’ Micro Teaching Approach’ Delhi, NCERT

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

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

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. 10 HOURS

3.5.1 Lesson planning: - Concept, construction and administration.

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

3.5.3 Resource Unit.

PRACTICUM/FIELD WORK :(ANY ONE) 10 HOURS

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.

REFERENCE:

1. Anderson, Ann and Lynch Tony : Listening, Oxford University Press, 1988
2. Baruah T.C : The English teachers Handbook, Sterling publishers Pvt.,Ltd. 1984
3. Billows F.L: The Techniques of English Language Teaching, Longman Group Ltd., London 1961
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

7. Hornby : Stage 1,2,3 & 4 Teaching of Structural words, Sentence patterns ELBS & OUP, London 1959 & 61.
8. Hubbard, P., Jones H: Thornton B and Wheeler, R.Training Course for TEFL,Oxford University press, 1987.
9. Menon &Patel : Teaching of English as a Foreign Language, Acharya Book, Depot, Baroda 1957.
10. Widdowson H.G. : Teaching Language as communication, OUP, London 1982.
11. Wilkinson, Andrew: Language and Education, Oxford University Press 1982.
12. Sharma K.L.: Methods & Principles of teaching English.
13. Kohli A L Techniques of Teaching English Language IX edition Dhanpal Rai & Sons Delhi (1984)
14. Ryburn W.H. & Parkinson.J.G. The teaching of English Language O U P London (1961)
15. Sachdeva. M.S A New Approach to Teaching of English Language in Free India Ludiana Prakash Publications (1976)
16. Allen. Teaching English Language as a Second Language Mc Graw hill
17. Bose K. Teaching of English Language A Modern Approach Doaba House Book Sellers & publishers, New Delhi (1979)
18. N.P. Pahuja. Teaching of English Anmol publications pvt ltd, New Delhi.
19. V.K. Nanda. Teaching of English Anmol publications pvt ltd, New Delhi.
20. Sathish C. Chadha Art and Science of Teaching English Surya publications, Near Govt Inter College, Meerut.
21. Prem Shankar. Teaching of English APH publishing corporation, New Delhi.
22. Menon& Patel, Educational Evaluation.
23. K VenugopalRao, Method of Teaching English Neel Kamal publications Pvt ltd, Hyderabad
24. Namitha Roy Choudhary Teaching English in Indian Schools APH Publication, New Delhi
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

PART-A

- 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.

PART-B

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

UNIT II- TECHNIQUE AND METHODS OF TEACHING HINDI.

PART-A

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

2.3 Dramatization, Explanation etc.

PART-B

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.

REFERENCES:

1. Agnihotri, R.K. and Khanna, A.L. (2002). Second Language Acquisition. New Delhi: Sage Publications.
2. Anderson, J.B. (1980). Cognitive Psychology and its Implications. San Fransisco: W.H.Freeman and Company.
3. Armstrong, T. (2001). Multiple Intelligence in the Classroom. Washington D.C: ASCD.
4. Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
5. Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.
6. Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishersand Distributors.
7. Gagne, R.M. (1985). The Cognitive Psychology of School Learning. Boston: Little.
8. Gardner, Howard. (1993). Frames of Mind-The Theory of Multiple Intelligence. New York: Basic Books.
9. Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York: Teachers College, Columbia University.
10. Hooper, R. (Ed.). (1971). The Curriculum: Context, Design and Development. Edinburg: The Open University.

11. Jeeth, Yogendra, B. (1986). SikshaMemAdhunikPravrithiyam. Agra: VinodPustakMahal.
12. Jeeth, Yogendra, B. (2005). Hindi Sikshan. Agra: VinodPustakMandir.
13. Kumar, VijendraVarisht. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.
14. Mangal, Uma. (1991). Hindi Shikshan. New Delhi: Arya Book Depot.
15. Mathur, S.S. (2005). Sikshan Kala. Agra: VinodPustakMandir.
16. Narang, Bhatia. (1995). AdhunikShikshanVidhiyam. Ludhiyana: Prakash Brothers Publishing.
17. Pandey, S.K and Sharma, R.S. (2008). Encyclopaedia of Modern Techniques of Teaching. New Delhi: Common Wealth Publishers.
18. Sharma, S. (2005). Advanced Educational Psychology. New Delhi: Anmol Publications.
19. Tiwari Bholanadh.(2006). Rajbhasha Hindi. New Delhi: Prabhat Publication.

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 ON THE CURRICULUM

PART-A:-

- 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.

PART-B:-

- 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- TECHNIQUE AND DEVICES OF TEACHING URDU.

PART-A:-

- 2.1 Maxims of teaching.
- 2.2 Technique – Discussion, Assignment, Supervised Study interview, Role playing, Team teaching, programmed learning.
- 2.3 Dramatization, Explanation etc.

PART-B:-

- 2.4 Lecture method, inductive and Deductive methods.
- 2.5 Integration of content and methods.

UNIT III- TRANSACTIONAL STRATEGIES

- 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:

1. Akhtar Hussain Akhtar, *Urdu Ki Tadris*
2. Allabaksh Shaikh, *Urdu Ki Tadris*
3. Alka Ahuja, *Teacher Education*, New Delhi; Mittal Publication
4. Arun Athreya, *A Text Book of Teacher Education*, New Delhi; Dominant Publishers and Dest Exhibitags
5. Ram, S., *Current Issues in Teacher Education*, New Delhi; Sarup& Sons

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 Organise teaching of Sanskrit.
- 6) Be acquainted with evaluation procedures used in evaluating sanskrit knowledge of the students.
- 7) Be acquainted with concept and nature of content-cum-methodology.
- 8) Analyse curriculum, syllabus, tex-book and content of the subject sanskrit.
- 9) Intergrate content, method and lesson-plan with reference to c.c.m.approach.
- 10) Prepare various types of lesson plans.
- 11) Understand and use various aspects of sanskrit and their teaching methodology.
- 12) Be acquainted with qualities and professional growth of sanskrit teacher and to help them in acquiring the same.

UNIT-I : NATURE IMPORTANCE AND PLACE OF SANSKRIT.

A) Nature : Characteristics of Sanskrit language, Sanskrit as a living language, classical language, Sanskrit literature, Mother of Indian Languages.

B) Importance : The language of culture, Heritage, Unity, Spiritual and Religious life,Leadership and Guidance to the humanity, importance as the language of computer.

C) Place in the Curriculum : Views of various commissions and committees specifically about Sanskrit. Present position of Sanskrit in the curriculum.

D) AIMS AND OBJECTIVS OF TEACHING SANSKRIT.

A) Basic Aims and objectives of teaching language, Classification of Aims and objectives.

B) Aims and objectives of teaching Sanskrit Receptive, Expressive, Asthetic / Appreciative cultural, creative, Enjoyment.

C) Objectives of Sanskrit as given in the present curriculum at the secondary level.

D) Instructional objectives of teaching sanskrit and their specifications.

UNIT –II - METHODS OF TEACHING SANSKRIT

(A) Traditional Methods Brief Review.

(B) Pathashala Method. Dr.Bhandarkar Method, Translation Method.

(C) 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.

UNIT -III- A: 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.

B) PLANNING IN SANSKRIT.

Year plan, Unit plan , Lesson Plan, Unit Test planning, Administration.

UNIT-IV CURRICULUM SYLLABUS TEXT BOOKS AND CONTENT

A) Curriculum-Meaning, Nature, Principles of curriculum construction. Analysis of the curriculum at the secondary & Higher secondary level.

B) Syllabus-Nature, Principles of syllabus development, Relation between curriculum and syllabus, A critical study of the syllabus with reference to the above points in the state of Karnataka.

C) Textbooks – A Critical study of the textbook of sanskrit at secondary and Higher secondary level.

D) Content cum methodology - Meaning, Nature and Types of content, structure, content analysis, constituents of content-analysis, integrated lesson plan.

(B) TEACHING OF VARIOUS ASPECTS OF SANSKRIT.

A) 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.

B) 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.

C) 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.

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 of School Subject: Hindi

Contact Hours: 60

Marks: 100

Credits: 4

उद्देश:

इस पदवी को ग्रहण करने के बाद विद्यार्थी शिक्षक इस उद्देश्य को पाने के लिए योग्य बन जायेंगे।

1. भाषा के अलग अलग भूमिकाओं के जानकारी कि दक्षता।
2. भाषा के स्वरूप और व्यवस्था को समझने कि दक्षता।
3. भाषा और साहित्य के सम्बंध को जानने कि दक्षता।
4. भाषा के मूल्यांकन की प्रक्रिया को जानने की दक्षता।
5. विद्यार्थी और अध्यापक हिंदी भाषा के विकास प्रक्रिया प्रति जागरूक करना।
6. विद्यार्थी और अध्यापक हिंदी भाषा के उद्देश्य और सिद्धांतों के बारे में जागरूक बनने कि दक्षता।
7. विद्यार्थी और अध्यापक हिंदी भाषा के अध्यापन कि विधियों के बारे में जागरूक बनने कि दक्षता।

इकाई -1: भाषा का अर्थ प्रकृति एवं महत्व :(Language meaning, Nature, importance)

- 1.1 भाषा : अर्थ एवं परिभाषा, उत्पत्ति , भाषा की प्रकृति और भाषा का महत्व।
- 1.2 त्रिभाषासूत्र और हिन्दी मातृभाषा, क्षेत्रीय भाषा, विदेशी भाषा के रूप में हिंदी।
- 1.3 मातृभाषा के रूप में हिंदी शिक्षण के उद्देश्य, द्वितीय भाषा के रूप में हिंदी शिक्षण के उद्देश्य व्यावहारिक उद्देश्य, सांस्कृतिक उद्देश्य साहित्यिक उद्देश्य और भाषिक उद्देश्य।
- 1.4 भाषा का स्थिति संविधान की धारा (३४३-३५१-३५०) कोठारी शिक्षण कमीशन (२९६४-६६) राष्ट्रीय शिक्षा नीति (१९८६), राष्ट्रीय – पाठ्य - चर्चा -२००५।
- 1.5 हिंदी भाषा का इतिहास: प्राचीन, माध्यमिक और आधुनिक।
- 1.6 हिंदी भाषा की स्थिति और भूमिका स्वतंत्र के पहले और स्वतंत्र के बाद हिंदी; हिंदी के विविध रूप अंतरराष्ट्रीय स्तर पर हिंदी; हिंदी पढ़ने - पढ़ाने की चुनौतियां।

इकाई -2 भाषा कौशलों का शिक्षण : (Teaching of language skills)

- 2.1 श्रवण कौशल : श्रवण कौशल का महत्व , उद्देश्य विधियाँ श्रवण कौशल में ध्यान देने योग्यबार्ते मूल्यांकन।
- 2.2 भाषण कौशल : भाषण कौशल का महत्व , उद्देश्य विधियाँ , भाषण कौशल में ध्यान देने योग्यबार्ते मूल्यांकन।

- 2.3 वाचनकौशल : वाचन कौशल का महत्त्व उद्देश वाचन के प्रकार विधिया वाचन सम्बंधित तृटिया और सुधाये ।
- 2.4 लेखनकौशल : लेखन कौशल का महत्त्व और उपयोग उद्देश्य विधियाँ लेखन के प्रकार प्रतिलेख और श्रुत लेख में अंतर लिखना सिखाने में ध्यान देने योग्यबातें और मूल्यांकन।
- 2.5 हिंदी अध्यापक और उनका सामर्थ्य : हिंदी अध्यापक की आवश्यकता एवं महत्त्व; सामान्य और विशिष्ट गुण, कर्तव्य, हिंदी शिक्षकों की वर्तमानस्थिति, हिंदी भाषा साहित्य का इतिहास का समपक ज्ञान प्राचीन और आधुनिक साहित्य मार्ग का परिचय हिंदी पदों का समर्थक ज्ञान, प्रयोगशीलता , सृजनशीलता अपने काम पर आसक्ति।
- 2.6 हिंदी अध्यापक के आनुपातिक विकास के तंत्र: शैक्षणिक योग्यता, हिन्दी शिक्षक सामर्थ्य, मधुर ध्वनि, सेवा पूर्व और सेवांतरा परीक्षण। आनुपातिक विकास हिंदी साहित्य में रुचि, हिन्दी साहित्यिक कार्यागार में अभिरुचियां आधुनिक उपकरणों का सदुपयोग करने का रुचि ।

इकाई - 3 पाठ योजना और शिक्षण विधियां

- 3.1 पाठ योजना का अर्थ, महत्त्व, और रूप हिंदी पाठ योजना के लक्षण, गद्य कविता और व्याकरण पाठ सम्बंधित पाठ योजना ।
- 3.2 घटक योजना : अर्थ महत्त्व और रूप ।
- 3.3 सम्पनमूल पाठ योजना : अर्थ महत्त्व और रूप ।
- 3.4 शिक्षण विधियां: गद्य शिक्षण महत्त्व उद्देश्य सामान्य और निर्दिष्ट आधुनिक और साम्प्रदायिक विधान ।
- 3.5 कविता का रसास्वादन : महत्त्व, उद्देश्य, सामान्य और निर्दिष्ट आधुनिक और सांप्रदायिक विधान ।
- 3.6 व्याकरण शिक्षण : महत्त्व उद्देश्य सामान्य और निर्दिष्ट आधुनिक और सांप्रदायिक विधान ।

इकाई - 4 बोधना सामग्री और मौल्यमापन ।

- 4.1 हिंदी बोधना सामाग्री : उपकरणों का महत्त्व विविध रूप उनके उपयोग यांत्रिक एवं अयांत्रिक उपकरण ।
- 4.2 दृश्य और श्रवण सामग्री ।
- 4.3 गणक यंत्र आधारित बोधना सामग्री ।
- 4.4 हिन्दी भाषा मूल्यांकन : अर्थ एवं परिभाषाएँ उद्देश्य, महत्त्व, सोपान, मूल्यांकन का विधाये हिंदी भाषा मूल्यांकन के लिए उपकरण ।
- 4.5 अध्याय परीक्षा और नैदानिक परीक्षा ।
- 4.6 हिंदी भाषाभ्यास के सूचनात्मक सामग्री पत्रिकाये, अध्यापक द्वारा रचित हिंदी भाषाभ्यास के सूचनात्मक सामग्री, हिंदी भाषा सीखने, और सिखाने के लिए पत्रिका ।

अभ्यास प्रक्रिया

1. ८, ९, कक्षा के पाठ पुस्तकों का समीक्षाण ।
2. सम्पन्नमूल सामग्रियों का उपयोग ।
3. घटक योजना का प्रसंस्करण ।
4. क्रिया संशोधन ।
5. गणक यंत्रा आधारित बहु माध्यम बोधना सामग्री ।
6. लेखक या कवि पर आधारित एक अध्ययन ।
7. भाषायी कौशल का विकास सामग्री की तैयारी ।
8. हिंदी वाचन भाषाई कौशल का सामान्य दोष और सुधार कार्यक्रम ।
9. हिंदी पठन भाषाई कौशल का सामान्य दोष और सुधार कार्यक्रम ।
10. हिंदी लेखन भाषाई कौशल का सामान्य दोष और सुधार कार्यक्रम ।

आधार ग्रंथ:

1. दिनेश चंद्र भारद्वाज - हिंदी भाषा शिक्षण विनोद पुस्तक मंदिर आगरा ।
2. हिंदी शिक्षण - राजा हंसा प्रकाशन जयपुर ।
3. नूतन हिंदी शिक्षण - प्रो सत गिर कर्नाटक ।
4. हिंदी शिक्षण - संजीव पब्लिकेशन जयपुर ३ १९९८ ।
5. डॉक्टर के गोपालन मानक हिंदी व्याकरण और रचना - राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद ।
6. विजय सुद हिंदी शिक्षण विधियां - टंडन पब्लिकेशन लुधियाना ।
7. प्रतिभा नीमा हिंदी व्याकरण तथा रचना - नीता प्रकाशना १९९५ ।
8. भाई योगेन्द्र जित एवं अन्य बाई योगेन्द्र जीत शिक्षा सिद्धांत की रूप रेखा - विनोद पुस्तक दिरआगरा ।
9. सफल शिक्षण कला - पीडी पाठक विनोद प्रकाशन आगरा ।
10. शिक्षा के सिद्धांत - पीडी पाठक टाटा त्यागी विनोद पुस्तक मंदिर आगरा ।
11. शिक्षण की विधिया १, २, और पाठ योजना डॉक्टर लक्ष्मी नारायण शर्मा विनोद पुस्तक मंदिर आगरा ।
12. भाषा शिक्षक प्रविधि - किशोरी लाल शर्मा, मेहरा उमा एंड कंपनी आगरा ।
13. हिंदी शिक्षण केशव प्रसाद धनपन राय एंड संस दिल्ली ।

14. भारत में मातृ भाषा शिक्षण के लिए सुझाव राय बर्न ऑक्सफर्ड ।
15. अध्यापन कला - सीताराम चतुर्वेदी नन्दा किशोर एंड संस वाराणसी ।
16. हिंदी भाषाशिक्षण - भाईयोगेन्द्रजीत विनोद पुस्तक मंदिर आगरा ।
17. हिन्दी व्याकरण कामिथा, प्रसादगुरु विनोद पुस्तक मंदिर आगरा ।
 1. Bhai.Y (1978) Hindi Bhasashikshan. Vinod Pustak Mandir,Agra.
 2. Bhasa Vishesshank Patrick (1980) Department of Educaion, Rajasthan,Bikaner Chaturvedi, V.S (1999) Adhapan Kala.Varanasi:Gopinath Bharga Nanda Kishor and Sons.Jha.L (1940) Bhasha Shikshan Paddhbat. Allahabad:
NG.Saigal.U.P.Press
 3. John.D(1953)The Study of Languages.Hardward University Press.
 4. Keshava Prasad(1984)Hindi Shikshana.Delhi: Dhanpatrai and Sons
 5. Kothari Commission Report(1968)Govt of India,New Delhi
 6. Narang and Bhatia(1987)-Hindi Shikshan Vidhi Ludhiana: Prakash Brothers.
 7. Niraj Kumar Sinha(1990)Madhyamik-Vidyalayome Hindi Shiksha Jaipur: Hindi Grantha Academy
 8. Robert.L(1964)Language Teaching: Ateacher's Book.NEWYORK: Megrewtill.
 9. Rubury.W.M.(1950) The Teaching of the Mother Tongue,Madras.Oxford University Press
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 - 12.Agsa:Ramprasad and Sons
 - 13.Sughandhi.V Deepak (2004)Hindi Shikha Pranali.Ilkal: Neha Prakashan,Karnataka
 - 14.Sughandhi.V(2003) Hindi Adhyapan.Kolhapur,Creative Publishers
 - 15.Syndhya Mukarji (1989) Hindi Bhasha Shikshan.Luknow:Prakashan Kendra.Uttara Pradesh.

PEDAGOGY: HISTORY AND POLITICAL SCIENCE

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

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.
10. Understand the significance of learning resources to teach the subject apply the knowledge to select and improvise learning resources.
11. Demonstrate ability to raise learners' in Module I History & Political Science as a Social Science discipline

Unit I – Understanding the Nature of History and Political Science:

Historical thinking concepts(big six historical thinking concepts Peter Sexias & Morton), Objectives of teaching History & Political Science at secondary level (General and Instructional).

Correlation of History & Political Science Art : Internal and external.(literature, Science, Mathematics, Geography, Economics, Craft)

Unit II: Constructing History and planning of History and political Science

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

Planning-Annual plan, Unit Plan, Lesson Plan and Resource unit.

Unit III- Pedagogies of teaching History and Political Science

Process, merits and limitations

Conventional pedagogies- Story-telling lecture-cum-discussion, Interactive, constructivist and critical pedagogies underpinning teaching of History: project based learning, social enquiry. Cooperative learning strategies (think pair share, round robin, buzz,)

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

References:

1. Angelo A.T, et al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San Francisco Tossey- Bass Publisher.
2. Aitken, GV ; Sinnema, CEL (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.
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4. Brandes, D. et. al. (1994). A Guide to Student- centred Learning, Basil Blackwell Ltd. Celnham. 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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12. Kisko, C. et. al (1982) A Guide to Questioning: Classroom Procedures for Teachers, Macmillan Publishers Limited, London. UK.
13. Kyriakon, C. (1997). Effective Teaching in School: Theory and Practice, Starley Thornes Publishers/Ltd. Cheltenham, UK.

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 23. Tew, Daniel J., "Pedagogy of Teaching History: Comparing the Chronologic and Thematic Approaches" (2014). Honors Senior Theses/Projects. Paper 14.
 24. S. Wadhwa, Modern methods of teaching history, Saru sons, New Delhi
- Websites: http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.
https://education.alberta.ca/media/1234045/makingadifference_2010.pdf
http://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee-75fa23092d3/1/full_text_final.pdf
<http://historicalthinking.ca/historical-thinking-concepts>
http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf
https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_building_blocks_Learning_to_teach_historical_concepts
http://www.educ.ualberta.ca/css/Css_38_2/ARhistorical_imagination_collingwood.html Multi perceptivity and Mono perceptivity - the question of the truth in history?

SPECIFIC PEADGOGY: 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: GEOGRAPHY AS A SUBJECT

Epistemological framework (Evolution and major contributors)

Nature, scope and importance of Geography

Aims of Teaching Geography

Geo-literacy: concept, need and ways to create awareness

UNIT II: CONSTRUCTING AND PLANNING OF GEOGRAPHY

Correlation with other School Subjects —History, Language, science, Mathematics

Approaches of curriculum construction: Concentric, Topical

Planning-Annual plan, Unit Plan, Lesson Plan and Resource unit.

UNIT III: LEARNING RESOURCES

Importance & uses: Maps, travelogues, globe, atlas, models, computer based online and offline resources in Geography teaching

Current events (importance and use)

Geography Club & Geography room (importance and organization)

Characteristics of a Geography textbook

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

Practical:

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

Choose any one from the following:

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

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

References:

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2. Gopsill G. H., The Teaching of Geography
3. Macnee E.A. The Teaching of Geography
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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
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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 centred and teacher centred approaches
2. Understand the planning for Teaching Biology
3. Understand the selection of various methods and models of teaching to teach different topics of physics.
4. Understand different curricula in Physics

UNIT I- APPROACHES AND METHODS OF TEACHING PHYSICS

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

UNIT II- PHYSICS CURRICULUM STUDY

- 2.1 Curriculum: Meaning and principles.
- 2.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.
- 2.3 Recommendations made by NPE - 1986, NCF - 2005.
- 2.4 Organisation of curriculum
- 2.5 Critical Review of present Karnataka state secondary school science curriculum with special reference to physics.

UNIT III- RESOURCES TO TEACH PHYSICAL SCIENCE

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

3.2 Transactional Strategies.

3.2.1 Lesson planning: - Concept, construction and administration.

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

3.2.3 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 analysing curriculum of VIII and IX standard.
6. The college is free to introduce any other relevant and useful activity related to CCM physics.

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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, 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

- 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) 10 HOURS

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

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7. Gage N.L(ed).Hand book of Research in teaching
8. Husen, T.& Keeves, J.P. (Eds.). (1991). Issues in Science Education, Oxford: Pergamon Press.
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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 Unit test -concept construction & administration
- 1.4 Resource Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation, and Assignments): Meaning, Importance format and steps in the preparation
- 1.4 Biological Science Curriculum:**
 - 1.4.1 Principles of curriculum construction
 - 1.4.2 Historical perspectives of biology curriculum.
 - 1.4.3 NPE (National Policy of Education) – 1986 and Programme of Action - 1992
 - 1.4.4 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.....)
- 2.2 Approaches: Inductive, Deductive. Investigatory approaches, structure and functional approach.
- 2.3 Methods
 - 2.3.1 Teacher centred - Lecture cum demonstration.
 - 2.3.2 Learner centred - Laboratory, Project and Problem solving.
- 2.4 Technique: Specimen method.
- 2.5 Self-instructional techniques: Programmed learning, Computer Assisted Instruction

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.

3.4 Transactional Strategies.

4.4.1 Lesson planning: - Concept, construction and administration.

4.4.2 Unit plan– concept construction & administration.

4.4.3 Resource Unit— concept construction & administration.

PRACTICUM/FIELD WORK :(ANY ONE)

1. Making charts, improvised apparatus and models.

2. Preparation of laboratory instruction cards.

3. Planning and conducting any four practical classes in Biology and maintaining a record of practical work.

4. Preparation of unit test for a unit in Biology.

5. Designing and carrying out of any one simple investigation of Biology.

6. Collecting and preserving biological specimens

7. Preparation and preservation of Herbarium sheets.

8. Collecting and keeping plants and animals alive for instructional purposes: Aquarium, Terrarium and Vivarium.

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2. Dastgir, Ghulam (1980): Science Ki Tadress, Translation of Sharma and Sharma

3. Green, T.C. (1967): The Teaching and Learning Biology, Allman & Sons, London.

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PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS

Contact Hours :30

Marks: 50
Credits: 02

Objectives:

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

1. Understand the aims and objectives of Mathematics
2. Understand the various curriculums of Mathematics.
3. Understand the Approaches and methods of 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 teaching.

UNIT I- Aims objectives and curriculum of Mathematics 10 HOURS

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

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

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

PRACTICUM/ACTIVITIES: (ANY ONE) 10 HOURS

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

REFERENCES

1. Agarwal S M-(1977) A course in teaching of modern mathematics, New Delhi-
2. Ashlock Si Herman (1970): Current Research in Elementary School Mathematics, Macmillan,London.
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SPECIFIC PEDAGOGY SUBJECT:-COMMERCE

Total Hours: 30 hours

Total Marks: 50

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.
4. Disciplines.
5. To develop understanding of the objectives of teaching commerce at higher secondary level (NCF 2005).
6. To understand various methods used in teaching of commerce.
7. To develop an understanding of the importance of latest trends in teaching of commerce.

Unit I:: Concept and scope of Commerce Education

- (a) Meaning, nature, need and scope of commerce education.
- (b) Commerce education in India (relevance in life and curriculum).
- (c) 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

- (a) Interdisciplinary linkage in the curriculum, Intra-correlation with book keeping, organization of commerce and secretarial practice.
- b) 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 analyse 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

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

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

(c) 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
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4. Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
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6. Teaching of Commerce Dr. R.P Singh VinayRakhejaC/o R. Lall Book Depot- Meerut.
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11. Teaching of Commerce. Rainu Gupta, Shipra Publications, Delhi.

WEBSITES:

e-commerce

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<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>

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Social networking

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

UNDERSTANDING DRAMA AND ART IN EDUCATION

Contact Hours: 30

Marks: 50

Credits :02

(Needs to be viewed as Collection 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, colours-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:

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

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:

- ☒ 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.
- ☒ 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:

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

- b. Understanding local culture through Drama and Art.

Activities:

Perform a drama or dance or music of local culture

Visit to a local theatre show/performance and write its appreciation and evaluation.

c. Understanding global culture through Drama and Art

Activities:

Develop a tableau to depict any two of the global cultures.

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

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Articles:

TEACHER PLACEMENT & COMMON ELIGIBILITY TEST (CET)

Credits: 2

Max. Marks: 50

Aims and Objectives:

1. Develop Professional competence among teachers\educators
2. Enable teachers / educators develop Leadership qualities
3. Develop awareness on different types of educational institutions
4. Help develop networking with & career development in Academic NGOs at various levels
5. Guide establishing a functional Career G&C Centre and Placement Cell in TE institutions
6. Enable teachers develop capacity to face eligibility tests & meet the prescribed requirements

Syllabus

Unit 1: Professional Development among Teachers

- a) Concept, Need and Importance of Professional Development
- b) Competencies of a Professional Teachers
- c) Avenues for Professional Development - Government / NGO / Association
- d) Development of Teacher Competences – Life skills for teachers
- e) Leadership role – Teacher networking

Unit2: Career Development in Teaching:

a) Educational Institutions

Types of educational Institutions – State Syllabus Schools – Government/Aided/Un-aided – CBSE & ICSE schools – Kendriya Vidyalaya National Sanghatan – Adarsha Vidyalayas – Novodaya Vidyalayas – Morarji Desai Residential Schools – Kittur rani Channamma Sainik Schools – Ekalavya schools – Atal Bihari Vajapayi Residential schools

b) Non-Governmental Organisations (NGOs) – at Local, State, National, International levels - Pratham – Akshara Foundation – Ajim Premji foundation

c) Modalities of Employment / Recuitement

d) Guidance & Counselling Service Organisations:

Unit 3: Placement Guidance & Counselling Services:

Establishment of a Functional Placement cell – Teacher as a Career counsellor,– Organising Campus interviews – Coordination between schools and Teacher Education Institutions – Documentation

Unit4: Capacity Building for Eligibility Tests

- Planning and Organising capacity building programmes

- a) Training for Interviews
- b) Foundation Papers – Mainly Educational Psychology with a glance on Sociology, Philosophy and Administration & Management concepts in Education
- c) Personality Development

- d) General Mental Ability
- e) General Knowledge
- f) English – Grammar & Composition

Suggestive List of Activities / Programmes

- 1) Orientation on Career development in the fields of Education / Teaching NGOs related to Education
- 2) Workshop on enhancing Teacher Competence
- 3) Workshop on Life Skill development
- 4) Interviews with Community centred teachers
- 5) Interaction with NGOs for networking and collaboration – Pratham, Akshara foundation etc.
- 6) Leadership development programmes
- 7) Visits to various types of schools
- 8) An orientation on Syllabus / Scheme of examination / Eligibility / Selection criteria /Facing Interviews / Cracking MC test items etc.
- 9) Visits to / Interaction with Career Guidance & Counselling service organisations
- 10) Visits to institutions with an effective and functional placement cell
- 11) Workshop on the development of Career guidance and counselling skills
- 12) Organising capacity building programmes for students / teachers
- 13) Training workshop on Interview related skills
- 14) Organising Mini Refresher Courses on Content / course papers
- 15) Organising Personality Development workshops
- 16) Orientation / Refresher course on English Language (Training regarding functional grammar, composition and conversational skills.

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

Unit - I: Research and Education

A) Research in Education and its Classification, The Need, Nature and Importance of Research in general and specifically Action Research, Types of Action Research - Individual and Collaborative.

B) Action Research Methodology: Definition of the Problem, Identification of a Problem, Steps of conducting Action Research, Drafting Action Research Proposal, Reporting Action Research.

Unit - II: Descriptive Statistics

Classification and tabulation of Data, Measures of Central Tendency-Mean, Median and Mode; Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation;

Measures of Correlation - Rank Difference and Product Moment Method;

Normal Probability curve - Properties and Uses.

Inferential Statistics :Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart, Ogive, Testing of Differences: t-test, Median Test.

Unit - III: Writing Research Report

Format, Style,

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

Assignments:

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.

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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:

Constitutional provision for girl child education. Legal support and provision in various acts and Govt support Govt and other agencies for girl child uplift.

Important legal decisions related to the women protection

References:

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12. Kumar, Krishna. 2010. *Culture, State and Girls: An Educational Perspective' Economic and Political Weekly* Vol. XLV No. 17 April 24

Educational Administration and Management

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. Periods

1. The concept and importance of Educational organization, Administration and management.
2. Distinction between Educational Administration and management.
3. The objectives, nature and scope of Educational management
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 Periods

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, CABE, NUEPA, NCTE, NCERT.

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 Periods

1 Basic components of the Management : Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management.

2 Supervision and Monitoring(Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision

3 Institutional Planning: Concept, objectives, importance, preparation and problems

4 Staff meeting, Time-Table and Management of Resources: Human, Finance and other infrastructures.

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 Organisation: Nature, Role and Function

Unit IV: Maintaining Healthy Education Institutional Climate Period

1 Institutional organization climate(school):Human resources and school components.

2 The Institutional Plant: Physical Surrounding and maintenance

3. Creative activities of the school: School Exhibition, Subject Clubs, formal and informal events, etc.

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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16. Safaya, Raghunth and Shaida, B.D. (1977) _School Administration and Organization', Delhi: Dhanapati Rai and Sons.
17. Sharma, Motilala (1978) _Systems Approach- its application in Education', Saradar Sahar: Shanti Prakashan.
18. Sharma, T.S. (2005) _School Management and Administration', Patiala: Shaheed-E-Azam Printers.

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)

Contact Hours: 30

Marks: 50

Credits: 2

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 four 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.

VI) Resource unit

VII) Test Materials

VIII) Content analysis for an unit

IX) Making Album

X) Visiting place of Historical/Scientific significance and Reporting.

Part B: Any four 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. class room 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 try out 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: 2

Unit 1 Expressive Reflections

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

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, marginalised 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

DE schooling Society

Silenced Dialogue

Para Teachers

Plays Autobiographies/biographies Journals Documentaries Fiction-

REFERENCES

Reflective Reading

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

s_in_Re.pdf

<http://www.monash.edu.au/lls/llonline/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](#)

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/erhgpaokppsj/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--->

[Workshop-Booklet.pdf](#)

<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/connectionsacademy/rubrics/reflection.html>
http://www.readwritethink.org/files/resources/lesson_images/lesson963/Rubric.pdf
Short, K., Harste, J., & Burke, C. (1996). Creating classrooms for authors and inquirers. 2nd. ed. Portsmouth, NH, Heinemann.
Pensavalle, M., Tyerman, J., Delgadillo, L., Miyake, J., Soong, A, (2006).
AACTE 2006 Proposal: How Reflection Impacts Instructional Change.
AACTE 2006 Proposal, Retrieved Jan. 23, 2007, from
http://www.usc.edu/dept/education/up_files/AACTE_06_Presentation.pdf

Pedagogy of School Subject: Hindi

Contact Hours: 60

Marks: 100

Credits: 4

उद्देश:

इस पदवी को ग्रहण करने के बाद विद्यार्थी शिक्षक इस उद्देश्य को पाने के लिए योग्य बन जायेंगे ।

1. भाषा के अलग अलग भूमिकाओं के जानकारी कि दक्षता ।
2. भाषा के स्वरूप और व्यवस्था को समझने कि दक्षता ।
3. भाषा और साहित्य के सम्बंध को जानने कि दक्षता ।
4. भाषा के मूल्यांकन की प्रक्रिया को जानने की दक्षता ।
5. विद्यार्थी और अध्यापक हिंदी भाषा के विकास प्रक्रिया प्रति जागरूक करना ।
6. विद्यार्थी और अध्यापक हिंदी भाषा के उद्देश्य और सिद्धांतों के बारे में जागरूक बनने कि दक्षता ।
7. विद्यार्थी और अध्यापक हिंदी भाषा के अध्यापन कि विधियों के बारे में जागरूक बनने कि दक्षता ।

इकाई -1: भाषा का अर्थ प्रकृति एवं महत्व :(Language meaning, Nature, importance)

- 1.1 भाषा : अर्थ एवं परिभाषा, उत्पत्ति , भाषा की प्रकृति और भाषा का महत्व ।
- 1.2 त्रिभाषासूत्र और हिन्दी मातृभाषा, क्षेत्रीय भाषा, विदेशी भाषा के रूप में हिंदी ।
- 1.3 मातृभाषा के रूप में हिंदी शिक्षण के उद्देश्य, द्वितीय भाषा के रूप में हिंदी शिक्षण के उद्देश्य व्यावहारिक उद्देश्य, सांस्कृतिक उद्देश्य साहित्यिक उद्देश्य और भाषिक उद्देश्य ।
- 1.4 भाषा का स्थिति संविधान की धारा (३४३-३५१-३५०) कोठारी शिक्षण कमीशन (२९६४-६६) राष्ट्रीय शिक्षा नीति (१९८६), राष्ट्रीय – पाठ्य - चर्चा -२००५।
- 1.5 हिंदी भाषा का इतिहास: प्राचीन, माध्यमिक और आधुनिक।
- 1.6 हिंदी भाषा की स्थिति और भूमिका स्वतंत्र के पहले और स्वतंत्र के बाद हिंदी ; हिंदी के

विविध रूप अंतरराष्ट्रीय स्तर पर हिंदी; हिंदी पढ़ने - पढ़ाने की चुनौतियां।

इकाई -2 भाषा कौशलों का शिक्षण : (Teaching of language skills)

- 2.1 श्रवण कौशल : श्रवण कौशल का महत्व , उद्देश्य विधियाँ श्रवण कौशल में ध्यान देने योग्य बातें मूल्यांकन।
- 2.2 भाषण कौशल : भाषण कौशल का महत्व , उद्देश्य विधियाँ , भाषण कौशल में ध्यान देने योग्य बातें मूल्यांकन।
- 2.3 वाचनकौशल : वाचन कौशल का महत्त्व उद्देश वाचन के प्रकार विधिया वाचन सम्बंधित तृटिया और सुधाये।
- 2.4 लेखनकौशल : लेखन कौशल का महत्व और उपयोग उद्देश्य विधियाँ लेखन के प्रकार प्रतिलेख और श्रुत लेख में अंतर लिखना सिखाने में ध्यान देने योग्य बातें और मूल्यांकन।
- 2.5 हिंदी अध्यापक और उनका सामर्थ्य : हिंदी अध्यापक की आवश्यकता एवं महत्व; सामान्य और विशिष्ट गुण, कर्तव्य, हिंदी शिक्षकों की वर्तमानस्थिति, हिंदी भाषा साहित्य का इतिहास का समपक ज्ञान प्राचीन और आधुनिक साहित्य मार्ग का परिचय हिंदी पदों का समर्थक ज्ञान, प्रयोगशीलता , सृजनशीलता अपने काम पर आसक्ति।
- 2.6 हिंदी अध्यापक के आनुपातिक विकास के तंत्र: शैक्षणिक योग्यता, हिन्दी शिक्षक सामर्थ्य, मधुर ध्वनि, सेवा पूर्व और सेवांतरा परीक्षण। आनुपातिक विकास हिंदी साहित्य में रुचि, हिन्दी साहित्यिक कार्यागार में अभिरुचियां आधुनिक उपकरणों का सदुपयोग करने का रुचि।

इकाई – 3 पाठ योजना और शिक्षण विधियां

- 3.1 पाठ योजना का अर्थ, महत्व, और रूप हिंदी पाठ योजना के लक्षण, गद्य कविता और व्याकरण पाठ सम्बंधित पाठ योजना।
- 3.2 घटक योजना : अर्थ महत्व और रूप।
- 3.3 सम्पनमूल पाठ योजना : अर्थ महत्व और रूप।
- 3.4 शिक्षण विधियां: गद्य शिक्षण महत्व उद्देश्य सामान्य और निर्दिष्ट आधुनिक और साम्प्रदायिक विधान।
- 3.5 कविता का रसास्वादन : महत्व, उद्देश्य, सामान्य और निर्दिष्ट आधुनिक और सांप्रदायिक विधान।
- 3.6 व्याकरण शिक्षण : महत्व उद्देश्य सामान्य और निर्दिष्ट आधुनिक और सांप्रदायिक विधान।

इकाई - 4 बोधना सामग्री और मौल्यमापन।

- 4.1 हिंदी बोधना सामग्री : उपकरणों का महत्व विविध रूप उनके उपयोग यांत्रिक एवं अयांत्रिक उपकरण।
- 4.2 दृश्य और श्रवण सामग्री।

- 4.3 गणक यंत्र आधारित बोधना सामग्री ।
- 4.4 हिन्दी भाषा मूल्यांकन : अर्थ एवं परिभाषाएँ उद्देश्य, महत्व, सोपान, मूल्यांकन का विधाये हिंदी भाषा मूल्यांकन के लिए उपकरण ।
- 4.5 अध्याय परीक्षा और नैदानिक परीक्षा ।
- 4.6 हिंदी भाषाभ्यास के सूचनात्मक सामग्री पत्रिकाये, अध्यापक द्वारा रचित हिंदी भाषाभ्यास के सूचनात्मक सामग्री, हिंदी भाषा सीखने, और सिखाने के लिए पत्रिका ।

अभ्यास प्रक्रिया

3. ८, ९, कक्षा के पाठ पुस्तकों का समीक्षाण ।
4. सम्पन्नमुल सामग्रियों का उपयोग ।
3. घटक योजना का प्रसंस्करण ।
4. क्रिया संशोधन ।
5. गणक यंत्रा आधारित बहु माध्यम बोधना सामग्री ।
6. लेखक या कवि पर आधारित एक अध्ययन ।
7. भाषायी कौशल का विकास सामग्री की तैयारी ।
8. हिंदी वाचन भाषाई कौशल का सामान्य दोष और सुधार कार्यक्रम ।
9. हिंदी पठन भाषाई कौशल का सामान्य दोष और सुधार कार्यक्रम ।
10. हिंदी लेखन भाषाई कौशल का सामान्य दोष और सुधार कार्यक्रम ।

आधार ग्रंथ:

10. दिनेश चंद्र भारद्वाज - हिंदी भाषा शिक्षण विनोद पुस्तक मंदिर आगरा ।
11. हिंदी शिक्षण - राजा हंसा प्रकाशन जयपुर ।
12. नूतन हिंदी शिक्षण - प्रो सत गिर कर्नाटक ।
13. हिंदी शिक्षण - संजीव पब्लिकेशन जयपुर ३ १९९८ ।
14. डॉक्टर के गोपालन मानक हिंदी व्याकरण और रचना - राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद ।
15. विजय सुद हिंदी शिक्षण विधियां - टंडन पब्लिकेशन लुधियाना ।
16. प्रतिभा नीमा हिंदी व्याकरण तथा रचना - नीता प्रकाशना १९९५ ।
17. भाई योगेन्द्र जित एवं अन्य बाई योगेन्द्र जीत शिक्षा सिद्धांत की रूप रेखा - विनोद पुस्तक

दिरआगारा ।

18. सफल शिक्षण कला - पीडी पाठक विनोद प्रकाशन आगरा ।
10. शिक्षा के सिद्धांत - पीडी पाठक टाटा त्यागी विनोद पुस्तक मंदिर आगरा ।
11. शिक्षण की विधिया १, २, और पाठ योजना डॉक्टर लक्ष्मी नारायण शर्मा विनोद पुस्तक मंदिर आगरा ।
12. भाषा शिक्षक प्रविधि - किशोरी लाल शर्मा, मेहरा उमा एंड कंपनी आगरा ।
13. हिंदी शिक्षण केशव प्रसाद धनपन राय एंड संस दिल्ली ।
14. भारत में मातृ भाषा शिक्षण के लिए सुझाव राय बर्न ऑक्सफर्ड ।
15. अध्यापन कला - सीताराम चतुर्वेदी नन्दा किशोर एंड संस वाराणसी ।
16. हिंदी भाषाशिक्षण - भाईयोगेन्द्रजीत विनोद पुस्तक मंदिर आगरा ।
17. हिन्दी व्याकरण कामिथा, प्रसादगुरु विनोद पुस्तक मंदिर आगरा ।
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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

i. Pre-internship Stage

Sl. No.	Activity/ Mode	Beneficiary	Requirements	Outcome	Probable month
1.	Meeting	Faculty Members of GCTEM	Curriculum finalized, Roles and Responsibilities sheets		
2.	Meeting	BEOs, Principals of B. Ed Colleges, DDPI(Admin), DIET Principal & DDPIPU	Two :Years B. Ed Curriculum, Roles and Responsibilities		
3.	Workshop mode. Production of Observation Schedule/Check list/Class observation Schedule/Tentative time table	All B. Ed teacher trainees	CTE faculty and Experts from the DOE, B. Ed Colleges of MU,	Develop the required materials for the whole of the internship session	
4.	Training of Supervisory staff	All Head Teachers of the selected schools and Principals of selected PU Colleges, Mentor Teachers and GCTEM Faculty and DIET faculty	Developed materials for internship, B. Ed Curriculum, Roles and Responsibilities	Practice to use the internship materials effectively	

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ii. a) Actual Internship Stage (I Phase)

Sl. No.	Activity	Place	Process	No of Days/week	Weightage	Monitoring Staff/ Agency
1.	Walk in and around school- Secondary/Senior Secondary school	Allotted School/ Colleges	Formal interaction with school authorities and students	1 day		Mentor/ GCTEM Faculty
2.	School Planning process		Taking SAP & SDP	1 day	2 ½ Marks	Head Teacher/ Mentor
3.	School Academic Records		Interaction with Head Teacher and looking all academic records maintained	2 day	2 ½ Marks	Head Teacher/ Mentor
4.	Observing various Programmes of the GOK and Department of Education		Observation by involving student teacher trainees in various programmes like MMS, Milk supply,	2 day	5 Marks	Head Teacher/ GCTEM faculty/DIET faculty
5.	Attending SDMC/PTA Meeting		SDMC/PTA constitution and meeting proceedings	1 day	5 Marks	Head Teacher
6.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	2 day	10 Marks	Head Teacher/ GCTEM faculty/DIET faculty
7.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	2 day		GCTEM faculty/DIET faculty/Mentor
8.	Observing at least one class of Head Teacher		Actual Class Observation by the trainees and followed by discussion	1 day		GCTEM faculty/DIET faculty/Mentor
9.	Visit to nearby HPS or Elementary School to observe the various academic activities including class observation and academic records maintained	Allotted HPS/ Elementary School	Actual Class Observation by the trainees and followed by discussion	5 day	10 Marks	GCTEM faculty/DIET faculty/Mentor
10	Visit to Special School		Observation followed by discussion	1 day	2 ½ Marks	GCTEM faculty/DIET faculty/Mentor

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ii. a) Actual Internship Stage (I Phase)

Sl. No.	Activity	Place	Process	No of Days/week	Weightage	Monitoring Staff/ Agency
11.	Visit to Residential school		Observation followed by discussion	2 day	2 ½ Marks	GCTEM faculty/DIET faculty/Mentor
12.	Visit to BEO office		Observation followed by discussion	1 day	2 ½ Marks	GCTEM faculty/DIET faculty/Mentor
13.	Visit to BRC office		Observation followed by discussion	1 day	2 ½ Marks	GCTEM faculty/DIET faculty/Mentor
14.	Visit to DIET		Observation followed by discussion	2 day	5 Marks	GCTEM faculty/DIET faculty/Mentor

ii b.) Actual Internship Stage (II Phase)

Sl. No.	Activity	Place	Process	No of Days/week	Monitoring Staff/ Agency
1.	Practice Teaching	Allotted School/ College	Actual trainee takes the class with regular allotment and getting feedback after each class	10 weeks	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
2.	Innovative class		Trainee with his/her own innovations takes the class and getting feedback after each class	4 day (4 Classes)	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
3.	Conducting Unit test		Trainee conducts the Unit test	1 day	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
4	Declaring the results of the Unit test and prepare for next Remedial session			1 day	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
5.	Remedial classes		Trainee organises the Remedial classes to the below average students and conducts unit test	1 week	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
6.	Conducting classes with ICT		Trainee using computer with internet conducts classes which is observed by the monitoring authorities	1 week	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
7.	Organising Co-scholastic activities to the students		Trainee organises various activities in the area of his choice including PE & HE	4 days	Head Teacher/Mentor/GCTEM Faculty / DIET Faculty
8.	Conducting Action research		Trainee during his practicing session identifies the low achievers and conducts action research	10 ays	

iii. Post Internship Stage at GCTEM (II Phase)

Sl. No.	Activity	No. of days	Monitoring Agency
1.	Presentation by the trainee	2 day	Principal, Reader & Lecturer of GCTEM
2.	Viva voce	2 day	Reader & Lecturer of GCTEM
3.	Submission of Reports on Visits organized, Unit tests with analysis, Case study, Action Research, Co-Scholastic area report, Lesson Plan, Unit Plan,	2 day	PST Reader & Lecturer of GCTEM
4.	Reports by the Supervising authority- BEO, BRC,SI, EO, DIET faculty, DDPIPU, DDPI, Mentor, GCTEM faculty	Principal, Reader & Lecturer of GCTEM	

Public Software - Education Tools

Applicati on Area	Public Software	Description
SCIENCE	KZium	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
	KTechLab	This tool can be used to build your own circuits and explain its various components
MATHS	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.

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 Graduation
POSS	Pedagogy of School Subject
APOSS	Advanced Pedagogy of School Subject
EWf	Engagement with Field Assignment
UDAE	Understanding Drama and Arts in Education
RRW	Reflective reading and Writing
TP & CET	Teacher Placement and Common Entrance Test