



KARNATAK UNIVERSITY, DHARWAD

No. KU/Aca(S&T)/ PPK-28/2 yr. B.Ed./Regl.syl/15-16 /198

Date:

19 MAR 2016

NOTIFICATION

Sub: Regarding revised syllabus and regulations of two year B.Ed. course (as per KSHEC) with effect from the academic year 2015-16 and onwards.

- Ref: 1) Special BOS(UG) Res. No. 01 Dated: 08-03-2016
2) Special Education Faculty Res. 01 Dated: 09-03-2016
3) Vice-Chancellor's order dated:

Adverting to the above, it is hereby notified to the Principals of all constituent and affiliated B.Ed. degree colleges, coming under the jurisdiction of Karnatak University, Dharwad that the revised syllabus and regulations of two year B.Ed. course (I to IV semesters) as per the KSHEC with effect from the academic year 2015-16 and onwards.

Hence, the contents of this notification may please be brought to the notice of the students and all concerned.

The concerned of two year B.Ed. Course revised syllabus and regulations may also be obtained through the Karnatak University Website: www.kud.ac.in. (Academic Folder)

REGISTRAR

To,

1. The Principals of all constituent & affiliated B.Ed. degree colleges coming under the jurisdiction of Karnatak University, Dharwad.
2. The Registrar,(Evaluation), K.U. Dharwad.
3. The Director, C.D.C. Section, K.U. Dharwad for information.
4. Director (I/C) Information Technology, Exam Section, with a request to place the Notification in the University Website: www.kud.ac.in. Academic Folder

Copy f.w.cs. to:

1. Dr. H.M.Kasinath, Dean, Faculty of Education, P.G. Dept. of Education, University College of Education Building, K.U. Dharwad, for kind information.
2. The Chairman, BOS in Education(UG), PG Dept. of Studies in Education, K.U. B.Ed. College Building Dharwad.

Copy to:

1. P.S. to Vice-Chancellor, K.U. Dharwad.
2. S.A. to Registrar, K.U. Dharwad.
3. S.A. to Registrar (Evaluation), K.U. Dharwad.
4. O.S., Exam. (Confdl.) Section, K.U. Dharwad.
5. O.S., Exam (Education Faculty) Section, K.U. Dharwad.
6. O.S. Exam (QP) Section, K.U. Dharwad.
7. O.S. Exam (G.A.D.) Section, K.U. Dharwad.
8. O.S. Academic (PG/CRT) Section, K.U. Dharwad.

**KARNATAK UNIVERSITY
DHARWAD**



**Regulations & Syllabus of Two Year B.Ed. Course
Prepared as per the State Syllabus**

With effect from 2015-16 and onwards

KARNATAK UNIVERSITY, DHARWAD

REGULATIONS GOVERNING 2- YEAR BACHELOR OF EDUCATION (B.Ed) PROGRAMME

1.00 Preamble

The Bachelor of Education Programme generally known as (B.Ed) is a two year professional course that prepares teachers for upper primary or middle level classes (VI-VIII), and secondary level (IX-X) and senior secondary (XI-XII)

2.00 Title, Application and Commencement

The regulations shall be cited as Karnatak University 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 offered in the State Universities and in its affiliated Teacher Education Institutes. The affiliated institutions offering this programme should have the physical infrastructure and follow norms as per the 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 Definitions of the Key terms

- a) **Semester:** Semester is a duration of four consecutive months with a minimum of 100 Working days.
- b) **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.
- c) **Practical/practice:** A Practical/practice is method 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.
- d) **Internship and Immersion:** It is the period where the candidate visits the Teacher Education Institute, School, 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 on the development of competencies, in-depth understanding through field experiences and application of theoretical aspects learnt.

- e) **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.
- f) **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.
- g) **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 by the university
- h) **Theory -cum- Practice:** These are the components of the curriculum where in the transaction requires orientation on certain theoretical grounds and practice the theory. The curriculum will have fifty percent of the course with theoretical aspects and other fifty percent with practicum. The teacher educator will conduct such classes in to batches of 25 to 50 students as per the facilities available in the institute.
- i) **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 peer as students.
- j) **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.
- k) **Field Work Courses**

In these type of the courses, the student has to visit the field, collect the required data, systematize, processes and present the report.
- l) **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.

Field attachments/internships/immersions shall be facilitated with organization and institutions working education. These would aim at engaging the students with field based situations and work in elementary and other levels of education, and to provide an opportunity for reflection writing on the same. Systematically planned field internship/attachment in teacher education institution and specialization area chosen by the student shall be organized during the programme.

Close mentorship by faculty in relevant areas should be provided for the programme in the form of tutorials, guided reading groups, field attachments and guided research dissertation.

4.00 Intake.

The basic unit size (minimum 50) for the programme shall be as fixed by the NCTE. 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.

5.00 Eligibility and Choice of Pedagogic Subjects:

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

- i. Candidates with at least fifty percent marks (including IA) 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 orders issued by the Central Government and State Government whichever is applicable.
- ii. The candidates should specify the level of specialization He/She desires to be a
 - a) Teacher for VI-VIII or IX-X standards.
 - b) Only candidates with PG qualification are eligible to teach IX-X or XI-XII

Each one has to select two pedagogies under different disciplines prescribed below:

	Discipline	Optional Subjects	Content to be practiced
1	Humanities	Kannada English Hindi Urdu Sanskrit Marathi	Language prescribed by the State Government as First, Second and Third language in the respective classes
2	Social Science	History, Political Science and Sociology Geography, Economics and Business Management	Content prescribed in the Social Science text books by the State. Content prescribed in the Social Science text books by the State
3	Physical Science	Physics Chemistry	Content prescribed in the Science text books (Standards VI –VIII) and Science text books (Standards IX and X) Content prescribed in the Science text books (Standards VI –VIII) and Science text books (Standards IX and X)
4	Biological Science	Biology	Content prescribed in the Science text books (Standards VI –VIII) and Science text books (Standards IX and X)
5	Mathematics	Mathematics	Content prescribed in the Mathematics text books (Standards VI –VIII) and Mathematics text books (Standards IX and X)
6	Commerce	Commerce	The syllabus of standards XI and XII as prescribed by the State Government

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 is 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 disciplines of the following:

(One each from any two Disciplines)

	Pedagogy of Discipline	Suitable for the State/Central appointments
1	Humanities	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(PG)	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 program. Language pedagogy shall be given based on study of the subject either as Optional or 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 studied and the State/ Central appointment provision presently in operation.
- 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 level.

6.00 Medium of Instruction:

Medium of instruction and examination for the course is English or Kannada.

7.00 Admission Procedure:

- a) Reservation and relaxation for SC/ST/OBC/PWD/Article 371 (J) and any other categories shall be as per the rules of the Central Government/ State Government whichever is applicable and provided from time to time by the State Government.
- b) The Central Admission Cell (CAC) 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 TEIs without prior permission by the Government.

- c) The admission for management quota shall be made on merit based on marks obtained in the qualifying examination or if any other selection process as per the policy of the Central /State Government/ University admission procedure specified from time to time.
- d) The University shall prepare the schedule or academic calendar. The TEIs shall follow the academic calendar. The academic calendar to be followed are:
 - i. Date of the publication of admission notification.
 - ii. Last date of receipt of the applications as announced by the State Government .
 - iii. Dates of counseling announced by the CAC.
 - iv. Last date for admission as announced by the CAC.
 - v. Final list of seats admitted and forwarded to the University for approval.
 - vii. Approval of admission list by the University
 - viii. Students admitted after the commencement of the course and if remain short of attendance due to delayed admission, the college shall compensate for the shortage of attendance by conducting special classes.

8.00 Curricular Components

The course shall have the curricular components namely:

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

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

Duration, Credits and Marks

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

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

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

9.00 Credits, Marks and Passing Standards:

FIRST SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Childhood and Adolescence	4	20	08	80	32	100
	C-II	Philosophical and Sociological Bases of Education	4	20	08	80	32	100
	C-III	Educational Technology	4	20	08	80	32	100
	Pd-C (I&II)	Understanding Discipline and Pedagogy-I & II	4	20	08	80	32	100
Practical	EPC-I	ICT Basic	2	50	25	..	..	50
	EPC-II	Language across the Subjects	2	50	25	..	..	50
	EF-I	Psycho-Social Tools and Techniques	2	50	25	..	..	50
	EF-II	Micro Teaching and Integration	2	50	25	..	..	50
				280		320		600

SECOND SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Learning & Teaching Processes	4	20	08	80	32	100
	C-II	Knowledge and Curriculum	4	20	08	80	32	100
	C-III	Education in Contemporary India	4	20	08	80	32	100
	C-IV	Pedagogic Tools, Techniques and Approaches	4	20	08	80	32	100
Practical	EPC-I	ICT Applications	2	50	25	..	..	50
	EPC-II	Understanding the Self, Personality and Yoga	2	50	25	..	..	50
	EF-I	Simulated and ICT based Lessons	2	50	25	..	..	50
	EF-II	School Lessons and Reflective diary	2	50	25	..	..	50
				280		320		600

THIRD SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Inclusive Education	4	20	08	80	32	100
	C-II	Educational Evaluation	4	20	08	80	32	100
	Pd-C (I&II)	Subject Specific Pedagogy I & II	4	20	08	80	32	100
	Optional	Optional course (any one) 1. Value Education 2. Guidance and Counseling	4	20	08	80	32	100
Practical	EPC-I	Fine Art and Theaters	2	50	25	..	..	50
	EPC-II	Research Project	2	50	25	..	..	50
	EF-I	Field Assignment	2	50	25	..	..	50
	EF-II	School Lesson (Unit Based) and Reflective dairy	2	50	25	..	..	50
				280		320		600

FOURTH SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Gender, School and Society	4	20	08	80	32	100
	C-II	Educational Management and Organization	4	20	08	80	32	100
	C-III	Advanced Pedagogy of specific Subjects-I & II	4	20	08	80	32	100
Practical	EPC-I	Reading and Reflecting on Texts	2	50	25	..	..	50
	EF-I	Field work and Immersion	6	150	..	..	..	150
	EF-II	Annual Lesson I & II	2+2	..	..	50+50.		100
			24	260		340		600

10.00 Modalities of Transaction and Assessment

Part-A: Inputs:

The B.Ed Programme has various inputs designed with the due proportion prescribed by the NCTE. The details are provided in the following three tables. Theoretical Courses, Practice lesson, Field Engagement, Co-Practice lesson inputs and their proportions to the total:

	I-SEM	II-SEM	III-SEM	IV-SEM	Total
THEORITICAL	16 Credits/400 (16.6%)	16 Credits/400 (16.6%)	16 Credits/400 (16.6%)	12 Credits/300 (12.5%)	60Credits/1500 (62.5%)
PRACTICAL	8 Credits/200 (8.3 %)	8 Credits/200 (8.3 %)	8 Credits/200 (8.3%)	8 Credits/200 (8.3%)	32 Credits/800 (33.2%)
ANNUAL LESSONS (I & II)	-	-	-	4 Credits /100 (4.1%)	4 Credits/100 (4.1%)
TOTAL	24 Credits/600 (25%)	24 Credits/600 (25%)	24 Credits/600 (25%)	24 Credits/600 (25%)	96 Credits/2400 (100%)

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

**PRACTICAL INPUTS ACROSS FOUR
TERMS (CO-LESSON
PRACTICES)**

SEMESTER	COMPONENTS	DETAILS	CREDIT/MARKS
I	ICT Basics	Lab work as detailed in practical course work	2 Cr/50 Marks
	Psycho-Social Test	Competency development to administer and interpret result as detailed in MOTA	2 Cr/50 Marks
II	ICT Application	Semi field based try-out field activities listed in MOTA.	2 Cr/50 Marks
	Unit test/Personalities and Yoga	Yoga practice courses detailed and personality exercise as in course details.	2 Cr/50 Marks
III	Research Project	Developing Research Project and implementing with the help of course details listed	2 Cr/50 Marks
	Fine Arts and Theatre	Detail of activities listed in course work	2 Cr/50 Marks
IV	Reading and Reflecting on Texts	Detailed activities are listed in course work	2 Cr/50 Marks
	School Co-Practices	Detailed activities are listed in course work	6 Cr/150 Marks
	Annual Lessons	Examination Activity	2+2 Cr/100 Marks

PRACTICE LESSONS ACROSS FOUR TERMS

SEMESTER	COMPONENT	DETAILS OF INPUTS
I	1. Micro-teaching (Six Skills) a) Skill of Introduction b) Skill of probing questions c) Skill of explanation d) Skill of illustrations with examples e) Skill of stimulus variation f) Skill of reinforcement g) Skill of questioning h) Skill of Blackboard 2. Simulation (Non Micro-teaching) Integration and overall skill with teaching-learning process for 15 min. each	Skill with full repeat cycle one lesson per pedagogy subject
II	3. Simulation with ICT (at least 2+2 lessons with ICT mediation) 4. School Lessons	Five per pedagogy subject, Total 10 lessons Four lessons per pedagogic Subject
III	5. Unit plan Based Lessons 6. Lesson under Block Teaching	At least three lessons+ One unit test period per pedagogic subject Three weeks-eight lessons per pedagogic subject and one criticism lesson with each subject
IV	7. immersion Lessons 8. TLM and ICT Based Lessons 9. Annual Lessons	Fifty days (Details are given in the syllabus on immersion programme) ----- Examination Lessons

Part-B: Modalities of Transaction

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	Classroom presentations, Discussion, seminars, assignments and tutorials CAI approach.
2	Type -2	Simulation Practices : A. Micro teaching B. College Base Teaching C. Use of software and open source	Small Group activities in the college premises. Recording and reporting
3	Type- 3	Language across the subjects Understanding the Self, Personality and Yoga Research project Reading and Reflecting on Texts	Theoretical presentations, Discussions, Demonstrations, practice under supervision, field 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 related to Type- 1&Type-2 modalities	Orientation to the assignment, providing necessary instructions, undertaking work in school and field, reporting
6	Type- 6	School Internship/Immersion	Practicing various roles of teacher at school premises, recording 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 wherein the teaching staff will have key role in monitoring and content dealing. There can be additional classes for seminar and student activities related to the paper in noon session.

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

Sem	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
I		Childhood and Adolescence	4	20	8	80	32	100
		Philosophical and Sociological bases of Education	4	20	8	80	32	100
		Educational Technology	4	20	8	80	32	100
		Understanding Discipline and Pedagogy	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		20	8	80	32	100
		Optional Course		20	8	80	32	100
		Subject specific pedagogy	4	20	8	80	32	100
IV		Gender , School and Society	4	20	8	80	32	100
		Educational Management and Organization	4	20	8	80	32	100
		Advanced Studies in Curriculum and Pedagogy	4	20	8	80	32	100
				300		1200		1500

Type 2: Simulation Practices: (2 credits):

These activities 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 educator 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 – 1 +1
- e) Video recording lesson of peer in simulation classes – 1 +1
- f) Concept analysis and presentation on subject content

Type – 3 : 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:

Sl.No.	Course input / exam scheme	Credits	Assessment Marks			
			Int	Ext	Minimum to pass	Total
1	Language across subjects	2	50		25	50
2	Understanding the 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 Reflecting on texts	2	50		25	50

The teacher educator has to demonstrate the competencies and its contextual use, Allow the students to practice for mastery.

Type 4: Lab Works :

ICT Basic : 2 Credits
ICT application : 2 Credits

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

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

ICT will have activities that will equip the student to use computers, camera, and video camera. Audio recording, computer software. research and data analysis software, 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 be listed as in the syllabus on practicum. 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 software key-in).
4. Web search and e-mail use
5. Video recording, audio editing and providing background adding voice
6. Using still camera for creating of picture files and use for teaching
7. Use of graphic software
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 Broadcasts in the Radio/TV
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/Power Point 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

Psycho –Socio Tools and Techniques (Both the activities are compulsory)

Sl. No.	Course input/exam scheme	Credits	Assessment Marks			Total
			Indoor Activity	Outdoor Activity	Minimum to pass	
1	Conduct of Practicum in lab situation	2	10		5	10
2	Conduct of Practicum field based and presenting as report		-	10	5	10
3	Reporting in the journal record and submission		10	10	10	20
4	Viva-voce		5	5	5	10
	Total	2	25	25	25	50

The TEI will have resources in terms of required equipments, psychological tools, computers software, etc.

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 student's scores (Dept may evolve the draft and keep ready for use)
2. Conducting counseling on issue related child/teachers recording the session and analyzing in terms of potential change, misgivings, ability of communication etc.
3. Administering a psychological test of performance based on a unit in the lab and reporting.
4. Identifying the random choice of items and degree of achieving scores by experimenting with peer as subject of study.

B) Field assignments:

1. Visiting schools and generate the sociometry results through sociometry 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 ability child and finding out the needed inputs.
5. Identify dyslexia cases, if any, from lower classes and provide strategic inputs to the child.
6. Test for colour blindness and other readability problems of class students and report the findings to the class teacher.

Type 5: Field Work:

(To be undertaken 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 a guide will be done through group discussion and individual presentation. Some of the specimen assignments are listed below:

- a. Development of specific theme based lesson plans and teaching in vivo (real class room situation) or in vitro (college based situation). Student has to design a lesson to be video recorded and edited if required and should be presented as pedagogic exemplary on a specific approach, method or technique.

- b. The student has to select one institute to study a theme (Ex: discipline, inclusiveness, value inculcation, school cleanliness etc)and should present the report along with the scope for futuristic improvement. This has to be data based and has to be original in its nature.
- c. The teacher shall study at least three unique types of students as case study. They may be the case of differentially- abled, slow learners, genius or of unique nature.
- d. The student shall visit either DIET or any Teacher Education Institute and will observe ten randomly chosen lessons of teacher educators and prepare a quality assessment report with merits and demerits. The student shall select one programme in operation, Such as: School Day, Science Exhibition, Pratibha Karanji, 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 and reporting, the student shall use all the ICT skills that he has learnt 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 classes.

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 suitable self developed proforma.

Subject Association Activity: Participation/contribution and reporting the subject association activities are to be organized weekly in pedagogic groups by student teacher

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

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

Assignment: Teaching Learning Material Development:

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

- a. HPS / HSS 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 practicals 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

11.00 Working Days

There shall be at least 200 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 (36) 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.

12.00 Attendance and Conduct :

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 of 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, tests etc.) in each semester. The relaxation shall be as per the State Government circulars if any.

13.00 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.

14.00 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.

Semester Theory Examination : Question paper pattern

	SECTION - A				SECTION - B				Grand Total
	Questions To be given	Questions To be answered	Marks For Each question	Total Marks	Questions To be given	Questions To be answered	Marks For Each question	Total Marks	
Perspective Courses	8	5	10	50	9	6	5	30	80
Pedagogy Course-1	4	2	10	20	6	4	5	20	40
Pedagogy Course-2	4	2	10	20	6	4	5	20	40

Internal Assessment

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

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

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

FIRST COMPONENT		SECOND COMPONENT	
Activities	Marks	Activities	Marks
Session Test	5	Session Test	5
Field Assignment	5	Seminar	5
Total	10		10

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

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

The Principal of the institute with the approval of the staff council shall notify the time table for session tests on the Notice Board. The teacher shall set and evaluate the course paper. The evaluated course marks of all the tests, seminars and field assignments shall be taken into account for the compilation. The 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.

The records of all the internal assessment activities shall be maintained for one year.

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

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

Total marks for each course	100 Marks
Internal Assessment	20 Marks
Semester - End -Examination	80 Mark

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

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

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

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

Overall Cumulative Grade Point Average (hereafter CGPA) of a candidate after successful completion of the required number of credits as predetermined for the programs under various faculties is given by the ratio of the cumulative sum of the Grade points earned by the candidate during all the semesters to the cumulative sum of the credits specified for the entire program.

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

Where, G_{Pi} denotes the grade points earned in the course; V_i denotes the credit value specified for the course.

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

CGPA	FGP
8 > CGPA < 10	1
6 > CGPA < 7.99	2
5 > CGPA < 5.99	3

15.00 Challenge Valuation

After declaration of the results of the degree, 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.

16.00 Provision for Improvement:

- i) Provision for improvement is created only for his/her performance in the theory papers.
- ii) The candidate has to complete the B.Ed programme within three years from the date of admission and no extension is permissible as per the NCTE norms.

17.00 Pending Course/s:

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 and onwards.

18 .00 Improvements 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 improvement and after improvement whichever is higher will be considered.

Notwithstanding anything contained in NCTE regulations, in these Regulations for the Provision of any Guidelines, Order, Rules or Regulations in force shall be in applicable to the extent of their in consistency with these regulations. The University shall issue such orders, instructions etc and prescribe such format, procedure etc, as it may deem fit to implement the provisions of these regulations.

FIRST SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Childhood and Adolescence	4	20	08	80	32	100
	C-II	Philosophical and Sociological Bases of Education	4	20	08	80	32	100
	C-III	Educational Technology	4	20	08	80	32	100
	Pd-C (I&II)	Understanding Discipline and Pedagogy-I & II	4	20	08	80	32	100
Practical	EPC-I	ICT Basic	2	50	25	..	..	50
	EPC-II	Language across the Subjects	2	50	25	..	..	50
	EF-I	Psycho-Social Tools and Techniques	2	50	25	..	..	50
	EF-II	Micro Teaching and Integration	2	50	25	..	..	50
				280		320		600

Karnatak University Dharwad
SEMESTER-I
Course-I 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

10hrs

- 1.1 Concepts and Principles of development
- 1.2 Developing Human- Stages and Characteristics of (Childhood, Adolescence, Adulthood)
- 1.3. Role of Heredity and Environment.
- 1.4. Domains (Physical, Sensory- Perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Unit 2: Theoretical Approaches to Development

20hrs

- 2.1 Cognitive - theories (Piaget, Bruner,)
- 2.2 Social- cognitive theories (Vygotsky, Bandura)
- 2.3 Psychosocial Theory (Erikson)
- 2.4 Psychoanalytic Theory (Freud)

Unit 3: Adolescence as a period of transition

15hrs

- 3.1 Concept and Needs of Adolescence
- 3.2 Genesis of problems during adolescence-Physical, cognitive, emotional, social, moral and language development.
- 3.3 Mechanism of adjustment with special reference to defense mechanisms and holistic development.
- 3.4 Life Skills and Independent living

Unit-4 Transition into Adulthood

15hrs

- 4.1 Psychological well-being
- 4.2 Formation of identity and self-concept
- 4.3 Emerging roles and responsibilities
- 4.4 Career Choices

Assignment.;

1. Seminar on human development
2. Defense mechanism

Suggested Readings

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

SEMESTER-I

Course-II PHILOSOPHICAL AND SOCIOLOGICAL BASE OF EDUCATION

Contact Hours: 60

Marks: 100

Objectives

4 Credits

1. To understand the concept of education and philosophy.
2. To develop understanding of the interrelationship between philosophy and education
3. To develop the appreciation of the basic trends and principles and development of the major western schools and philosophy
4. To understand the relationship of sociology and education.

Unit-1. Philosophical Foundation of Education 15hrs

- 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

Unit-2 Schools of Philosophy 15hrs

- 2.1 Idealism, Naturalism, Pragmatism
- 2.2 Educational Implications of these Schools
- 2.3 Aims and objectives and Curriculum Methodology Teachers Pupil Relationship and Discipline
- 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 in the Indian Constitution

Unit-3 Sociological bases for Education 15hrs

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.

Unit-4 State and Education:

15hrs

- 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

Assignment.;

- 1.Seminar on Sociological base of Education
- 2.Interrelationship between Philosophy and Education

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

SEMESTER-I
Course-III EDUCATIONAL TECHNOLOGY

Contact Hours: 60
Objectives

Marks: 100
4 Credits

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.

Unit- I Basics of Education Technology

15 hrs

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

12hrs

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

15hrs

1. e-learning, Collaborative 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, EDUSA, NPTEL, IT@SCHOOL, GYAN DARSAN, INFLIBNET.

Unit-IV Understanding of ICT in Education

18hrs

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 broadcast, Web- based learning, Cloud computing.

Assignment.

1. Seminar Using ICT(on any one Topic)
2. Collection of Printed Materials

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 Cybernatic 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.

Sharma, R. A.(). *Technology of Teaching*. Meerut: International Publishing House.

Semester – I

Course – IV : Understanding Discipline and pedagogy: Language

Contact Hours: 30

Marks: 50

Objectives

2 Credits

After the completion of the course the student teacher will be able to

1. Analyse meaning, functions and different related concepts of language (dialect, standard language, mother tongue, biliangual)
2. Explain language policies and the recommandations of NCF-2005
3. Understand the process of acquisition of language in the back drop of perspectives of linguists
4. Explain challenging issues such as no comprehension, disability etc in the teaching of language.

Unit 1: General Introduction on Language

- 1.1 Language: Meaning, Concept, Components and Functions
- 1.2 Pedagogy of different languages-Critical analysis- Dialect, Standard and Non-standard languages.
- 1.3 Characterizing mother tongue, first language, and second language, bilingual and multi-lingual.
- 1.4 Language Policies and Politics-Power, identity and politics of language; Language as a medium of instruction, debate about English as a medium of instruction;
- 1.5 The recommendations of NCF-2005 on language education.

Unit 2: Language Acquisition

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

Unit 3: Challenges in Language Learning

- 3.1 Issues of non-comprehension
- 3.2 Lack of independence in language use
- 3.3 Examining the role of school context in creating difficulties for language learners
- 3.4 Understanding language “disability” and the language teacher’s role in dealing with it

Practicum/Assignment :

1. A Classroom seminar on ‘Power Politics of language in India’ or ‘The Recommandations of NCF-2005’.
2. Construction of remedial teaching programme for disable students

Ref:

1. Agnihotri, R. K. (1996). *Kaun BhashaKaunBoli*. Sandarbh (13), Pp.37-43.
2. Agnihotri, R. K. (2009). *Language and dialect. Learning curve*, 13.
3. Agnihotri, R.K., and Kumar, S. (2001). *Bhasha, boli, laursamaj*. Deshkal Publications.
3. Atwell, N. (1987). *In the Middle: Writing, reading, and learning adolescents*. Portsmouth: Heineman.
5. Kunwar, N. (2015). *'Right writing' in Indian clasroom: learning tobe*

- artificial. Language and language teaching.* (4), 1, 7.
6. Rai, M. (2015). *Writing in Indian schools: the product priority.* *Language and language learning.* (4), 1, 7, Pp.32-36
 9. Sinha, S. (2009). *Rosenblatt's theory of reading: Exploring literature, Contemporary Education I*
 10. Kongawad N.B (2014). *Bhashe mattu Kannada Bhodane*, Gadag: Vidyanidhi Prakashan.

Semester - I

Course – IV : Understanding Discipline and Pedagogy: Social Science

Contact Hours: 30

Max marks :50

Credits: 2

Objectives:

To enable the pupil teachers :

1. Reflective understanding of social science in the contemporary society and its teaching in schools.
2. Understand the status of learning social science in secondary schools
3. Address the issues and challenges of social science curriculum and its pedagogic practices.
4. Its valuable implication in professional development of social science teachers.

Unit I Evolution of Social Science : 10 Hrs

- 1.1 History and Geography- Temporal and Spatial Dimensions: Concept and their interrelationship.
- 1.2 Meaning and Importance of Political science and Economics
- 1.3 Philosophical and Theoretical discourses
- 1.4 Concept of Social Science and Social Studies
- 1.5 Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.

Unit II Social Science in Schools : 10 Hrs

- 2.1 Challenges in the development of Social Science Curriculum.
- 2.2 General Principles in the construction of social science curriculum:
- 2.3 Thematic organization: Interdisciplinary and multi disciplinary
- 2.4 Issues in social science
- 2.5 Teaching of Social Science: The importance of critical enquiry, critical thinking and problem solving in building social, historical, environmental and economic perspective in social science.

Unit III Pedagogical practices in Social Science Curriculum : 10 Hrs

- 3.1 Review different Commissions/Committees Reports
- 3.2 National Curriculum Frameworks-2000 and 2005
- 3.3 Critical Review of Social Science Text books from class 8th to 10th
- 3.4 Concerns in Teaching Social Science: Diversity, Gender and Special Needs

Assignments: (Any one)

1. Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.
2. Critical Review of Social Science Text books of 8th or 9th std. of Karnataka state

Suggested Readings

1. Arora, P (2014). Exploring the Science of Society. *Journal of Indian Education.* , New Delhi: NCERT.
2. Batra, P. (Ed) (2010). *Social Science Learning in Schools: Perspective and Challenges.* New Delhi: Sage Publications India Pvt. Ltd.
3. Binning, A.C. and Binning, D.H.(1952). *Teaching of social studies in secondary schools,* Bombay : Tata McGraw Hill Publishing Co. Ltd..
4. George, A., M. and Madan, A. (2009). *Teaching Social Science in Schools.* New Delhi: Sage Publications India Pvt. Ltd.
5. Misra, Salil and Ranjan, Ashish (2012). Teaching of Social Sciences: History, Context and Challenges in *Vandana Saxena (ed.),Nurturing the Expert Within,* New Delhi :Pearson.
6. Kongawad N.B (2016). *Understanding Discipline and Pedagogy: Social Science* , Gadag: Vidyanidhi Prakashan

Semester – I

Course – IV : Understanding Discipline and Pedagogy: Science

Contact Hours:30

Marks:50

2 Credits

Objectives:

To enable the pupil teachers :

1. Understand science as a discipline through its philosophical and epistemological perspectives.
2. Get insights into the nature of science.
3. Lead holistic understanding about science education situated in learner context and social realities.

Unit-I introduction to Science and Science Education: 10 Hrs

- 1.1 Meaning and Nature of Science.
- 1.2 Historical Perspectives :
 - a. Development of Science as a discipline.
 - b. Awareness of the contribution of Popper and Kuhn
- 1.3 Purpose and critical understanding of science as a subject at the various Levels of science education.
- 1.4 Development of Ethics of science and Public Understanding of science

Unit- 2 Learner context: 10 Hrs

- 2.1` Construction of Knowledge in science: Meaning and Importance
- 2.2 Understanding children's fear of science and their inabilities to Correlate the observed phenomenon with micro level processes and symbolic representations
 - a. Role and limitations of language: towards Expression, Articulation and the Understanding of science.
- 2.4 Addressing learner diversity: Gender issues and special need-learner

Unit - 3 The Science Curriculum: 10 Hrs

- 3.1 Meaning and Nature of Curriculum
- 3.2 Approaches of Curriculum transaction
 - a. Integrated Approach
 - b. Disciplinary Approach
 - c. Interdisciplinary Approach
- 3.3 A critical review of science curriculum at the National level i.e NCERT and State level curriculum i.e SCERT
- 3.4 Meaning and Importance of NUFFIELD Science, Harvard Science

Assignments:

1. Critical review of science curriculum at the state and national level
2. Criteria for Analysis of science text book of 8th or 9th Std. Karnataka State

Suggested Reading List

1. Aikenhead, W. W. (1998). Cultural aspects of learning science. *Part one* , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.

2. Barba, H.R. (1997). *Science in Multi-Cultural Classroom: A guide to teaching and Learning*. USA: Allyn and Bacon.
3. Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). *Science Education and Culture: The Contribution of History and Philosophy of Science*. The Netherlands: Kluwer Academic Publishers.
4. Cobern, W. W. (1998). *Socio-Cultural Perspectives on Science Education*. London: kluwer Academic Publisher.
5. Deo, M.G. & Pawar, P.V. (2011), General Article: Nurturing Science Talent in Villages, In *Current Science*, Vol. 101, No. 12, pp1538-1543.
6. Hines, S. M. (Ed.). (2005). *Multicultural science Education: Theory, Practice, and Promise* (Vol. 120). New York, U.S.A: Peter Lang.
7. Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. *International Journal of Science Education* 30(10), 1343-1363(21),
8. Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. *Teachers College Record*, 105 (3), pp 465-489.
9. Lynch, S. J. (2000). *Equity and Science Education Reform*. Mahwah, NJ: LawrenceErlbaum Associates, Inc.
10. *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10)*, NCERT: New Delhi
11. *National Curriculum Framework, (2005)*, NCERT: New Delhi
12. Newsome, J. G. & Lederman, N. G. (Eds.) (1999), *Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education*. Kluwer Academic Publishers, The Netherlands
13. Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In *Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory*. New York: Continuum. pp. 1-12.
14. Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. *International Educational Studies* , 2 (1), pp 76-88.
15. *Rashtriya Madhyamik Shiksha Abhiyan (2005)*, MHRD: New Delhi
16. Rivet, A.E. & Krajick, J.S. (2008), Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experiences to Foster Understanding of Middle School Science, In *Journal of Research in Science Teaching*, Vol. 45, No. 1, pp 79-100.
17. Sears, J. and Sorensen, P. (Eds.). (2000) *Issues in Science Teaching*. Routledge Falmer, The Netherlands.
18. Tobin, K. (Ed.). (1993). *The Practice of Constructivism Science Education* . Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
19. Van Driel, J.H.V., Beijaard, D. & Verloop, N. (2001), Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. *Journal of Research in Science Teaching*, 38(2), 137-158, February
20. Wallace J. and Louden W. (eds.). *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. London: Routledge Falmer. pp. 191-204.

Semester - I

Course – IV : Understanding Discipline and Pedagogy: Mathematics

Contact Hours: 30

Marks: 50

2 Credits

Objectives:

To enable the pupil teachers :

1. Understand mathematics as a discipline.
2. Get insights into the nature of mathematics.
3. Concerns and challenges of teaching of mathematics.

Unit : 1. Introduction to Mathematics : 15 Hrs

- 1.1 Meaning, Nature and Scope of Mathematics.
- 1.2 Language and Symbolism of Mathematics.
- 1.3 Understanding Mathematics as a humanly created Subject
- 1.4 Axioms and Postulates- definition and Examples
- 1.5 Proofs : Meaning, Different Methods (Direct and Indirect Methods) and Examples
- 1.6 Factors in the development of Mathematics: Socio-Cultural, Economical and Political
- 1.7 Multicultural Mathematics : Understanding of fundamental Mathematics like Number system, Arithmetics, Algebra and Geometry.

Unit: 2. Learning Mathematics : 10 Hrs

- 2.1 Developmental Progression in the Learning of Mathematical Concepts: Piaget, Bruner and Vygotsky.
- 2.2 Processes of Mathematics: Reasoning, Logical thinking, Problem Solving and Connecting
- 2.3 Socio-cultural Perspectives in Mathematics Learning: Situated Learning: Social Construction of Knowledge, Social Interaction and Community of Practice.

Unit: 3. Issues and Challenges : 5 Hrs

- 3.1 Need, Importance and Problems related to Mathematics
- 3.2 Issue of Gender, Class and Culture in Mathematics Learning
- 3.3 Construction of Learner's Identity in a Mathematics Classroom.

Assignments:

1. Language and symbolism of mathematics

Readings and resources

Bishop, A. J. (1988). The interactions of mathematics education with culture. *Cultural Dynamics*, 1(2), 145–157.

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

Semester – I

Course – IV : Understanding Discipline and Pedagogy: Commerce

Maximum Marks: 50

Contact Hours:30 Hrs

2 CREDITS

Objectives:

1. To enable the Student teacher ; know the commerce as a discipline:
2. Place of commerce education in society

Unit 1 Nature of Commerce – 10 Hrs

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

Unit 2 Understanding Knowledge in Commerce – 10 Hrs

- 2.1.Interrelationship within Commerce (Accountancy and Business Studies/ Management)
- 2.2. Commerce and Social Sciences (linkages with Economics, Sociology, Geography and Law)
- 2.3. Place of commerce in secondary school

Unit 3 Commerce and Society – 10 Hrs

- 3.1. Understanding Ethics and Values
- 3.2. Techniques for development of attitudes in commerce education
- 3.3. Contemporary Business Environment and Commerce Education

Assignments:

1. Relationship of commerce with business a macro perspective

Suggested Readings

1. Afzal, M. (2005). Analytical Study of Commerce Education at Intermediate Level in Pakistan. Doctoral Thesis. University of Punjab, Lahore.
2. Carmona, S., Ezzamel, M., Gutiérrez, F. (2004). Accounting History Research: Traditional and New Accounting History Perspectives, Spanish Journal of Accounting History. 1, 24-53.
3. Cherunilam, F. (2000). *Business Environment*. (11thed.). New Delhi: Himalaya Publishing House. (Chapter-4: Social Responsibility of Business)
4. Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. Chapter-4: Classroom Management
5. Lal, J. (2002). Accounting Theory. (2nded.). New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory.
6. Wadhwa, T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. *MERI Journal of Education*. III (2), 52-59.

Semester – I

(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)

Course – IV : UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

Objectives:

1. To enable the pupil teacher to understand the academic disciplines
2. To understand the diff. approaches in interdisciplinary learning
3. To apply the understanding of academic disciplines in curriculum transaction

Unit I : Basics of Academic disciplines – 8 Hrs

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

Unit II : Teaching across disciplines – 8 Hrs

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

Unit III : Humanities and Social Sciences in the Curriculum – 7 Hrs

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

Unit IV : Natural Sciences and Mathematics in the Curriculum – 7 Hrs

- 4.1 Place of the disciplines Science and Mathematics in present school curriculum
- 4.2 Issues and challenges in teaching the disciplines Science and Mathematics
- 4.3 Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues

Assignments:

1. Choose any one subject and analyse the same from historical, sociological, philosophical perspectives.

References:

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

Websites:

- www.ivorgoodson.com/curriculum-studies
- <http://serc.carleton.edu/econ/interdisciplinary/index.html>
- http://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf
- <http://journals.akoatearora.ac.nz/index.php/JOFDL/article/viewFile/42/41>
- http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195504_mccuskey.pdf
- <http://www.thirteen.org/edonline/concept2class/interdisciplinary/>
- <http://apcentral.collegeboard.com/apc/public/repository/AP-InterdisciplinaryTeaching-and-Learning-Toolkit.pdf>
- <http://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai>
- <http://www.eklavya.in/pdfs/HSTP/HSTP%2030%20years%20Review%201-3-2007.pdf>
- <http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf>
- http://www.niu.edu/facdev/resources/guide/strategies/experiential_learning.pdf

Semester – I
EPC – I : Course for lab work: ICT-BASIC

Contact Hours: 30
Credits: Two

Total Marks: 50 (Internal Assessment)

Objectives:

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

Course Contents

Unit I. ICT basics: Operating system and application software – 15 Hrs

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

Unit II Computer Applications and Internet – 15 Hrs

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

Assignment : Maintain lab records of any 3 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 anyone unit by using ICT.
2. Preparation of PPT slides (at least 10) for classroom usage.
3. Preparation of a blog in Individual / Group.
4. Prepare a list of Educational websites, Reference Books, Research papers etc that are useful in Education.
5. Enabling students to plan and execute projects (using computer based research)
6. Write a report on INSAT programs.

Assessment :

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

Suggestive Readings

- Goel A. (2010). *Computer Fundamentals.* , South Asia :Dorling Kindersley
- Intel (2003). *Intel innovation in Education* Intel, Teach to Future-Students
- Work Book Kuar Heman, Meerut: R. Lal Publisher.
- Kumar, Khushvinder and Kumar, Sunil (2004). *Computer Education.* Gurusar Sadhar: GBD Publications.
- Kumar, Khushvinder and Kumar, Sunil (2004). *ICT Skill Development.* Gurusar Sadhar: GBD Publications.
- Mansfield, R. (1993). *The Compact Guide to Windows.World and Excel.* New Delhi: BPB Publishing.
- Rajaraman, V. (2004). *Fundamental of Computers.* New Delhi: Prentice Hall of India Pvt. Ltd.
- Sharma, Lalit (2006). *Computer Education.* Ferozpur Cantt: Wintech Publications.
- Singh, Tarsem (2009). *Basic Computer Education.* Ludhiana: Tandon Brothers.
- Singh, Tarsem (2009). *ICT Skill Development.* Ludhiana: Tandon Brothers.
- Sinha, P.K. (1992). *Computer Fundamentals.* New Delhi: BPB Publications.
- Strawbridge S., Natiquette (2006). *Internet - etiquette in the age of Blog.* Software Reference Limited, UK
- Tanenbaum, A. S. (1996). *Computer Networks.* New Delhi: Pretince Hall of India.
- Thomas B.(1991) *Digital Computer Fundamentals .Tata Mcgraw Hill edition.* New York.
- Walkenbach, J. (1997). *Excel 97 Bible.* New Delhi: Comdex Computer Publishing.
- Wang J., Lau R.(2013). *Advances in Web-based Learning.* Springer. London: Publication London.

Semester – I
EPC – II : Language Across the Subject

Contact Hours: 30
(Internal Assessment)

Total Marks: 50
Credits: Two

Objectives:

To enable the pupil teacher:

1. To understand the learning language
2. To understand the Cognitive development in language learning
3. To understand the communication

Unit I. Learners Background – 10 Hrs

1. Background of a learner in Learning language
2. Home language & School language: Effect of language environment of a school and class room on the learner
3. Concept formation, Cognitive development and language
4. Factors affecting language development

Unit II. Language and Communication – 10 Hrs

1. Meaning and concept of communication
2. Language as a tool of communication
3. Verbal and non-verbal communication-meaning and uses
4. Barriers of communication

Unit III. Basic language Competencies – 10 Hrs

1. Listening: Need , Types and Strategies to Enhance Listening
2. Speaking: Need and strategies for enhancing
3. Reading: Importance and Strategies of reading
4. Writing: Importance and Types –Note making, Summarizing and creative writing

Assignments:

1. Keeping the records of Note making, Summarizing and creative writing

Suggestive Readings:

- Agnihotri, R. K.(1995). **Multilingualism as classroom resource. In K. Heugh, A. Siegruhn, and P. Pluddemann (Eds). Multilingual Education for South Africa (pp.3-7). Heinemann educational books.**
- Eller, R.G. (1989). **Johnny can't talk, either: The Perpetuation of the deficit theory in classroom. The reading teacher, 670-674.**
- Erlwanger,S. H. (1973). **Benny's conception of rules and answers in IPI mathematics. Journal of children's mathematical behavior, 1(2), 7-26**
- Grellet. F. (1981). **Developing reading Skills : A practical guide to reading comprehension exercise. Cambridge University press.**

Semester – I
EF – I : Psycho-social Tools and Techniques

Contact Hours: 30
(Internal Assessment)

Total Marks: 50
Credits: Two

Part A : Lab Assignments (class room experiments) – 20 Hrs

Every student teacher has to undergo following experiments and to write Lab report

1. Learning Curve
2. Transfer of Learning
3. Division of Attention
4. Distraction of Attention

B. Field Assignments - 10 Hrs

Every student teacher has to administer one intelligence test (verbal/ non- verbal) on three students of age group 12-18 years and reporting with the scope to use the results for the beneficiary.

Or

Visiting schools and generate the socio metry result through socio metry technique and use them for interpretation.

Or

Case study on Differently Abled children(Any One)

Or

Administering and Reporting Personality Inventory –TAT/ Cattell'S 16 PF

References:

1. Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.
2. Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.
3. Mittal, S. (2006). *Child development- Experimental Psychology*. Isha Books, Delhi.
4. Kongawad N.B (2011). *Educational Psychology*. Gadag : Vidya nidhi Prakashan

Semester – I
EF – II : Micro Teaching and Integration

Contact Hours: 30
(Internal Assessment)

Total Marks: 50
Credits: Two

Part A : Micro Teaching Practice - 25 Hrs

Every student teacher has to practice the following skills (Any Six) in a Micro Teaching setting and write report

1. Skill of Introduction
2. Skill of questioning
3. Skill of probing questions
4. Skill of explanation
5. Skill of Illustration with examples
6. Skill of stimulus variation
7. Skill of reinforcement
8. Skill of Blackboard

Part B. Integration - 5 Hrs

Simulation (non micro teaching) Integration of overall skills with teaching learning processes for 15 minutes each –One Lesson per Pedagogy

SECOND SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Learning & Teaching Processes	4	20	08	80	32	100
	C-II	Knowledge and Curriculum	4	20	08	80	32	100
	C-III	Education in Contemporary India	4	20	08	80	32	100
	C-IV	Pedagogic Tools, Techniques and Approaches	4	20	08	80	32	100
Practical	EPC-I	ICT Applications	2	50	25	..	..	50
	EPC-II	Understanding the Self, Personality and Yoga	2	50	25	..	..	50
	EF-I	Simulated and ICT based Lessons	2	50	25	..	..	50
	EF-II	School Lessons and Reflective diary	2	50	25	..	..	50
				280		320		600

KARNATAK UNIVERSITY, DHARWAD
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE
SEMESTER-II

COURSE-1: LEARNING & TEACHING PROCESSES

Contact Hours: 60

Max marks;100

Credits: 04

Objectives:

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

1. Comprehend the theories of learning and intelligence and their applications for teaching children
2. 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

15hrs

- 1.1 Human learning: Meaning, definition and concept formation
- 1.2 Learning theories: Pavlov, Thorndike, Skinner and Insight learning
- 1.3 Intelligence: - Concept, definition, types, test of intelligence, RPM, Batia, Otis
- 1.4 Creativity: Concept, Definition and Characteristics
- 1.5 Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation

10hrs

- 2.1 Sensation: Meaning and Types
- 2.2 Perceptions Meaning and Types
- 2.3 Attention: Meaning, a types and Factors Affecting
- 2.4 Memory and Thinking and problem solving.
- 2.5 Motivation: Meaning, Nature and types of motivation Maslow's theory

Unit 3: Teaching Learning Process

20hrs

- 3.1 Meaning and Principles of teaching.
- 3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect
- 3.3 Learning Process
- 3.4 Factors affecting learning physical, psychological and Environmental
- 3.5 Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System

15hs

- 4.1 Assessment: Conventional meaning and constructivist perspective
- 4.2 Formative and summative evaluation, Curriculum Based Measurement
- 4.3 Reviewing key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Assignment

1. Seminar on creativity
2. Assessment;conventional and constructivist

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. Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective.
6. McGraw Hill Education (India) Private Limited, New Delhi.
7. Paul, P. (2009). Language and Deafness. Singular publication.
8. Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and
9. Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional
10. Assessment of Children and Adolescents, Routledge, New York.
11. Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational
12. Psychology, (11th edn). Pearson Publication, New Delhi.
13. Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks. Corwin
14. Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and
15. McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective
16. Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Oxford.
17. Salvia, J., & Ysseldyke. J.E. (1998). Assessment. (7th ed) Houghton Mifflin, Boston.

SEMESTER-II
COURSE 2: 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 understand the concept, bases, various interpretation of curriculum, steps and process of curriculum construction
5. To able to clarify the interrelation among curriculum, syllabus & text book
6. To understand the co-relation among power, principles and curriculum
7. To Evaluate co-curricular activities with reference to new society formation

Unit - 1 Epistemological Basis of Education

15hrs

- 1.1 Knowledge, Information and Skill: Concept and Differences, *Facets of Knowledge*; local and universal, concrete and abstract, theoretical and practical.
- 1.2. Teaching and Training: Concept and Differences
- 1.3 Activity based learning –according to primary, secondary
- 1.4. Modern child centred education with following Reference -
 - A) Activity - Concept, Type and Importance with reference to Gandhi and Rabindranath Tagore.
 - B) Discovery - Concept and Importance with reference to Dewey.
 - C) Dialogue - Concept and Importance with reference to Plato.

Unit : 2 Social Basis of Education**15hrs**

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

Unit - 3 Process of Curriculum Development**15hrs**

- 3.1. Curriculum: Concept and Importance, Basis of Curriculum
- 3.2. Principles of Curriculum Construction
- 3.3 Role of Curriculum in Effective Teaching
- 3.4 Relationship between Aims of Education and Curriculum
- 3.5. Teacher's role in curriculum construction

Unit - 4 Vision, Mission in relation to curriculum and reconstruction of society 15hrs

- 4.1 Various co-curricular activities and its impact on reconstruction of society
- 4.2 Relationship between syllabus and textbook
- 4.3 Criteria of selection and critical analyses of textbooks, children literature, hand books and other TLM.
- 4.4 Evaluation of curriculum
- 4.5 Broad determinants of curriculum making: At the national and state level, national priorities ; economic necessities, Technological possibilities; cultural orientations and International contexts.

Assignment;

1. Seminar on Dewey's concept of discovery
2. Teacher's role in reconstruction of curriculum

References

1. Apple. M, W. (2008) Can schooling contribute to more just society? Education citizen and social justice.
2. Apple M, W. and Denne J, A. (2006) Democratic school: Lessons in powerful education Eklavya
3. Dange.Jagannath, K. (2014) Learning and Experiences. LapLambert publications Germany.
4. Dange.Jagannath, K. (2015) Ambedkar's Philosophy of Education. Published by Centre for Dr.B.R.Ambedkar and Buddhist study Kuvempu University.
5. Dewey, John (1921) Reconstruction in Philosophy,
6. N. B. Kongawad (2011) Curriculum and Evaluation Gadag, Vidyanidhi Prakashan.

SEMESTER-II
COURSE 3: EDUCATION IN CONTEMPORARY INDIA

Contact Hours: 60

Max marks:100

Credits: 04

Objectives:

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

1. Explain the history, nature and process and Philosophy of education.
2. Analyze the role of educational system in the context of Modern Ethos.
3. Understand the concept of diversity.
4. Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.
5. To enumerate Constitutional provisions and Current Issues in Indian Education

Unit – 1 Development of Education in India

1.1 Meaning and importance of Education

1.2 Pre independence Education period

1.2.1 Education of Vedic Period

1.2.2 Education of Buddhistic Period and

1.2.3 Education of Muslim Period of Education (with reference to aims and objectives, curriculum methods of teaching and teachers students relationship.)

1.3 Post independence Education period

1.3.1 Kothari Commission (1964-66)

1.3.2 National Education policy 1986

Unit – 2 Constitutional provisions and Current Issues in Indian Education

2.1 Education and Four pillars of Indian Constitution

2.2 Articles related to Education

2.3 Education of disadvantage groups (SC,ST, OBC & Minorities)

2.4 Inclusive Education

2.5 Right to Education – 2009

2.6 Issues: Medium of Instruction, Language formula, access, enrolment, dropout, retention, stagnation & wastage

Unit –3 Types of School in India

3.1 In relation to Funding: State, Aided, un-aided

3.2 In relation to Philosophy: Aurobindo, Rabindranath Tagore and Jiddu Krishnamurthy

3.3 Other types: Jawahar navodaya vidyalaya (JNV), Murarji Desai schools, Kithuru rani Chenamma, Kasthurabha Gandhi, Balika Vidyalaya, Ashrama School, Adarsha School.

3.4 Affiliation Based Types: CBSE, SBSE, ICSE.

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

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

Assignment;

1. Seminar on Right to Education
2. Role and Functions DIET

References

1. National Education Commission. (1964-66). New Delhi Ministry of Education, Government of
2. National Policy on Education. (1986 & 92) New Delhi, Ministry of Human Resource
3. Development Government of India, New Delhi.
4. Right to Education Act (2009) New Delhi Ministry of Human Resource Development, Government of India,
5. Aggarwal, J. C. (1992). New Delhi, Vikas Publishing House Pvt. Ltd.,
6. Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. New Delhi., NCERT,
7. Biswas. A. (1992). Education in India New Delhi. Arya Book Depot, New Delhi.
8. N. B. Kongawad(2007) Education in Emerging India.
9. <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
10. <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
11. <http://www.mkgandhi.org/speeches/speechMain.htm>

SEMESTER-II
COURSE-4: PEDAGOGIC TOOLS, TECHNIQUES, AND APPROACHES

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.

Unit1: Teaching – Learning System 15hrs

- 1.1 Teaching: System approach
- 1.2 Inputs for the learning-teaching system
- 1.3 Learning, evaluation and feed back
- 1.4 Objectives for teaching –learning system,
- 1.5 Detailed Taxonomy Cognitive, Psychomotor and Affective

Unit 2: Empowering teacher with tools and techniques. 20hrs

- 2.1 Teaching Competencies: Components, significance and its contextual use
- 2.2 Content analysis: Meaning, Purpose and Uses
- 2.3 Designing teaching learning system in terms of planning class room. Activities, field activities, evaluation, time management and its relation to curricular transaction and out comes
- 2.4 Teaching as a profession, effective classroom management
- 2.5 Role of teacher in terms of maintaining records, counseling, and relating to course out comes

Unit 3: Teaching and teacher as facilitator 15hrs

- 3.1 Maxims of Teachers
- 3.2 Techniques of teaching: Questioning, Discussing, narrating,
- 3.3 Methods of teaching: Induction, Deduction, Inductive-deductive processes,
- 3.4 Approaches of teaching: Expository, Discovery, Enquiry, Dialectical,

Unit 4: Teaching learning material

10hrs

- 4.1 Learning packages
- 4.2 Soft ware material
- 4.3 Performance tasks and material
- 4.4 Exercise and practice materials

Assignment;

1. Seminar on Roll of teacher in terms of maintaining records,counseling and realating to course out comes
2. Learning packages as teaching learning materials

References

1. Aggarwal J. C. (1995). Essentials of Educational Psychology, New Delhi Vikas Publishing House Pvt. Ltd.,
2. Flander N.A.(1970) Analyzing Teaching Behaviour, Reading Massachusetts. Addison-Wesley
3. Vanaja M. Educational Technology, New Delhi, Neelkamal Publication Pvt., Ltd.
4. Joyce. B. and Weil, M.(1997) Models of Teaching New Delhi: Prentice-Hall India Pvt. Ltd.

SEMESTER-II
EPC-2 UNDERSTANDING SELF, PERSONALITY AND YOGA

Contact Hours: 30

Credits – 2

Marks : 50

Objectives :

1. 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 an qualitylife 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

UNIT-I INTRODUCTION TO YOGA AND YOGIC PRACTICES. 10hrs

- 2.1 The concept importance and initiation of yoga.
- 2.2 The objectives of learning yoga.
- 2.3 The history of the development of yoga in India.
- 2.4 The schools of yoga: Raja yoga and Hatha yoga. -4 periods.

UNIT-II YOGA EXERCISES AND HEALTH. 10hrs

- 3.1 Need of yoga for good health.
- 3.2 Yogic principles for healthy living.
- 3.3 Integrated approach of yoga for management of health.
- 3.4 Some selected yoga practices.
- 3:4:1 Stress releasing yogasanas

UNIT III - PRACTICING DIFFERENT ASANA. 10hrs

1. Meditation 2. Asana 3. Pranayama 4. Yoga-nidra
 - 5 Sukhasana 6. Vajrasana 7. Dhanurasana 8. Bhujasana
 9. Padmasana 10. Trikonasana 11. Ardha Halasan 12. Shavasana
 13. Daudasana 14. Ardha padmasana 15. Swastikasana 16. Shashankasana.
- Uses of these Asan's & Merit & Demerits

Assignment;

1. Seminar on need of Yoga for good health
2. Write a report on any one of the Asana & Merit & Demerits

REFERENCES:

- NCTE[2014] yoga education(Bachelor of education program);NCW Delhi:NCTE,Hans Bhawan,wing-II,1,Bahadar shah zafar marg.

- Anantharaman, T.R(1996) __Ancient yoga and modern science‘ ,New Delhi nushiram narohavalal publishers pvt Ltd.
- Bhugal, R.S(2011) __Yoga and modern psychology‘ ,Lonavla:kaivalyadhama,swym samiti.
- Kongawad N. B. (2016) Health and Physical Education, Gadag, Vidyanidi Prakashan, Gadag.
- God, A(2007) __Yoga education, philosophy and practice‘ ,New Delhi:Deep and deep publications. Devi, I(1987) __yoga, The techniques of health and happiness‘ ,Bombay:jaico publish

THIRD SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Inclusive Education	4	20	08	80	32	100
	C-II	Educational Evaluation	4	20	08	80	32	100
	Pd-C (I&II)	Subject Specific Pedagogy I & II	4	20	08	80	32	100
	Optional	Optional course (any one) 4. Value Education 5. Guidance and Counseling	4	20	08	80	32	100
Practical	EPC-I	Fine Art and Theaters	2	50	25	..	..	50
	EPC-II	Research Project	2	50	25	..	..	50
	EF-I	Field Assignment	2	50	25	..	..	50
	EF-II	School Lesson (Unit Based) and Reflective dairy	2	50	25	..	..	50
				280		320		600

KARNATAK UNIVERSITY, DHARWAD
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE
SEMESTER – III
INCLUSIVE EDUCATION

Contact Hours: 60

Marks: 100

Objectives

4 Credits

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 1 – 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
 - 1.3.1 Understanding the cultures,
 - 1.3.2 Policies and practices of Inclusive schools
 - 1.3.3 Definition of disability and inclusion in educational framework
 - 1.3.4 Threats of psychological problems of disability
 - 1.3.5 Models of disability

1.3.6 Policies and programs of Inclusion

1.3.7 Identification of barriers in learning and participation in relation to learners in Inclusive set up.

UNIT 2 –DIFFERENTLY ABLED CHILDREN IN INCLUSIVE SYSTEM. 20 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 3 – POLICIES AND PROVISIONS FOR INCLUSION 20hrs

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).

3.5.1 NPE 1986

3.5.2 UNESCO 1989

3.5.3 UNESCO 2006

3.5.4 RTE Act

3.5.5 Role of Government and local authorities

3.5.6 SSA

3.5.7 Integration schools and normal schools

3.5.8 Role of teachers in Inclusive schools

3.5.9 Assessment of knowledge and skills in inclusive classrooms

3.5.10 Role of children, parents, community, administrators and policy makers.

UNIT 4 – 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.

Assignments;

1) Seminar on S.S. A

2) Analysis of needs, problems, causes and educational provisions for challenged children.

REFERENCES:

1. Hegarty Seamus, Alur Mithu (2002). Education and Children with Special Needs: Saga Publications.
2. MaitraKrihna, SazenaVandana (2008). Inclusion Issues and Perspectives. New Delhi: Kanishka Publishers.
3. Dhawan, M.L.(2007). Education of Children with special needs Isha books.
4. Rajkumari. N. Alice , D. Rita SugunaSundariEt. AI(2006). Special Education New Delhi: Discovery publishing House.
5. Reddy Likanandha (2005). Education of children with special needs New Delhi: Discovery publishing House.
6. Kar Chintamani(1996). Exceptional Children, Sterling Publishers Private Ltd.
7. Purimadhumitha and Abraham George (2001) Handbook of Inclusive Education for educators, administrators and planners, Sage publications Ltd.
8. Guha, Aloka (1955) Compilation of Reading in Special Education, The Spastics Society of Tamil Nadu, 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. Laxmi N (2015) Inclusive Education Perspectives and Challenges Gadag : Vidya nidhi Prakashan.

SEMESTER – III
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.

1. Educational Evaluation and measurement - 15hrs

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

2. Tools of Evaluation and their uses - 15hrs

- 2.1 Validity, reliability, and objectivity and their interdependency.
- 2.2 Major tools of Evaluation :
 - 2.2.1 Oral testing , paper pencil testing, Achievement test, Diagnostic test
 - 2.2.2 Intelligence test, aptitude test
 - 2.2.3 Rating scale, checklist,
 - 2.2.4 Thematic test , word association test, socio metric technique
 - 2.2.5 Interview, questionnaire and inventory

3. Standard tests and Teacher made achievement tests - 15hrs

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

4. Data processing and statistics - 15hrs

- 4.1 Raw scores,
- 4.2 Frequency distribution ,
- 4.3 Graphical representation of scores,
- 4.4 Measures of Central tendencies,
- 4.5 Measures of variability's.
- 4.6 Normal Probability Curve (NPC) and its uses.
- 4.7 Cumulative curves, ogives and percentiles and its uses.

Assignment,

- 1) Seminar on qualitative & quantitative tools & techniques of evaluation
- 2) preparation of blue print and setting a good question paper.

REFERENCE BOOKS

- 1. Aggarwal, J.C. (1997), Essentials of Examination System – Evaluation, Tests and Measurement. New Delhi : Vikas Publishing House Pvt., Ltd.
- 2. Asthana, B. & Agarwal, R.N. (1986), Measurement and Evaluation in Psychology and Education. Agra : Vinod Pustak Mandir.
- 3. Bhatia K.K. (1995), Measurement and Evaluation in Education. Ludhiana: Prakash Bros.
- 4. Chandra, A. (1977), Curriculum Development and Evaluation in Education. New Delhi : Sterling Publishers, Pvt., Ltd.
- 5. Dandekar, W. N. (1962), Measurement in Education and Psychology. Kolhapur : S & C Text Book Publishes.
- 6. Das, R.C. et al. (1984) Curriculum and Evaluation. New Delhi : NCERT.
- 7. Ebel R. L. & Frisbie D. A. (1992), Essentials of Educational Measurement. New Delhi : Prantice Hall.

8. Garratt, H. E. and Woodworth, R. S. (1969), Statistics in Psychology and Education. Bombay : Vikils, Feffer and Simons Pvt. Ltd.
9. Karla, R.K. and Singh, R.R. (1987) Curriculum Construction for Youth Development. New Delhi : Sterling Publications.
10. Mamidi, M.R. and Ravishankar, S. (1984), Curriculum Development and Educational Technology. New Delhi : Sterling Publishers Pvt., Ltd.
11. McNeerney, C.T. (1953) The Curriculum. New York : McGraw – Hill Book Company, INC.
12. Mehrens, W. A. and Lehmann, I. J. (1978) Measurement and Evaluation in Education and Psychology. New York : Holt, Rinehart and Winston, 2nd Edition.
13. Patel, R.N. (1985), Educational Evaluation – Theory and Practice. Delhi : Himalaya Publishing Co.
14. Popham, W. J. (1993), Educational Evaluation. New Delhi : Allyn and Bacon.
15. Puttaswamaiah K. (1979), Fundamentals of Applied Evaluation. New Delhi : Oxford and IBH Publishing Co.
16. Ross, C.C. & Stanely, J.C. (1954), Measurement in Today's Schools. New Jersey : Prentice Hall, Inc.
17. Saylor, J.G. and Alexander, W.M. (1966), Curriculum Planning for Modern Schools. New York : Holt, Rinehart and Winston, Inc.
18. Singh, Pritam, (1989), Handbook of Pupil Evaluation. Bangalore : Allied Publisher Ltd.
19. Taba, H. (1962), Curriculum Development : Theory and Practice. New York : Harcount Berace Jvanovich Inc.
20. Zais, R. S. (1976), Curriculum : Principles and Foundations. New York : Thomas Y. Crowell Company.
21. ಯಶೋಧರಾ ಕೆ. (2002), ಶಿಕ್ಷಣದಲ್ಲಿ ಸಂಖ್ಯಾಶಾಸ್ತ್ರ ಮೈಸೂರು: ಚಿನ್ಮಯಸ್ವಾಮಿ ಜಗನ್ನಾಥ ಪತ್ರಿಕೆ ಪ್ರೈವೇಟ್ ಲಿಮಿಟೆಡ್.
22. ಗಣಿ ಎಸ್.ಜಿ. (2001) ಪರಿಚಯಾತ್ಮಕ ಸಂಖ್ಯಾಶಾಸ್ತ್ರ ಹಾಗೂ ಗಣಕಯಂತ್ರ ವಿಜ್ಞಾನ : ಉದಯ ರವಿ ಪಬ್ಲಿಕೇಷನ್ಸ್
23. ಕೊಂಗವಾಡ.ಎನ್.ಬಿ (2014). ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ
24. ಯಾದವಾಡ ಎಸ್.ಬಿ.(2016), ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ
25. ಯಾದವಾಡ ಎಸ್.ಬಿ.(2008), ಶಿಕ್ಷಣದಲ್ಲಿ ಕ್ರಿಯಾ ಸಂಶೋಧನೆ ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ
26. ಭರತ್ ಭೂಷಣ್.ಬಿ.ಶೈಕ್ಷಣಿಕ ಅಳತೆ, ಮೌಲ್ಯಮಾಪನ ಹಾಗೂ ಸಂಖ್ಯಾಶಾಸ್ತ್ರ ಹರಿಹರ: ನವೀನ ಪ್ರಕಾಶನ.

SEMESTER – III
PAPER VII: GUIDANCE AND COUNSELLING

Contact Hours: 60

Marks: 100

4 Credits

Objectives

To enable the teacher trainees:

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

Unit - 1: Fundamentals of Guidance and Counseling

15hrs

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

Unit - 2: Personnel Associated with Guidance and Counseling

15hrs

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

Unit - 3: Tools and Techniques in Guidance and Counseling 10hrs

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

Unit - 4: Career Guidance in Secondary Schools 20hrs

- 4.1 Career Awareness Skills,
- 4.2 Career Information,
- 4.3 Career Decision Making Skills – Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference
- 4.4 Meaning, Definition and Characteristics of Exceptional Children, Gifted Children.
- 4.5 Children with Disabilities; Disadvantaged Children

Assignment:

- 1 Seminar on job analysis of a counselor
- 2 Case Study of Problem Child

References:

- 1. Bengalee.M.S(1984) Guidance and Counselling. Bombay: Seth Publishers.
- 2. Bhatnagar. A and Gupta. N(1999) Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House.
- 3. Crow. L. and Crow.A (1962) Introduction to Guidance. New Delhi: Eurasia.
- 4. Adams. J.F (1965) Counselling and Guidance A Summary. New York : The Mc Millan company Ltd.
- 5. Byrne.M and Sheranian.C (1977) Introduction to Communicative Deriders. New York: Harper and Row.
- 6. Cattle.W.C and Downnie.N.M (1970) Preparation for Counselling, Eaglewood Cliffs. N J : Prentice Hall.
- 7. Learner. J.C (1985) Learning Disabilities, Boston, Houghton Mifflin.
- 8. Lowning. L. N (1968) Guidance and Counselling Services: Introduction Mc. Grow Hill Book Company.
- 9. Hammil.D.D and Bartel.N.R (Eds) (1975) Teaching Children with Learning and Behavioural Disorder. Boston : Allyn and Bacon.

10. Harr.E.L and Cramer.S.H (1972) Vocational Guidance and Career Developments in the Schools: Towards a Systems Approach. Boston: Houghton Mifflin.
11. Shertzer.B.E and Peter.H.J (1965), Guidance: Techniques of Individual Appraisal and Development. New York : McGraw Hill.
12. Asha Bhatnagar (1999) Guidance and Counselling, Theoretical Perceptive. Vol-1. New Delhi : Vikas Publishing House.
13. Geldard. K and Geldard.D (1997) Counselling Children: A Practical Introduction. New Delhi: Sage Publications.
14. Gibson.R.L and Mitchell.M.H (1995) Introduction to Counselling and Guidance. New Jersey: Merill Prentice Hall.
15. Gupta, Manju (2003) Effective Guidance and Counselling Modern Methods and Techniques. Jaipur: Mangal Deep Publication.
16. Jaiswal.S.R (1985) Guidance and Counselling. Lucknow : Lucknow Prakasha.
17. Kochhar.S.K(1984) Guidance in Indian Education. New Delhi: Sterling Publishers.
18. Koshy, Johns(2004) Guidance and Counselling. New Delhi: Dominant Publisher.
19. Mittal.M.L (2004) Kariyar Nirdeshan Avem Rojgar Suchana. Meerut: International Publication House.
20. Myers.G.E (1941) Principles and Techniques of Vocational Guidance. London: McGraw Hill Book Company.
21. Nayak.A.K.(1997) Guidance and Counselling. New Delhi: APH Publishing Corporation.
22. Oberoi.S.C (1993) Educational Vocational Guidance and Counselling (Hindi). Meerut: Loyal Book Depot.
23. Pal.H.R & Sharma.M (2007) Education of Gifted. New Delhi: Kshipra Publication.
24. Pal.H.R and Pal.A (2007) Education of Learning Disabled. New Delhi: Kshipra Publication.
25. Rao. S. Narayana (2002) Counselling and Guidance and Elementary School. New Delhi: Anmol Prakashn.
26. Sharma.R.A (2001) Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot.

- 27.Sharma Tarachand (2002) Modern Methods of Guidance and Counselling. New Delhi: Swarup & Sons.
- 28.Shrivastava.K.K (2003) Principles of Guidance and Counselling. New Delhi: Kaniska Publication.
- 29.Singh, Raj (1994) Educational and Vocational Guidance. New Delhi: Common Wealth Publishers.
- 30.Taneja.V.R(1972) First Course in Guidance and Counselling. Chandigarh: Mohindra Capital.
- 31.Vashist.S.R (2002) Vocational Guidance and Elementary School. New Delhi: Anmol Prakashan.
32. Kongawad N B (2010). Margadarshan mattu Salahe Gadag: Vidya nidi prakashan.
- 33.Hiremath G N (2008) Margadarshan mattu Salahe Gadag: Vidya nidi prakashan.

Semester - III
VALUE EDUCATION

Contact Hours: 60

Marks: 100

Objectives

4 Credits

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 1 - INTRODUCTION TO VALUES

15 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 2 – SOURCES OF VALUES

15 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 3 - ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION 15 Hours

3.1 Family

3.2 Religion

3.3 Educational Institutions

3.4 Communities

3.5 Mass Media (print and Electronic)

3.6 Information and communication technology (Computer and internet)

UNIT 4- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS

15 Hours

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

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

4.3 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 Andrepoulous and Richard, Pierre Claude (1997). Human Rights Education for the Twenty First Century, Philadelphia: University of Pennsylvania Press Havighurst, R. J. (1953).
4. Kohlberg.L (1963). A Moral Development and Identification in Human Welfare
5. Stevenson (ed.), Child Psychology, Chicago; University of Chicago Press
6. Singh Y. K, Ruchika Nath (2005). Value Education Delhi:APH Publishing Co.
- 7.Maslow.A.H (1968). Motivation and Personality,(2nd Ed.) 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. Piaget. J. (1948) The Moral Development of the Child, New York: Free Press
- 12.Raths, L. E., Harmin. M. & Simon. S. B (1966). Values and Teaching: Working with Values in the Classroom, Columbus Ohio; Charles E. Merrill
13. Pullock Basu (2010). Universal Decleration of Human rights Law Related to Human Rights, Allahabad: Modern Law Publication
14. Human Development and Education, New York: Longman's Green & Co.
- 15.Desai G N (2008). Moulya Shikshana Gadag: Vidyanidhi Prakashan

Semester - III

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

ವಿಷಯ: ಕನ್ನಡ ಬೋಧನೆ

Mark : 50

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 ಸಂಪನ್ಮೂಲಗಳ ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಬಳಕೆಯ ಬಗೆಯನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
3. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಅವಶ್ಯಕತೆ ಮತ್ತು ಕಾರ್ಯವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
4. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ರಚನೆಯ ತತ್ವಗಳನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.
5. ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷಾ ಕಲಿಕೆಯ ಸಾಧನೆಯನ್ನು ಅಳಿಯುವ ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳ ಪರಿಕಲ್ಪನೆ ಮಹತ್ವ ಮತ್ತು ಬಳಕೆಯನ್ನು ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.
6. ಕನ್ನಡ ಭಾಷಾ ಪ್ರಭುತ್ವದಲ್ಲಿ ವಿವಿಧ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳ ಮಹತ್ವ ಮತ್ತು ಅವುಗಳ 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 – ಕನ್ನಡ ಸಾಹಿತ್ಯ ಬೋಧನೆ

1.1 (ಅ) ಗದ್ಯ ಬೋಧನೆ

- 1.1.1 ಗದ್ಯದ ಪರಿಕಲ್ಪನೆ, ಗದ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳು
- 1.1.2 ಗದ್ಯ ಪಾಠದಲ್ಲಿಯ ಐತಿಹಾಸಿಕ, ಭೂಗೋಳ, ವಿಜ್ಞಾನ, ಕಥಾ ವಿಷಯಗಳ ಬೋಧನೆ
- 1.1.3 ಗದ್ಯ ಪಾಠ ಪ್ರಶಂಸೆ

1.2 (ಬ) ಪದ್ಯ ಬೋಧನೆ

- 1.2.1 ಪದ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ
- 1.2.2 ಪದ್ಯದ ಬೋಧನಾ ಉದ್ದೇಶಗಳು
- 1.2.3 ಪದ್ಯ ಬೋಧನಾ ವಿಷಯಗಳು: ಖಂಡ ವಿಧಾನ, ಅಖಂಡ ವಿಧಾನ ಮತ್ತು ಸಮನ್ವಯ ವಿಧಾನಗಳು
- 1.2.4 ಪದ್ಯದ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆ, ಭಾವಾನುವಾದ

1.3 (ಕ) ವ್ಯಾಕರಣ ಬೋಧನೆ

- 1.3.1 ವ್ಯಾಕರಣದ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳು
- 1.3.2 ಪ್ರಾಯೋಗಿಕ ಮತ್ತು ಸಾಂಪ್ರದಾಯಿಕ ವ್ಯಾಕರಣ ಬೋಧನಾ ಪದ್ಧತಿಗಳು
 - 1.3.2.1 ಅನುಗಮನ ಪದ್ಧತಿ
 - 1.3.2.2 ನಿಗಮನ ಪದ್ಧತಿ
 - 1.3.2.3 ಸಂಪೂರ್ಣ ಪದ್ಧತಿ/ಸಮನ್ವಯ ಪದ್ಧತಿ

1.4 ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು

1.4.1 ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ : ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ

1.4.2 ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳು

1.4.3 ಪ್ರಸ್ತುತ 8, 9 ಮತ್ತು 10 ತರಗತಿಗಳ ಪಠ್ಯಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ: ಪಠ್ಯಪುಸ್ತಕ ರಚನೆಯ ತತ್ವಗಳನ್ನಾಧರಿಸಿ

1.4.4 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಮೌಲ್ಯ

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

ಘಟಕ - 2 ಮೌಲ್ಯಮಾಪನ

2.1 ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಮಹತ್ವ/ಪ್ರಯೋಜನಗಳು

2.2 ಭಾಷಾ ಪರೀಕ್ಷೆಯ ರಚನೆಯ ಸಾಮಾನ್ಯ ತತ್ವಗಳು

2.3 ಮೌಖಿಕ ಪರೀಕ್ಷೆ, ಲಿಖಿತ ಪರೀಕ್ಷೆ ಮತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಣಾ ಪರೀಕ್ಷೆ

2.4 ಘಟಕ ಪರೀಕ್ಷಣೆಗಳು: ಪ್ರಬಂಧ ಪರೀಕ್ಷೆ, ವಸ್ತುನಿಷ್ಠ ಪರೀಕ್ಷೆ ಮತ್ತು ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರ ಪರೀಕ್ಷೆ, ನೀಲನಕ್ಷೆ ತಯಾರಿಕೆ (3 ಆಯಾಮಗಳು) : ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ತಯಾರಿಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ರಚನೆ

2.5 ನೈದಾನಿಕ ಪರೀಕ್ಷೆ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ, ನೈದಾನಿಕ ಪರೀಕ್ಷೆಯ ರಚನಾಹಂತಗಳು

ಘಟಕ - 3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕ ಮತ್ತು ಸಹಪಠ್ಯಚಟುವಟಿಕೆಗಳು

3.1(ಅ) ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನ ಸಾಮಾನ್ಯ ಶೈಕ್ಷಣಿಕ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು

3.2 ಸಹೋದ್ಯೋಗಿಗಳೊಡನೆ ಸಂಬಂಧ, ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ

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

3.4(ಬ) ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು/ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳು

3.5 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಪ್ರೌಢಶಾಲೆಯಲ್ಲಿ ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆ

3.5.1 ಕವಿಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ

3.5.2 ಕವಿಗೋಷ್ಠಿಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ

3.5.3 ವಿದ್ಯಾಲಯಗಳಲ್ಲಿ ಕನ್ನಡ ಸಂಘದ ಸಂಘಟನೆ ಹಾಗೂ ಇವುಗಳ ಸಾಹಿತ್ಯಿಕ ಕಾರ್ಯಗಳು.

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು/ದತ್ತ ಕಾರ್ಯಗಳು (ಬೇಕಾದ ಒಂದು)

1. ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾತತ್ವಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪ್ರಸ್ತುತ 8ನೇ ತರಗತಿ ಅಥವಾ 9ನೇ ತರಗತಿ ಅಥವಾ 10ನೇ ತರಗತಿಯ ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಿಸಿರಿ.
2. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಕವಿಯೊಬ್ಬರ ಕವಿಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳನ್ನು ಮತ್ತು ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ವಿಧಾನವನ್ನು ಬರೆಯಿರಿ.

ಆಧಾರ ಗ್ರಂಥಗಳು/ಆಕರ ಗ್ರಂಥಗಳು

1. ಅನಂತರಾಮ, ರಾ. (1983) 'ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ' ಮೈಸೂರು ಭಾರತೀ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿಪುರಂ
2. ಕೊಂಗವಾಡ, ಎನ್. ಬಿ. (1999) 'ಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನೆ' ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ

3. ಚಿದಾನಂದಮೂರ್ತಿ ಎಂ. (1998) 'ಭಾಷಾ ವಿಜ್ಞಾನದ ಮೂಲ ತತ್ವಗಳು': ಮೈಸೂರು ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ, ಕೃಷ್ಣಪುರಂ.
4. ಧಾರವಾಡಕರ, ರಾ. ಯ. (2004) 'ಕನ್ನಡ ಭಾಷಾ ಶಾಸ್ತ್ರ' ಮೈಸೂರು ಗೀತಾ ಬುಕ್ ಹೌಸ್ ಪ್ರಕಾಶಕರು
5. ಪಂಡಿತ, ಕೃಷ್ಣ ಸಿ. (1990) 'ಶಾಲೆಗಳಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆ' ಮೈಸೂರು ಗೀತಾ ಬುಕ್ ಹೌಸ್
6. ಪಟ್ಟೇದ, ಎಲ್. ಬಿ. (2007) 'ಸಿರಿಗನ್ನಡ ನುಡಿ ಬೋಧನೆ' ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ
7. ಪಟ್ಟಣಶೆಟ್ಟಿ, ಎಮ್. ಎಮ್. (2000) 'ಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಪರಿಣಾಮಕಾರಿಯಾದ ಬೋಧನೆಗೆ ಅಣು ಬೋಧನೆ' ದಾವಣಗೆರೆ: ಯು. ನೀಡ್ ಪಬ್ಲಿಕೇಷನ್ಸ್
8. ಪರಗಿ, ಅನಸೂಯ. ವಿ. (1990) 'ಮಾತೃಭಾಷೆ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ' ಮಧುಗಿರಿ ಪುರವರ: ಅನಸೂಯ ಪ್ರಕಾಶನ
9. ರಮಣ, ಬಿ. ಟಿ. (1979) 'ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ' ವಿರಾಜ ಪೇಟೆ: ಸರ್ವೋದಯ ಬುಕ್ ಡಿಪೋ, ಚಿಕ್ಕಪೇಟೆ
10. Billows, F.L. (1967) 'The Techniques of Language Teaching', London: Longman Green and Company, Ltd. 48 Grosvenor Street
11. Jahangira, N. K. And Singh, Ajit (1982) 'Core Teaching Skills': Micro Teaching Approach', Delhi : NCERT

Semester - III
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 – 1 : ACQUISITION OF LANGUAGE SKILLS

15 hrs

1.1 Listening: Sub skills of listening, importance of listening in English, approaches to develop aural–oral skill, Materials and resources for developing the listening skill.

1.2 Speaking: Sub skills of speaking, importance of speaking skill, pronunciation, articulation, stress, rhythm, intonation, and ways of developing correct speech habits. Materials and resources for developing the listening skill.

1.3 Reading: Sub skills of reading, importance of oral and silent reading in English, Intensive, extensive reading, skimming, scanning, methods of teaching oral reading, ways of developing reading and study skills including using dictionary, encyclopaedia etc.,

1.4 Writing: Sub-skills of writing, importance and Characteristics of good handwriting, ways of improving handwriting. Stages of writing, process of writing formal and informal writing, such as poetry, short story, letter, dairy, notices, articles, reports, dialogue, speech, advertisement etc..

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

08 hrs

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

7 hrs

- 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
 - 3.5.1 Lesson planning: - Concept, construction and administration.
 - 3.5.2 Unit plan & Unit test – concept construction & administration.
 - 3.5.3 Resource Unit.

Assignment

- 1 Seminar on. exercises to enrich vocabulary among secondary students. OR
- 2. Innovative lesson plans for the teaching of prose, poetry and composition.

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 Venugopal Rao, 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.

Semester - III

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

10 hrs

1.1 Importance of Hindi in school Curriculum.

1.2 Concept and nature of the Hindi.

1.3 Place and History of Hindi language in the school curriculum & human life.

1.4 Objectives of mother tongue and its importance.

1.5 Hindi as a first language – Medium of instruction and link language.

1.6. Developing of language skills.

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 2 - TECHNIQUE AND METHODS OF TEACHING HINDI.

10 hrs

2.1 Maxims of teaching.

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

2.3 Dramatization, Explanation etc.

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

UNIT 3 - TRANSACTIONAL STRATEGIES.

10 hrs

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

Assignment (Any one)

- 1. Innovative lesson plans for the teaching of prose, poetry and composition.
- 2. Critical analysis of any one of the poem or essay of a great poet or writer.

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.
3. Tiwari Bholanadh.(2006). Rajbhasha Hindi.NewDelhi: Prabhat Publication.
4. Kulkarni K. G. (2007), Methods of teaching English, Gadag, Pradeep Prakashan.
5. Rosal and Parcy (2002), Teaching of English, Hyderabad, Neelkamal Publication.

Semester - III

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

12 hrs

- 1.1 Importance of Urdu in school Curriculum.
- 1.2 Concept and nature of the Urdu.
- 1.3 Place and History of Urdu language in the school curriculum & human life.
- 1.4 Objectives of mother tongue and its importance.
- 1.5 Urdu as a first language – Medium of instruction and link language.
- 1.6 Aims and general objectives of teaching Urdu at secondary level..
- 1.7 Instructional objectives of teaching Urdu with their specification.
- 1.8 Developing of language skills.
 - a. Auditory, b. Speaking, c. Reading, d. Writing.
- 1.9 Role of Urdu as Cultural, Functional and literary.

UNIT 2 - TECHNIQUE AND DEVICES OF TEACHING URDU.

10 hrs

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

UNIT 3 - TRANSACTIONAL STRATEGIES

8 hrs

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

Assignment (Any one)

1. Innovative lesson plans for the teaching of prose, poetry and composition.
2. Critical analysis of any one of the poem or essay of a great poet or writer.

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

Semester - III

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 (A): NATURE IMPORTANCE AND PLACE OF SANSKRIT.

- 1.1. Nature : Characteristics of Sanskrit language, Sanskrit as a living language - classical language, Mother of Indian Languages.
- 1.2. Importance : The language of culture, Heritage, Unity, Spiritual and Religious life, importance as the language of computer.
- 1.3. Place in the Curriculum : Present position of Sanskrit in the curriculum.

B) AIMS AND OBJECTIVS OF TEACHING SANSKRIT.

- 1.4. Aims and objectives of teaching Sanskrit Receptive, Expressive, Asthetic / Appreciative cultural, creative, Enjoyment.
- 1.5. Objectives of Sanskrit as given in the present curriculum at the secondary level.
- 1.6. Instructional objectives of teaching sanskrit and their specifications.

UNIT –II - METHODS OF TEACHING SANSKRIT

- 2.1. Traditional Methods Brief Review.
 - 2.1.1. Pathashala Method. Dr.Bhandarkar Method, Translation Method.
 - 2.1.2. Existing Method- Direct/oral Approach Method, Evaluation Method,
 - 2.1.3. Methods of Teaching Grammar – Inductive & Deductive methods.
 - 2.1.4. Project Method. Source Method, Lecture Method.

UNIT -III- A: LEARNING EXPERIENCES, TEACHING MATERIAL AND SUPPORT SERVICES FOR SANSKRIT.

- 3.1. Learning Experiences-Direct and Indirect, Verbal and Non-verbal Reading, writing, Dramatization, Recitation.
- 3.2. 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.
- 3.3. Language Laboratory.

B) PLANNING IN SANSKRIT.

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

UNIT-IV CURRICULUM SYLLABUS TEXT BOOKS AND CONTENT

- 4.1. Curriculum-Meaning, Nature, Principles of curriculum construction. Analysis of the curriculum at the secondary & Higher secondary level.
- 4.2. 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.
- 4.3. Textbooks – A Critical study of the textbook of sanskrit at secondary and Higher secondary level with reference to principles of construction of an Ideal Text Books.

(B) TEACHING OF VARIOUS ASPECTS OF SANSKRIT.

- 4.4. Prose-Aims and objectives of teaching prose content analysis, preparation of lesson plan, various steps in prose lesson.
- 4.5. 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.

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

ASSIGNMENTS (any One)

1. Critically analysis VIII, IX or X Std Sanskrit Text Book in the light of principles of construction of an ideal text book.
2. Solving the grammar exercises given in the VIII & IX Sanskrit text books.

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) Jullend Assignment (Any one)

Semester - III
PEDAGOGY : HISTORY

Total Credits: 2

Total Hours: 30 hours

Total Marks: 50

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

1. Understand the nature of History & Political Science as a school subject
2. Articulate a conception of History and Political Science
3. Correlate History & Political Science with other subjects
4. Understand the language of History & reconstruction of past
5. Apply their knowledge of techniques to reconstruct the past
6. Understand the concept of differentiated teaching for History prepare differentiated lesson plan in History & Political Science
7. Understanding the potential of History for development of skills
8. Analyze the history & political science textbook prepare appropriate work schemes and lesson plans in history and Political science.
9. Critically analyze the History & Political science textbook.
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 - 1 : Understanding History Nature of History,

10hrs

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

Unit -2 : Constructing History

10hrs

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

Unit -3 : Pedagogies of teaching History and Political Science 10hrs

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

Assignment (Any one)

- 1. Choose any topic from history text book Design activities to facilitate correlation with other subjects.
- 2. Seminar on any one unit

References:

- 1. Angelo A.T, et .al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San FransiscoTossey- Bass Publisher.
- 2. Aitken, GV ; Sinnema, CEL (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.
- 3. BatraPoonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications
- 4. Brandes, D. et. al. (1994). A Guide to Student- centred Learning, Basil Blackwell Ltd. Celtneham. UK
- 5. Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
- 6. Carr, E.H. (1962), What is History? Knopf, London

7. Diff Block, Mark (1992), The Historian's Craft, M
8. Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson 2014
9. Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
10. Farrant, J.S. (2004). Principles and Practice of Education London Longman Group Uk Limited, London. UK.
11. Kochar S.K. Teaching of History: Sterling publications.
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.
14. Larochelle, M. et. al (Ed). (1998), Construction and Education. Cambridge University Press, Cambridge. UK.
15. Martorella, Peter H. (1996), Teaching social studies in middle and secondary schools, Englewood Cliffs, N. J: Prentice Hall.
16. Joyce, B. & Weil, M. (1997), Models of Teaching, Prentice Hall Inc, New Jersey
17. Making a difference: meeting diverse learning needs with differentiated instruction (2010) Alberta Education, ISBN NO 978-0-7785-8601-2
18. Nayak, A.K. et. al (2004). Classroom Teaching: Methods and Practice, A.P.H. Publishing Corporation. New Delhi.
19. Pollard, A. et. al: (1997). Reflective Teaching in Secondary Education. Cassell, Wallington House, London. UK.
20. Shillington, K. (2004). History of Africa. Macmillan Publishers. London. UK.
21. Stanford, Michael (1986), The Nature of Historical Knowledge, Basil Blackwell, Oxford
22. Teaching of social studies II (teaching social studies Pedagogy option, 2010 Education Development Center (EDC); Teachers College, Columbia University.
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.pdf

https://education.alberta.ca/media/1234045/makingadifference_2010.pdfhttp://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..._histo
[rys_building_blocks_Learning_to_teach_historical_concepts](https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._histo)

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

http://www.theewc.org/uploads/content/archive/History_teaching_today_manual_1_1.pdf

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

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

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

Semester - III
SPECIFIC PEDAGOGY : GEOGRAPHY

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

OBJECTIVES:

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

UNIT 1 : GEOGRAPHY AS A SUBJECT 10hrs

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

UNIT – 2 : ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION 7hrs

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

UNIT - 3 : LEARNING RESOURCES 13hrs

- 3.1 Importance & uses: Maps, travelogues, globe, atlas, models and computer in Geography Teaching.
- 3.2 Current events (importance and use)
- 3.3 Geography Club & Geography room (importance and organization)
- 3.4 Characteristics of a Geography textbook
- 3.5 Specific Approaches of pedagogy in Geography:
- 3.6 Project method, Journey method, Field visit.

Assignment (Any one)

1. Illustrate the use of any two of the following in Geography teaching :-
Cartoon, stamps, currency, newspapers, magazines, journals, documentaries, plays, films/serial/novels
2. Collect information about any current event/Disaster, analyze the acquired information and prepare a report.

References:

1. Bliar, Thomas A., (1951), *Climatology: General and Regional*, New York, Prentice- Hall Inc.
2. Brianlt, E.W. and D.W. Shave, (1965), *Geography in and out of School*, London, Harrap and Co.
3. Brock, Jan O.M., (1965), *Geography, Its Scope and Spirit*, Ohio, Charles E. Merrill
4. Charley, R.J. and P. Haggett (Eds) (1967), *Frontier in Geographical Teaching*, Methuen Educational Ltd.
5. Cons, G.J. (1957) *Handbook for Geography Teacher*, London, Methuen Educational Ltd.
6. Gabler, Robert, et al, (1945), *Introduction to Physical Geography*. San Francisco, Holt, Rinehart and Winston
7. Garnett Ohio, (1965), *Fundamental in School Geography*, London, Harrap and Co.
8. Gospil, G.H. (1965), *The Teaching of Geography*, London, Macmillan and Co.
9. Graves, N.J. (1971), *Geography in Secondary Education*, London, Geography Association
10. Graves, N.J. (1972), *New Movement in the Study and Teaching of Geography*, Australia, F.W. Cheshire Publishing Printing Ltd.
11. Indian National Committee for Geography, (1968) *Developing Countries of the World* Calcutta, 21st IGU Publication
12. Indian National Committee for Geography, (1968), *Indian Regional Studies*, Calcutta, 21st IGU Publication
13. Indian National Committee for Geography, (1968), *Mountains and Rivers of India*, Calcutta, 21st IGU Publication
14. Kendeaw, W.G. (1938), *Climatology*, London, Oxford University Press.

15. Lake, Philip, (1974), *Physical Geography*, Madras, Macmillan Co. of India Ltd.
16. Leong, Goh, Cheug, (1971), *Certification Physical and Human Geography*, Singapore, Oxford University Press.
17. Long and Robertson, (1968), *Teaching of Geography*, London, Heinemann Educational Books Ltd.
18. Long, M.L (Ed) (1974), *Handbook for Geography Teachers*, London Methuen Educational Ltd.
19. Macnee E.A., (1953) *Teaching of Geography*, London, Oxford University Press.
20. Robinson, Arthur H. (1960), *Elements of Cartography*, New York, John Wiley and Sons, Inc.
21. Seninithirajah, N. and J. Weira, (1971), *Evaluation in Geography*, Ontario, Ontario Institute of Education
22. Standing Sub-committee in Geography, (1954,) *Handbook for Geography Teacher*, London, Methuen Educational Ltd.
23. Treqartha, Gelnn T., (1954), *An Introduction to climate*, New York, McGraw Hill Book Company Inc.
24. UNESCO (1965) *Source Book for Geography Teaching*, London, Longman, Longman Co.
25. Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), *Regional Geography of the World*, New York: Holt, Rinehart and Winston, Inc.

Websites:

http://education.nationalgeographic.com/education/media/what-is-geoliteracy/?ar_a=1
<http://www.preservearticles.com/201105216954/aims-of-teaching-geography.html>
http://www.udel.edu/dssep/articles/marytaylor_article.htm
<http://serc.carleton.edu/introgeo/cooperative/index.html>
<http://www.jigsaw.org/>
<http://www.facinghistory.org/resources/strategies/gallery-walk-teaching-strategy>

Semester - III

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 - 1 : APPROACHES AND METHODS OF TEACHING PHYSICS 12 hrs

- 1.1 Teacher centered and learner centered approach.
- 1.2 Teacher centered approach: Lecture method, Lecture cum Demonstration.
- 1.3 Learner centered approach: Project methods heuristic method, inductive method and deductive method, programmed instruction
- 1.4 Laboratory method (All the methods to be dealt with reference to characteristics, steps merits and demerits).

UNIT -2 : PHYSICS CURRICULUM STUDY 8 hrs

- 2.1 Curriculum: Meaning and principles.
- 2.2 Different approaches of curriculum construction: NCERT, CBSE and DSERT
- 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 10 hrs

- 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.

Assignment (Any one)

1. Preparing a report on use of physics day today life.
2. The college is free to introduce any other relevant activities.

REFERENCES:

1. Ahmed, Shaikti R. (1983) *Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration*, New Delhi; NIEPA Mimeo.
2. Bhandula & Chand (1986) *Teaching of Science*, Prakash Brothers, Ludhina
3. Bose, A. H. Sood, J.K. and Vaidya, N. (1970), *Strategies in Science Education*. Regional Institute of Education, Ajmer.
4. Carin/Sund *Teaching Science Through Discovery*; C.E. Merrill Publishing Co. London.
5. Cleaveland J. M. (1964) *Physical Science* C.E. Merrill Publishing Co., Ohio.
6. Craig (1958) *Science for the Elementary School Teacher*; Ginn & Co., New York
7. Das R. C. (1985) *Science Teaching in Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
8. Fensham P. J. *et al.*, (1994) *The Content of Science : A Constructive Approach to its Teaching & Learning*. The Falmer Press, Washington D.C.
9. Gupta S. K. (1983) *Technology of Science Education*, Vikas Publishing House, Pvt. Ltd., New Delhi.
10. Gupta S. K. (1985) *Physical Science Teaching in Secondary Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
11. Jacobson, David *et al.*, (1985) *Methods for Teaching: A Skills Approach*. Charles, E. Merrill Publishing Co., Columbus.
12. Jennings Terry (1987) *The Young Scientist Investigator: The Teacher Manual of Oxford University Press*.
13. Joseph-Bradwin, *et al.* (1998) *Sourcebook for Physical Science*. Brandwain-Watson-Blackwood.
14. Mangal, S.K. (1995); *Teaching of Physical and Life Science*, Avg. Book Depot. : Delhi.
15. Nagel E. (1961) *The Structure of Science*, Harcourt Brace and World Inc., New York
16. Nair C. P.S., (1971) *Teaching Science in Our Schools*. S. Chand & Co., New Delhi.
17. Schwab J. J. and Bradwein P.F. (1962) *The Teaching of Science*, Marks, Harvard University Press, Cambridge.
18. Sharma, R.C. (1995); *Modern Science Teaching*, Dhanpat Rai & Sons, Delhi
19. Siddiqi M.N. and Yadav R.A. (1995) *Teaching of Science at Elementary Level, Part – I Part - II*, Arya Book Depot : New Delhi.

20. Sood S. K. (1988) *New Direction in Science Teaching*, Indian Publishers, Delhi. *The Importance of Art Activities for Science Teaching: A Hand Book for Teacher (1984)* Published by Centre for Cultural Resources and Training, Bahawalpur House, New Delhi.
21. UNESCO (1985) *Teaching School Chemistry*, Sterling Publishers Pvt. Ltd., New Delhi.
22. UNESCO,(1978) *New UNESCO Source Book's for Science Teaching*, New Delhi; Oxford and IBH Publishing Co.,
23. Waiter A Thurkar and Alferd T. Collette (1964) *Teaching Science in Today's Secondary Schools*,New Delhi, Prentice Hall
24. Yadwad S. B. (2016), *Shala Vijnan Bodhana Shastra*, Gadag, Vidyanidhi Prakashan.

Semester - III

PEDAGOGY OF SCHOOL SUBJECT: CHEMISTRY

Contact Hours :30

Marks 50

Credits:2

Objectives:

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

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

UNIT – 1 : CURRICULUM STUDY IN CHEMISTRY

8 hrs

- 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 – 2 : PLANNING AND ORGANIZATION OF THE LESSON IN CHEMISTRY

10 hrs

- 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-3:METHODS AND APPROACHES OF TEACHING CHEMISTRY

12 hrs

- 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).

Assignment (Any one)

PRACTICUM/ACTIVITIES: (ANY ONE)

1. Preparing a report of different activities of science club.
2. The college is free to introduce any other relevant activities.

REFERENCES:

1. Anderson, R.D et al. (1992). Issues of Curriculum Reform in Science, Mathematics and HigherOrder Thinking Across the Disciplines. The Curriculum Reform Project.USA: University ofColorado.
2. Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dcace and WorldInc.
- CBSE; ICSE – SCIENCE TEXT BOOKS.
4. Chemistry Text Book,(1964).Lab Manual and Teacher’s Guide Book.NewDelhi: NCERT.
5. Discovery teaching in science – Columbus, Ohio; chalesE.Merrill Books, Inc.,
6. Falvery, P. Holbrook, J. & Conian, D. (1994). Assessing Students, Longmans Publications,Hongkong.
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.
9. NarendraVaidya.() Impact of Science teaching –
10. Jenkins, E.W. (Ed.) (1997). Innovations in Science and Technology Education. Paris: UNESCO.Vol. VI.
11. Mangal, S. K. (2001).Foundations of Educational Technology. Ludhiana: Tandon Publications.
12. Sharma R.C () Modern science teaching –.
13. Kolasani et.all () Modern teaching of Chemistry –
14. Man Pal Singh() Modern teaching of Chemistry –.
15. Mohanasundaram , K. & Charless Williams. (2007). Information and communication technology in education. Trichy: His Grace Educational Printers.
16. Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited.
17. Nayak. (2003). Teaching of Physics. New Delhi: APH Publications.
18. Nuffield Chemistry, Books of Data, Collection of Experiment, Published for the Nuffield Foundation by Longmans, Penguin Books.
19. Nuffield Physics, Teacher’s Guide, Questions Book, Guide to Experiments, Published for the Nuffield Foundation by Longmans, Penguin Books.

20. Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
21. Panner Selvam, A. (1976). Teaching of Physical Science (Tamil).Chennai: Government of Tamil Nadu.
22. Patton, M.Q. (1980). Qualitative Evaluation Methods. India: Sage Publications.
23. Sharma R.C.() .Planning for effective science teachin.....
24. NarendraVaidya () Problem Solving in Science –.
25. PSSC. (1964) Physics Teachers Resource Book and Guide. New Delhi: NCERT.
26. Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
27. Rao, C.S. (1968). Science Teacher’s Handbook. American Peace Crops.
28. Research ideas for science project – Goyal K.C. &Swami.P.(RIE – Ajmer).
29. Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
30. Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers.
31. Joseph – Bradwin() Source book for the Physical Science
32. New burn() Teaching Chemistry in tropical secondary schools.
33. wood bourn and obern () Teaching in the pursuit of science –.
34. Patil R.S.() Teaching of Chemistry –
35. Yadav M.S.() Teaching of Chemistry –
36. Williams, B. (1999). Internet for Teachers, John Wiley & Sons, U.S.A.

Semester - III

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 -1 : PLANNING FOR TEACHING BIOLOGICAL SCIENCE

12 hrs

- 1.1 Transactional Strategies.
- 1.2 Lesson planning: - Concept, construction and administration.
- 1.3 Unit plan & Unit test – concept construction & administration.
- 1.4 Resource Unit.

UNIT -2 BIOLOGICAL SCIENCE CURRICULUM:

8hrs

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

UNIT -3 : METHODS AND APPROACHES OF TEACHING OF BIOLOGY

10 hrs

- 3.1 Approaches: Inductive, Deductive. Gided discovery, structure and Functional approach.
- 3.2 Methods
 - 3.2.1 Teacher centred - Lecture cum demonstration.
 - 3.2.2 Learner centred - Laboratory, Project method
 - 3.2.3 Technique: Specimen method.
- 3.3 Other activities – Seminar, Symposium, Workshop, Panel discussion and Team Teaching.

3.3 resources to teach biological science

3.3.1 Biological science text book, Teacher hand book, Laboratory manuals, Student work Books

3.3.2 Field based resources: Dead wood ecosystem. School Garden, Museum, Aquarium, Vivarium, and Terrarium.

3.3.3 Biological Science laboratory: importance, designing, planning, equipping, maintenance of biological equipments and records.

Assignment (Any one)

1. Collecting and keeping plants and animals alive for instructional purposes: Aquarium, Terrarium and Vivarium.
2. Making charts, improvised apparatus and models.

REFERENCES:

1. Bremmer, Jean (1967): Teaching Biology, Macmillan, London.
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.
4. Gupta, V.K. (1994): Life Sciences Education Today. Arun Publishing House Pvt.Ltd. SCO 49-51, Sector 17-C, Chandigarh.
5. Gupta, V.K. (1995): Reading in Science and Mathematics Education, Associated Publishers, Ambala Cantt.
6. Gupta, V.K. (1995): Teaching and Learning of Science and Technology, Vikas Publishing House, New Delhi.

7. Gupta, V.K. (1996): Science and Technology Education: New Thrusts and Recent Trends, Arun Publishing House, Chandigarh.
8. Heller, R. (1967): New Trends in Biology Teaching, UNESCO, Paris.Ltd.
10. Miller, David, F. (1963): Methods and Materials for Teaching the Biological Sciences, McGraw Hill, New York.
11. Nanda V.K.: Science Education Today, New Delhi: Anmol Publications Pvt.
12. NCERT (1969): Improving Instructions in Biology, New Delhi.
13. Novak, J.P. (1970): The Improvement of biology Teaching, Publishing House, New Delhi.
14. Nunn, Gordon (1951): Handbook for Science Teachers in Secondary Modern School, John Murry, London. Publications.
17. Ravi Kumar S.K.: Teaching of Biology, Jaipur: Mangal Deep Publications.
18. Sharma B.M. and Sharma A.S.: Encyclopedia of Education in 21st Century Science – Education, Volume – 8, New Delhi: Commonwealth Publication.
19. Sharma, R.C. (1975): Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.
20. Shukla, C.S.: Biology Teaching, Meerut: International Publishing House,
21. Siddiqui Najma N. and Siddiqui M: Teaching of Science Today and Tomorrow, Delhi: Doaba House.
22. Teaching of Sc., Tarakki Urdu Board, New Delhi.
23. Thurber, Walter (1964): Teaching of Science in Today’s Secondary Schools, Prentice Hall, New Delhi.
25. UNESCO: Modern Trends in Teaching Biological Science, V.III.
26. Vaidya N.: Science teaching for the 21st century, New Delhi: Deep and Deep
27. Vaidya, N. (1971): The Impact of Science Teaching, Oxford and IB+I Publication Co., New Delhi.
28. Vaidya, N.: The Impact Science Teaching, New Delhi: Oxford & IBH Publishing.
29. Voss, Burton F.A. & Bren, S.B.: Biology as Inquiry, A Book of Teaching Methods. Washton: Teaching Science Creatively
31. Waston, N.S. (1967): Teaching Science Creativity in Secondary School, U.B.Saunders Company, London.
32. Yadav K. : Teaching of Life Science, New Delhi: Anmol Publications.
33. Yadav Seema and Singh A.K.: Teaching of Life Science, New Delhi: Dominant Publications.

Semester - III
PEDAGOGY OF SCHOOL SUBJECT : MATHEMATICS

Contact Hours :30

Marks 50

Credits:2

Objectives:

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

1. Understand the various curriculums of Mathematics
2. Understand the nature, structure, scope and relations with other disciplines.
3. Understand the Approaches and methods of teaching Mathematics
4. Understand the aims and objectives of teaching mathematics.
5. Identify the learning experiences appropriate to the objectives of teaching secondary school mathematics.
6. Prepare the year plan, unit plan, activity oriented lesson plans for effective classroom communication
7. Able to revive the school science curriculum

UNIT – 1 : CURRICULUM STUDY

10 hrs

- 1.1 Curriculum: Meaning and principles.
- 1.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE.
- 1.3 Recommendations made by, NCF - 2005.
- 1.4 Organisation of curriculum
- 1.5 Critical Review of present Karnataka state secondary school mathematics curriculum

UNIT – 2 : INSTRUCTIONAL DESIGN FOR MATHEMATICS

10 hrs

- 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 - 3 :METHODS AND APPROACHES OF TEACHING
MATHEMATICS**

10 hrs

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

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

Assignment (Any one)

1. Preparing a report on use of Mathematics in day today life.
2. 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. Dolclani B.F. (1972): Modern School Mathematics-Structure and Method.
3. Jantli R, T, (2000) Subhodha Ganitha Bodhane, Dharwad: Bharath Book Depot
4. Kapoor J N (1989) – Fascinating world of Mathematics New Delhi
5. Mangal S.K (1981) – Text book of teaching mathematics, Prakash Brothers, Ludhiana Publication
6. McIntosh, Jerry A. (1971): Perspective on Secondary Mathematics Education, Prentice Hall, New Jersey
7. Sidhu, K.S.: The Teaching of Modern Mathematics, New Delhi :Sterling Publishers,
8. Yadawad S B (2015) Ganita Bodhane Gadag: Vidyanidhi Prakashan
9. Yadawad S B (2016) Shala Ganita Bodhana Shastra Gadag: Vidyanidhi Prakashan
10. Desai S G (2008) Ganita Bodhane Gadag: Vidyanidhi Prakashan

Semester - III
SPECIFIC PEDAGOGY SUBJECT:-COMMERCE

Total Hours: 30 hours

Total Marks: 50

Total Credits: 2

Objectives:

To enable the student teachers-

1. To develop an understanding of the meaning, nature and scope of commerce education.
2. To develop an understanding of the maxims and principles of teaching commerce.
3. To develop understanding the bases of the commerce education and its relation with other disciplines.
4. To develop understanding of the objectives of teaching commerce at higher secondary level (NCF 2005).

UNIT - 1 : CONCEPT AND SCOPE OF COMMERCE EDUCATION

10 hrs

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

UNIT – 2 : BASES OF COMMERCE EDUCATION

10hrs

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

UNIT – 3 : LATEST TREND IN TEACHING OF COMMERCE

10 hrs

- 16.1 Co-operative learning (meaning, importance and types)
- 16.2 Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)
- 16.3 Simulation (role play, games CAM- organization and execution in teaching of Commerce)

Assignment (any one of the following)

1. Prepare and execute a lesson plan by using any one of the following :
 - i. e-resources
 - ii. Simulation techniques
2. Study and compare the commerce education at higher secondary level in India with any one developed country.

References:

1. Sharif Khan , Commerce Education Mohammed New Delhi: Sterling Publishers Pvt Ltd
2. J.C Aggarwal , Teaching of Commerce-A Practical Approach New Delhi : Vikas Publishing House Pvt Ltd
3. Singh M.N Method and Techniques of Teaching Commerce New Delhi : Young Man & Co..
4. Seema Rao , Teaching of Commerce New Delhi: Anmol Publication.
5. Umesh Mr. Ajay Rana Methodology of Commerce Education Ludhiana :Tandon Publications
6. R.P Singh, Vinay Rakheja R. Teaching of Commerce Meerut: Lall Book Depot
7. Lulla B.P Teaching of Commerce in Our School, Bombay: BTTC-BIE Publication
8. Karthik .G S Teaching of Commerce. New Delhi: Sumit Enterprises
9. Trivedi, I.V. Commerce Education in the New Millennium, Jaipur: RBSA Publishers.
10. Vinty Monga Teaching of Commerce., Patiala: Twenty First Century Publications.
11. Rainu Gupta Teaching of Commerce , Delhi : Shipra Publications,.

WEBSITES:

e-commerce

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

<http://www.manjeetss.com/articles/advantagesdisadvantagesecommerce.html> **e-business-meaning**

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

Benefits of e business

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

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

Social networking

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

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

Semester - III
UNDERSTANDING DRAMA AND ART IN EDUCATION
(FINE ART & THEATRE)

Contact Hours: 30

Marks: 50
Credits : 02

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

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.
4. Learners need to develop conceptual knowledge of the terms associated with drama and art in order to understand the basics of these disciplines.
6. 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.
7. To understand the functions of drama and art.

UNIT - 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART

- 1.1 Forms of Drama and Art.
- 1.2 Elements of Drama and Art.
 - 1.2.1 Performing (Dance, Drama, Music – vocal and instrumental)
 - 1.2.2 Space, Speed, Pause, Rhythm;
 - 1.2.3 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)

1. 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.

UNIT - 2: APPLICATION OF DRAMA AND ART IN ACADEMICS

10 HOURS

- 2.1 Concept drama and art, Functions of Drama and Art - – Information, Instructive, Persuasive, Educative, Entertainment, Development.
- 2.2 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.
- 2.3 Integration of Drama and Art in the school curriculum

UNIT – 3 : DRAMA AND ART FOR

- 3.1 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
- 3.2 Benefit a great deal when drama and art are used in education.
 - 3.2.1 Drama and Art for self realization
 - 3.2.2 Drama and Art for children with special needs c. Drama and Art for creative expression

ACTIVITIES /ASSIGNMENTS

1. Workshop to be conducted on Kinesthetic movements to develop theatric skills – use of body language, voice, speech, and movement,
2. 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)
3. Integration of Drama and Art in the school curriculum
4. Visit to any centre of art and reporting
5. Understanding social and environmental issues through Drama and Art
6. Perform a drama or dance or music of local culture
7. Understanding global culture through Drama and Art.

References

1. Axelrod, H.R. (1975) Sand Painting for Terrariums and Aquariums, T.F.H. Publications.
2. Coomaraswamy, Ananda (1999) The Dance of Shiva, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
3. Das, Varsha (1992) Traditional Performing Arts – Potentials for Scientific Temper, New Delhi: Wiley Eastern Limited.

4. Doshi, Saryu (Ed.) ,Marg (1984) A Magazine of the Arts – Trends and Transitions in Indian Art, Vol. XXXVI No. 2.
Mumbai: Marg Publications
5. Doshi, Saryu (1982)The Performing Arts, Mumbai: Marg Publications
6. Ghose, Santidev (1978) Music and Dance in Rabindranath Tagore“ s Philosophy, New Delhi: Sangeet Natak Akademi.
7. Heathcote, D, & Bolton, G. (1994) Drama for learning: Dorothy Heathcote‘ s mantle of the expert approach to education. Portsmouth. NH: Heinemann Press.
8. Jha, Rajeev I. (2015). Kathak Dance Education – Contemporary Systems,Problems&Suggestions Delhi: B. R. Rhythms.
9. John. B, Yogin. C, & Chawla. R. (2007). Playing for real: Using drama in the classroom. Macmillan.
- 10.Khokar, Mohan (1979) Traditions of Indian Classical Dance, Delhi: Clarion Books,First ed.
- 11.Kothari, Dr. Sunil (edited by) (2003) New Directions in Indian Dance, Vol. 55 No. 2 Mumbai: Marg Publications
- 12.Kuppuswamy,G. and Hariharan. M (1980) Teaching of Music, New Delhi :Sterling Publishers Pvt.Ltd.
- 13.Massey, Reginald (1999) India’ s Kathak Dance – Past, Present, Future New Delhi:Abhinav Publications
- 14.NCERT: Position paper National Focus Group on Arts, Music, Dance and Theatre,Publication Department Secretary, NCERT, New Delhi, 2006.
- 15.Nuttall. K.(1958) Your book of acting, Faber and Faber ltd.
- 16.Rele, Kanak (Ed.),(1992) Hand Book of Indian Classical Dance Terminology, Bombay: Nalanda Dance Research Centre.
- 17.Richards. N.(1956) Playwriting and Playmaking, A Manual for College and Countryside , Ministry of Education, Government of India,.
- 18.Roychaudhuri, Bimalakanta, (2000) The Dictionary of Hindustani Classical Music,Delhi: MotilalBanarsidass Publishers.
- 19.Saxena, Sushil Kumar (1991) Swinging Syllables: Aesthetics of Kathak Dance, New Delhi: SangeetNatakAkademi, First ed.
20. Sharma, Manorama, (1996)Special Education: Music Therapy, New Delhi: APH Publishing Corporation.
- 21.Vatsyayan, Kapila (1977) Classical Indian Dance in Literature and the Arts, New Delhi: Sangee tNatak Akademi.

22. Vatsyayan, . Kapila (1997) Indian Classical Dance, New Delhi: Publications Division, Ministry of Information and Broadcasting, Second Reprint
23. Axelrod, H.R. (1975) Sand Painting for Terrariums and Aquariums, T.F.H. Publications.
24. Coomaraswamy, Ananda (1999) The Dance of Shiva, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
25. Doshi, Saryu (Ed.) (1982) The Performing Arts, Mumbai: Marg Publications.
26. Ghose, Santidev (1978) Music and Dance in Rabindranath Tagore's Philosophy New Delhi: SangeetNatakAkademi.
27. Heathcote, D & Bolton, G. (1994). Drama for learning: Dorothy Heathcote's mantle of the expert approach to education. Portsmouth, NH: Heinemann Press
28. Jha, Rajeev I. (2015). Kathak Dance Education – Contemporary Systems, Problems & Suggestions. Delhi: B. R. Rhythms.
29. Indira Gandhi National Centre for the Arts - <http://www.ignca.nic.in>
30. National Centre for the Performing Arts
http://www.tata.com/0_our_commitment/community_initiatives/arts/ncpa.htm
31. Prasad, D. (1998). Art as the basis of education. National Book Trust. Retrieved from
http://www.vidyaonline.net/list.php?pageNum_books=2&totalRows_books
32. Association Management Software, Youth Membership.co., <http://www.bbc.co.uk/education/guides/zsbjn38/revision>
33. Bhattacharya, K.K. & Gupta, D.D. : Interpreting theatre as a communication medium, http://www.caluniv.ac.in/global-mdia-journal/ARTICLEDEC2013/Article_13_Kapil_Kumar_Bhattacharya_&_D_D_Gupta.pdf
34. Boudreault, C.: The benefits of using drama in the ESL/EFL classroom, <http://iteslj.org/Articles/Boudreault-Drama.html>
35. <http://www.qou.edu/english/conferences/firstNationalConference/pdfFiles/muntherZyoud.pdf>
36. Indira Gandhi National Centre for the Arts - <http://www.ignca.nic.in>
37. SangeetNatakAkademi – <http://www.sangeetnatak.org/Sarabhai,Mrinalini,TheSacredDanceofIndia>, Bombay: Bharatiya Vidya Bhavan, First Ed., 1979

Semester - III
RESEARCH PROJECT

Contact Hours: 30

Marks: 50
2 Credits

Objectives

To enable the teacher trainees:

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

UNIT – 1 : RESEARCH AND EDUCATION

10hrs

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

UNIT – 2 : DESCRIPTIVE STATISTICS

10hrs

- 2.1 Classification and tabulation of Data, Measures of Central Tendency- Mean, Median and Mode; Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation;
- 2.2 Measures of Correlation - Rank Difference and Product Moment
- 2.3 Method; Normal Probability curve - Properties and Uses.
- 2.4 Inferential Statistics :Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart, Ogive, Testing of Differences: t-test, Median Test.

UNIT – 3 : WRITING RESEARCH REPORT

10hrs

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

ASSIGNMENTS:

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

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

REFERENCES:

1. Best, J.W. (1980) Research in Education. New Delhi :Prentice Hall of India.
2. Dhondiyal, S. and Pathak, A (1972.): Shikshak Anushahan Ka Vidhishastra. Jaipur : Rajasthan Hindi Granth Academy,
3. Garrett, H.E (1975) Statistics in Psychology and Education. Bombay :Vakil Faffer and Simon.
4. Garrett, H.E.(1975) Shiksha Aur Manovigyan Mein Sankhyiki. Ludhiana : Kalyani Prakshan.
5. Pal, H.R.(2004): Educational Research. Bhopal: M.P.Granth Academy.
6. Pandey, K.P.(1965) Shiksha Mein Kriyatmak Anusandhan. Agra: Vinod Pustak Mandir.
7. Rai, P.N. (1988) Anusandhan Parichay. Agra: Laxmi Naryan Aggrawal
8. Rawat, D.S.(1969) Research in Classroom. NCERT, New Delhi.
9. Sinha, H.C.(1979) Shaikshik Anusandhan. New Delhi: Vikas Publishing House
10. Sukhia, S.P. and Malhotra, R.N. (1979) Shiksha Mein Kriyatmak Anusandhan, Agra : Vinod Pustak Mandir.

11. Sukhiya, S.P.(1979) Shikshik Anusandhan Ke Mool Tatva. Agra :Vinod Pustak Mandir
12. Sukhiya, S. P. and Malhotra, R. N. (1979) Shiksha Mein Kriyatmak Anusandhan Agra : Vinod Pustak Mandir.
13. Yadawad S B (2010) Shiskanadalli Kriya Samshodhane Gadag: Vidyanidhi Prakashan.
14. Nagaraj P (2009) Shiskanadalli Kriya Samshodhane Gadag: Vidyanidhi Prakashan.
15. Kongawad N B (2009) Shikshanik Samshodhane Gadag: Vidyanidhi Prakashan.
16. Yadawad S B & Shet G P (2012) Action Research Gadag: Vidyanidhi Prakashan.

FOURTH SEMESTER

	Course code	Course Titles	Credits	Internal Marks		External Marks		Total
				Max.	Min.	Max.	Min.	
Theory	Per-C-I	Gender, School and Society	4	20	08	80	32	100
	C-II	Educational Management and Organization	4	20	08	80	32	100
	C-III	Advanced Pedagogy of specific Subjects-I & II	4	20	08	80	32	100
Practical	EPC-I	Reading and Reflecting on Texts	2	50	25	..	..	50
	EF-I	Field work and Immersion	6	150	..	..	..	150
	EF-II	Annual Lesson I & II	2+2	..	..	50+50.		100
			24	260		340		600

KARNATAK UNIVERSITY, DHARWAD
TWO YEAR BACHELOR EDUCATION (B.ED.) COURSE

IVth Semester

GENDER, SCHOOL AND SOCIETY

Contact Hours: 60

Marks: 100

4 Credits

OBJECTIVES :

Upon the completion of the course the student teacher will be able to :

1. Explain power politics of patriarchal society and feminist theories
2. Understand gender complexities in the Indian hierarchical society
3. Analyse gender constructions and representations in the text book and curriculum
4. Explain the importance of constitutional provision for girl child education.

Unit I: Key Constructs in Gender

Patriarchy and power politics, 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.) Commercialization of 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

Assignment : Seminar on Govt. and other agencies for uplift of girl child.

References:

1. Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi
2. Conway, Jill K., et al. 1987. 'Introduction: The Concept of Gender', *Daedalus*, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX
3. Engineer, Asghar Ali. 1994. 'Status of Muslim Women', *Economic and Political Weekly*, Vol. 29, No. 6 (Feb.): 297-300
4. Erikson, Erik H. 1964. 'Inner and Outer Space: Reflection on Womanhood', *Daedalus*, Vol.93, No.2, The Woman in America (Spring): 582-606
5. Ganesh, K. 1994. 'Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', *Indian Journal of Social Science*, 7(3 & 4): 355-62
6. Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S. Saraswathi (ed.), *Culture, Socialization and Human Development* Delhi: Sage Publication India Pvt. Ltd.
7. Gardner, Carol Brooks. 1983. 'Passing By: Street Remarks, Address Rights, and the Urban Female', *Sociological Inquiry* 50: 328-56
8. Gilligan, Carol. 1982. *In a Different Voice* England: Harvard University Press
9. Government of India. 1975 a. *Towards Equality: Report of the Committee on the Status of Women in India* (Delhi: Department of Social Welfare, Government of India)
10. Government of India. 1994. *The Girl Child and the Family: An Action Research Study*. Department of Women and Child Development Delhi: HRD Ministry, Government of India
11. Hasan, Zoya and Menon, Ritu.. 2005. *Educating Muslim Girls: A Comparison of Five Indian Cities* Delhi: Women Unlimited
12. Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' *Economic and Political Weekly* Vol. XLV No. 17 April 24

Semester - IV
EDUCATIONAL MANAGEMENT AND ORGANIZATION

Contact Hours: 60

Marks: 100
4 Credits

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

Unit I: Educational Administration and Management: Conceptual Framework. Periods: 10 hours

1. The concept and importance of Educational organization, Administration and management.
2. Distinction between Educational Administration and management.
3. The objectives and nature of Educational management
4. Educational management as a System: Concept, importance & principles of system management.

Unit II: Administration and Management of Education at Centre and State Periods: 15 hours

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: DSERT Management of Primary, Secondary and Higher Education and Grant-in- Aid Policy. Type of leaves, charge taking, handing over charge. The School Development and Monitoring Committee (SDMC) and Management Committee

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

- 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, importance and stages of institutional planning.
- 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.

Karnataka State Quality Assessment Organisation: Nature, Role and Function

Unit IV: Maintaining Healthy Education Institutional Climate Periods: 15 hours

- 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 Holding Staff Meeting and recording the minutes and Proceedings.

Bibliography

1. Aggarwal, J.C. (1987) _The Progress of Education in Free India‘, New Delhi: Arya Book Depot.
2. Aggarwal, J.C. (1994) _Educational Administration, Management and Supervision‘, New Delhi: Arya Book Depot.
3. Daft, Richard. L. (2000) _Management‘, USA: Harcourt College Publishers, Fort Worth, Texas.
4. Dash. B.N. (1996) _School Organization, Administration and Management‘, Hyderabad: Neel Kamal Publications, Pvt. Ltd.
5. Devegouda, A.C. (1973) _A Handbook of Administration of Education in

Mysore, Bangalore, Bangalore Book Bureau.

6. Halpin, Andrew.W (1966) _Theory and Research in Administration_, New York: Macmillan Company.
7. Hertzke, Eugene. R. and Olson, Warren. E. (1994) _Total Quality Education, Technology and Teaching_, New Delhi: SAGE Publications, India, Pvt. Ltd.
8. Knezevich, Stephan, J.(1975) _Administration of Public Education_, New York: Harper and Row Publishers.
9. Kochar, S.K. (1991) _Secondary School Administration_, New Delhi: Sterling Publishers.
10. Martin, Lawrence. L (1993) _Total Quality Management in Human Service Organizations_, New Delhi: SAGE Publications India, Pvt. Ltd.
11. Mathur, S.S. ((1969) _Educational Administration: Principles and Practices_, Jullundar: Krishna Brothers, Gate Mai Hiran.
12. Mathur, S.S. (1990) _Educational Administration and Management_, Ambala Cantt Indian Publication.
13. Mukhopadhyay, Marmar. (2005) _Total Quality Management in Education_, New Delhi: SAGE Publications.
14. Patted, L.B. (2000) _ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆ ಮತ್ತು ಶಾಲಾ ಆಡಳಿತ ನಿರ್ವಹಣೆ_, ಧಾರವಾಡ: ಆಕಳವಾಡಿ ಬುಕ್ ಡಿಪೋ.
15. Sachadev, M.S. (2001) _School Management_, Ludhiana: Bharat Book Centers.
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.
19. Tripathi, P.C and Reddy, P.N. (1991) _Principles of Management_, New Delhi: Tata McGraw Hill.

Semester - IV

Note: This paper applies to all the pedagogic courses. The student teacher has to do in two pedagogic subject that are opted by him for study part two specifically refers to higher secondary class subjects

ADVANCED PEADGOGY ON SPECIFIC SUBJECT OF STUDY (Common format for all pedagogies)

Credits: 2

Marks: 50

Theory to Practice:

Each of the following assignment will have the introductory theoretical presentation by the subject teacher and will also provide some exemplar. 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)

- I) Development of a content specific TLM and using in the class room to find out its effectiveness.
- II) Construct a lesson plan based on inducto –deductive method
- III) Design a blue print on a unit .
- IV) Develop a self –learning module on a concept.

Part-B

- I) Develop 10 linear programme frames on a unit. Tryout ,reflect and report.
- II) Analyses a topic from VIII/IX class in terms of information , concepts, theories, application and evolve a design to provide self learning material. Try out, reflect and report.
- III) Analyse performance of any five low achievers of VIII/IX/X/XI/XII class. Identify the constraints, provide remedial measures.
- IV) Analyse a class result of VIII/IX/X/XI/XIIstd of any institute and evolve a report of their performance, inputs, learner study habit and processes

Semester - IV
REFLECTIVE READING AND WRITING

Contact Hours: 30

Marks: 50

2 Credits

Unit 1 Expressive Reflections (6 hours)

1. Reflective and expository writings - 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:

Write up 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)

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

Unit 2 Reading beyond Text (9 hours)

1. Making Connections with the text- Text with Self, Text with Text and Text with World
2. Reading for Change – Multicultural Perspective (fiction, poetry)

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

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.
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.

Macaulay's Minutes

Extracts from Rousseau's 'Emile', Dewey's writings, Plato's Dialogues, books Of Krishnamurthi, Aurobindo, Tagore, Vivekananda, Gandhi and like.

Plays Autobiographies/biographies Journals Documentaries Fiction-

REFERENCES Reflective Reading

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

<http://www.monash.edu.au/lls/llonline/writing/education/reflectivewriting/3.xml>

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

<http://www.tandfonline.com/doi/abs/10.1080/03626784.1991.11107.5350>

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-teaching-in-the-use-of-context-in-reading-texts>

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

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

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

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

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

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

<https://prezi.com/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

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

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

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

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

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	Principal, Faculty Members	Curriculum finalized, Roles and Responsibilities sheets		
2.	Meeting	BEOs, Principals of B. Ed Colleges and Faculties and principals of selected PU colleges	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	College faculties	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	Developed materials for internship, B. Ed Curriculum, Roles and Responsibilities	Practice to use the internship materials effectively	

ii.a) Actual Internship Stage (I Phase)

Sl. No.	Activity	Place	Process	No of Days	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/ Faculty
2.	School Planning process		Taking SAP & SDP	1 day	Head Teacher/ Mentor
3.	School Academic Records		Interaction with Head Teacher and looking all academic records maintained	1 day	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,	1 day	Head Teacher/ Mentor
5.	Attending SDMC/PTA Meeting		SDMC/PTA constitution and meeting proceedings	1 day	Head Teacher
6.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	1 day	Head Teacher/ College faculty
7.	Observing at least two Mentor's Classes		Actual Class Observation by the trainees and followed by discussion	1 day	Head Teacher/ College faculty
8.	Observing at least one class of Head Teacher		Actual Class Observation by the trainees and followed by discussion	1 day	Principal / College faculty
9.	Visit to nearby HPS/Sec. schools to observe the various academic activities including class observation and academic records maintained	Allotted HPS/ Sec. School	Actual Class Observation by the trainees and followed by discussion	1 day	Principal / College faculty/Mentor
10.	Visit to Special School		Observation followed by discussion	1 day	College faculty
11.	Visit to Residential school		Observation followed by discussion	1 day	Mentor / College Faculty
12.	Visit to BEO office		Observation followed by discussion	1 day	Mentor / College Faculty
13.	Visit to BRC office		Observation followed by discussion	1 day	Mentor / College Faculty
14.	Visit to DIET		Observation followed by discussion	1 day	Mentor / College Faculty

ii b.) **Actual Internship Stage (II Phase)**

Sl. No.	Activity	Place	Process	No of Days	Monitoring Staff/ Agency
1.	Practice Teaching	Allotted School/ College	Actual trainee takes the class with regular allotment and getting feedback after each class	24 days	Head Teacher/Mentor
2.	Innovative class / ICT		Trainee with his/her own innovations takes the class and getting feed back after each class	2 day (2 Classes)	Head Teacher/Mentor
3.	Conducting Unit test		Trainee conducts the Unit test	1 day	Head Teacher/Mentor
4.	Declaring the results of the Unit test and prepare for next Remedial session			1 day	Head Teacher/Mentor
5.	Remedial classes		Trainee organises the Remedial classes to the below average students and conducts unit test	2 day	Head Teacher/Mentor
6.	Organising Co-scholastic activities to the students		Trainee organises various activities in the area of his choice including PE & HE	2 days	Head Teacher/Mentor
7.	Action research planning & data collection		Trainee during his practicing session identifies the low achievers and conducts action research	2 days	

iii. **Post Internship Stage at GCTEM (II Phase)**

Sl. No.	Activity	No. of days	Monitoring Agency
1.	Presentation by the trainee	1 day	Principal & College faculties
2.	Viva voce	1 day	Principal & College faculties
3.	Submission of Reports on Visits organised, Unit tests with analysis, Case study, Action Research, Co-Scholastic area report, Lesson Plan, Unit Plan,	1 day	Principal & College faculties
4.	Reports by the Head Teacher		Principal & College faculties
5.	Test lessons (1+1)	6 days	Principal(Chairman) & Examiners appointed by K U Exam board