

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

Objectives

To enable the teacher trainees:

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

## **CONTENT**

### **Unit - I: Fundamentals of Guidance and Counseling**

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

### **Unit - II: Personnel Associated with Guidance and Counseling**

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

### **Unit - III: Tools and Techniques in Guidance and Counseling**

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

### **Unit - IV: Career Guidance in Secondary Schools**


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


## Practicum:

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

## References:

1. Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984.
2. Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
4. Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
5. Geldard, K. and Geldard, D.: Counselling Children: A Practical Introduction. New Delhi: Sage Publications, 1997.
6. Gibson, R.L. and Mitchell, M.H.: Introduction to Counselling and Guidance. New Jersey: Merrill Prentice Hall, 1995.
7. Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques. Jaipur: Mangal Deep Publication, 2003.
8. Jaiswal, S.R.: Guidance and Counselling. Lucknow : Lucknow Prakashan, 1985.
9. Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers, 1984.
10. Koshy, Johns: Guidance and Counselling. New Delhi: Dominant Publisher, 2004.
11. Mittal, M.L.: Kariyar Nirdeshan Avem Rojgar Suchana. Meerut: International Publication House, 2004.

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

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

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

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

## **UNIT I- INTRODUCTION TO VALUES**

**10 Hours**

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

## **UNIT II – SOURCES OF VALUES**

**10 Hours**

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

## **UNIT III- ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION**

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

## UNIT IV- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS

- 4.1 Direct Approach: Meaning and Strategies – Sharing reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Photo language, Brain Storming- Meaning, Importance, use, steps, merits and limitations.
- 4.2 Indirect Approach: meaning and Strategies- Identification of plug points in school Subjects for value education (integration in the teaching of school subjects).
- 4.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values- Deliberate and unplanned.
- 4.4 Value Crisis in Indian society-Evil practices of Society-Drinking, Gambling, and Impact on family, children and individual development.
- 4.5 Problems interfering at global level: Parochialism, Regionalism. Fanaticism.
- 4.6 Prevention and Rehabilitation measures to eradicate evil practices.

### PRACTICUM/ACTIVITY:

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
2. Organize educational exhibition on any of the following topics:
  - I. Cultural Heritage,
  - II. National Integration
  - III. Secularism
  - IV. Family
  - V. Religion

### REFERENCES:

1. Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.
2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.
3. George, J. 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., RuchikaNath, (2005). Value Education, Delhi: APH Publishing Co.
7. Maslow, A. H. (1968). Motivation and Personality, (2ndEd.), New York; Harper
8. Meyer, J. R. (1976) Reflections on Value Education Waterloo, Canada; Wilfrid Laurier, University Press
9. Fundamental duties of citizen Government of India, New Delhi; Ministry of 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. PullockBasu, (2010). Universal Declaration of Human rights Law Related to Human Rights, Allahabad; Modern Law Publication
14. Human Development and Education, New York; Longman's Green & Co.

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

- OBJECTIVES:** On completion of the course the student-teachers will able to
- Understand the significance of health education for the all round development.
  - Develop the understanding of physical education & its related fields.
  - Assist teacher for good conduct of physical education programme.
  - Acquire the knowledge of first aid & Develop leadership qualities.
  - Acquire knowledge of communicable diseases.
  - Develop the skills of organising sports, games and other physical education activities.

### **Unit I : Health Education :**

- 1.1: Meaning & definition of health , role of a teacher in promoting health of children.
- 1.2: Meaning, scope , Aims and objectives of health education.
- 1.3: Personal hygiene importance,& factors influence personal hygiene.
- 1.4: Balanced diet, meaning & benefits.

### **Unit – II Health services and supervision**

- 2.1: Medical inspection: Meaning, objectives & procedure

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

### Unit 3: Physical Education & Its related fields

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

### Unit 4 : Organisation of Physical education activities

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

#### Practicum:

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

#### REFERENCES:

1. Bucher, C.A., (1964). Foundations of Physical Education, New York: Mosby and Company
2. Kilander, H.F., (1971). School Health Education, New York: Mac Millian Company
3. Atwal & Kansal, (2003) A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
4. Kamlesh. M.L. & Sangral, M.S (1986) Methods in physical Education, Ludhiana : Prakash Brothers
5. Kaur, Manjeet, (2003) Health and Physical Education.
6. Ludhiana: Tendon Publications.
7. Singh, Ajmer & Gill, Jagtar Singh and Brar, Racchpal Singh and Bains, Jagdish and Rathee,



8. NirmaljitKaur,(2003) Essentials of Physical Education, Ludhiana : Kalyani Publishers.
9. Thomas, J.P. :Organisation of Physical Education.
10. KamleshSangari : History and Principles of Physical Education.
11. Voltmer and Esslinger: Organization and administration of physical education. Times of India. Press.
12. Chales A Buchor Eviyn M.Reade: Physical education and Health Education in the Elementary School, MacMillan.
- 13.Charles A Boucher: Foundation of Physical Education, St.Louis, The C.Y.Mosby Company.
14. Health and Physical Education- S.K.Mangal.
15. Health and Physical Education – L.M.Sharma.
16. Organization, administration and recreation in physical education-Prakash Brothers.
17. Athletics for Schools – Dennis watts and Bill marlow.
18. Health Education – C.V.Myageri
19. Health and Physical Education for B.Ed and B.P.Ed students of All Indian Universities- R.S Hiremath
20. ಆರೋಗ್ಯ ವಿಜ್ಞಾನ ಮತ್ತು ಆರೋಗ್ಯ ಶಿಕ್ಷಣ – ಸಿ.ವಿ ಮ್ಯಾಗೇರಿ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
21. ಸಮಗ್ರ ಕ್ರೀಡಾಂಗಣ – ಭಾಗ – ೧ – ಎಸ್.ಎಂ.ಅರಳಿಮಟ್ಟಿ
22. ಸಮಗ್ರ ಕ್ರೀಡಾಂಗಣ – ಭಾಗ – ೨ – ಎಸ್.ಎಂ.ಅರಳಿಮಟ್ಟಿ
23. ಆರೋಗ್ಯ ಮತ್ತು ದೈಹಿಕ ಶಿಕ್ಷಣ – ರಾಜಶೇಖರ ಎಸ್.ಹಿರೇಮಠ

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

### Objectives:

Student-Teacher will be able to:

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

## **Unit 1: Our Environment**

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

## **Unit 2: Pollution and Environmental Education**

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

## **Unit 3: Management and Conservation of Environment**

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

## **Unit 4: International Efforts on Environment**

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

## **Practicum/Field Work:**

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

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

#### REFERENCES :

- Banerjoi, Samir K., (1994). Environmental Chemistry, Prentice Hall of India Pvt Ltd., New Delhi.
- Deshbandhu et.al., (1995). Environmental Education for Sustainable Development, India Environmental Society, New Delhi.
- EEPT, (1998). Environmental Education Modules, CEE South, Bangalore.
- Environmental Education Series, (1983). UNESCO - NUEP, Series of 22 volumes brought out by UNESCO, Paris, France.
- Jadav, H.V., (1995). Environmental Pollution, Himalaya Publishing House, Bombay.
- Katyal, Timy., Satake, M., (1989). Environmental Pollution, Anmol Publications, New Delhi.
- Krishnamacharyalu & Reddy, (2004). Environmental Education, Neelkamal Pub., Hyderabad.
- Man and Environment : A Textbook for Geography for Class IX, (1978). NCERT, New Delhi,.
- Nair, P.K.G., (1993). Principles of Environmental Biology, Himalaya Publishing House, Bombay.
- Pandey, G.N., Environmental Management, (1997). Vikas Publishing House, New Delhi,.
- Panneerselvam A., and Ramakrishna Mohan, (1996). Environmental Science Education, Sterling Publishers Pvt.Ltd., New Delhi.
- Ravindranath, M.J., Bhaskara, S., (Ed.), (1997). Environmental Education in Pre-service Teacher Education (EEPT).. Centre for Environment Education, Bangalore,.
- Roddannavar J.G., (2009). Environmental Education, Vidhynidhi Pub., Gadag.
- Sastri, M.N., (1993). Introduction to Environment, Himalaya Publishing House, Bombay.

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

**Objectives:**

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

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

**UNIT: I- CURRICULUM STUDY IN CHEMISTRY**

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

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

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

**UNIT: III-METHODS AND APPROACHES OF TEACHING CHEMISTRY :**

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

**Unit IV Maxims of Teaching in relation to Chemistry**

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

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

**10 HOURS**

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

**REFERENCES:**

1. Anderson, R.D et al. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines. The Curriculum Reform Project. USA: University of Colorado.
2. Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Deace and World Inc.

CBSE: ICSE – SCIENCE TEXT BOOKS.

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Year	II	Course Code:	Credits 4	Hours
Semester	III	<b>Subject specific pedagogy: Physics</b>	Marks 80+20=100	60

### Objectives:

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

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

### UNIT I- APPROACHES AND METHODS OF TEACHING PHYSICS-

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

### UNIT II- PHYSICS CURRICULUM STUDY.

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

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

### UNIT III- Resources and Approaches to teach Physics

3.1 Physics text book, Teacher hand book

3.2 Laboratory and manuals, Student work Books

3.3 Learner centered and activity centered approaches – difference

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

### Unit IV Maxims of Teaching in relation to Physics

4.1 Maxims of teaching.

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

4.3 Demonstration, Experimentation, etc.

### PRACTICUM/FIELD WORK

10 HOURS

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

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

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

4. Preparation of programmed instruction learning material.

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

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

### 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.

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](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf)
- [https://education.alberta.ca/media/1234045/makingadifference\\_2010.pdf](https://education.alberta.ca/media/1234045/makingadifference_2010.pdf)[http://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee-75fa23092d3/1/full\\_text\\_final.pdf](http://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](http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf)
- [https://www.academia.edu/2527715/Suffrage\\_feudal\\_democracy\\_treaty...\\_historys\\_building\\_blocks\\_Learning\\_to\\_teach\\_historical\\_concepts](https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_building_blocks_Learning_to_teach_historical_concepts)
- [http://www.educ.ualberta.ca/css/Css\\_38\\_2/ARhistorical\\_imagination\\_collingwood.html](http://www.educ.ualberta.ca/css/Css_38_2/ARhistorical_imagination_collingwood.html) Multi perceptivity and Mono perceptivity - the question of the truth in history?
- [http://www.theewc.org/uploads/content/archive/History\\_teaching\\_today\\_manual\\_1.pdf](http://www.theewc.org/uploads/content/archive/History_teaching_today_manual_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](http://www.huffingtonpost.com/matthew-lynch-edd/culturally-responsivepedagogy_b_1147364.html?ir=India)
- <https://sheg.stanford.edu/historical-thinking-chart>

Year	II	Course Code:	Credits 4	Hour
Semester	III	<b>Subject specific pedagogy: Geography</b>	<b>Marks 80+20=100</b>	<b>60</b>



## OBJECTIVES:

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

## UNIT I: GEOGRAPHY AS A SUBJECT

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

## UNIT II: ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION

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

## UNIT III: LEARNING RESOURCES

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

## Unit IV Maxims of Teaching in relation to Geography

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

#### 4.3 Dramatization, Explanation etc.

##### **Practicum:**

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

Choose any one from the following:

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

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

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##### **Websites:**

[http://education.nationalgeographic.com/education/media/what-is-geoliteracy/?ar\\_a=1](http://education.nationalgeographic.com/education/media/what-is-geoliteracy/?ar_a=1)

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

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

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

## **Unit I – Understanding History Nature of History**

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

## **Unit II: Constructing History**

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

## **Unit III- Pedagogies of teaching History and Political Science**

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

## **Unit IV Maxims of Teaching in relation to history**

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

### **Practicum:**

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

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

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