

RANI CHANNAMMA UNIVERSITY

VIDYA SANGAM, NH-4, BHUTRAMANAHATTI,

BELGAUM-56



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

EFFECT FROM 2017-18

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

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

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

1.00 Preamble.

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

2.00 Title, Application and Commencement.-

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

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

3.00 Monitoring and Regulation of the Course:

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

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

4.00 Definitions of the Key terms Used in the Regulation.

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

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

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

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

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

5.00 Intake.

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

6.00 Eligibility and Choice of pedagogic Subjects :

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

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

Each one has to select two methods as prescribed below:

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

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

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

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

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

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

7.00 Medium of Instruction:

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

8.00 Admission Procedure:

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

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

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

10.00 Curricular Components.

The course shall have the curricular components namely:

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

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

Details of Working Duration, Credits and Marks

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

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

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

11.00 Credits, Marks and Passing Standards :

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

Semester I

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

Semester II

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

SEMESTER-III

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

SEMESTER-IV

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

12.00 Modalities of Transaction and Assessment.

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

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

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

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

PRACTICE LESSONS ACROSS FOUR TERMS

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

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

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

Part-B: Modalities of transaction:

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

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

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

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

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

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

Type 2: Simulation Practices: (2 Credits):

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

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

Video lesson Activity:

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

Type 3: Competency Based Instruction:

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

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

Type 4: Lab Works :

- ICT Basic : one credit
ICT application : one credit

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

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

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

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

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

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

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

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

Some of the ICT mediated activities to be undertaken are:

Basic Competencies:

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

Additional Activities:

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

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

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

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

Some of the sample assignments are listed below

A) Lab assignment :

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

B) Field assignments:

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

Type 5: Field Work:

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

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

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

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

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

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

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

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

13.00 **Mandatory Institutional Requisites.**

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

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

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

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

14.00 **Monitoring Academics and Assessment**

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

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

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

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

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

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

15.00 Working Days

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

16.00 Attendance and Conduct :

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

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

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

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

17.00 Successful Completion of Course work:

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

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

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

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

18.00 Assessment and Evaluation

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

Internal Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

V_i denotes the credit value specified for the course.

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

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

19.00 Issuance of Grade Certificate.

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

20.00 Provision for Appeal:

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

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

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

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

21.00 Challenge valuation

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

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

22.00 Provision for improvement :

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

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

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

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

23.00 Pending Course/s:

In case a candidate, theory course, securing less than 32 percentage points out of 80 percentage points in C3 (i.e., 40% of total marks assigned for C3) secures more than 32 percentage points out of 80 percentage points in C3 but less than 50 percentage points out of 100 percentage points in C1, C2 and C3 put together, the candidate is said to have not completed the course and he/she has to utilize PENDING option.

The candidate with pending option shall complete C3 component before the completion of three years from the date of admission by reappearing only for C3 component of that course and he/she carries the same marks awarded in C1 and C2.

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

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

24.00 Improvement of Results:

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

25.00 Reappearing for assessment:

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

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

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

26.00 Discard policy of Answer Sheets:

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

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

27.00 Repeal and Saving Clause

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

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

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

BLUEPRINT OF TWO YEAR B.ED COURSE

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

SEMESTER I

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

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

Objectives

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

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

Unit 1: Introduction to Educational Psychology

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

Unit 2: Concept and Approaches to Human Development

A. Concept

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

B. Approaches

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

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

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

Unit 4: Adolescence to Adulthood

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

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

B) Transitions into Adulthood

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

Practicum:

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

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

Suggested Readings

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

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

Objectives of course

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

Unit 1: Philosophical Foundation of Education

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

Unit 2: Schools of Philosophy

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

Unit 3: Sociological bases of Education

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

Unit 4: State and Education:

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

Practicum

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

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

Suggestive Readings:-

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

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

Objectives:

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

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

Unit- I Basics of Educational Technology

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

Unit-II Media in Education

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

Unit- III Teaching Technology and ICT Resouces

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

Unit-IV Understanding of ICT in Education

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

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

Practicum

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

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

Objectives

Student-Teacher will be able to:

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

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

Unit 1: General Introduction on Language, Policies and Politics

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

Unit 2: Language and Literacy in the Context of School

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

Unit 3: Language Processes and the Classroom Context

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

Unit 4: Transactional Strategies.

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

Practicum:

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

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

Readings

1. Agnihotri, R. K. (1996). KaunBhashaKaunBoli. Sandarbh 13, 37-43
2. Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.
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Year	I	Course Code:	Credits 3 +1	Hours
Semester	I	Understanding Discipline and pedagogy: Social Science	Marks 80+20=100	60

Objectives of the Course

Student-Teacher will be able to:

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

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

1.1 History and Geography- Temporal and Spatial Dimensions.

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

Unit 2: Social Science in Schools

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

Unit 3: Pedagogical practices in Social Science Curriculum

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

Unit 4: Transactional Strategies.

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

Practicum:

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

Suggested Readings

1. Arora &Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
2. Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi.
3. Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
4. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
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Year	I	Course Code:	Credits 3 +1	Hours
Semester	I	Understanding Discipline and pedagogy: Science	Marks 80+20=100	60

Objectives

Student-Teacher will be able to:

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

Unit I : Nature of Science and Science Education

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

Unit II: The learner Context

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

Unit III: The science curriculum

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

Unit 4: Transactional Strategies.

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

Practicum:

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

Suggested Reading List

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15. *Rashtriya Madhyamik Shiksha Abhiyan* (2005), MHRD: New Delhi
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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
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Year	I	Course Code:	Credits 3 +1	Hours
Semester	I	Understanding Discipline and Pedagogy: Mathematics	Marks 80+20=100	60

Objectives

Student teacher will be able to

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

UNIT 1: Introduction to Mathematical Thinking

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

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

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

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

UNIT 2: Learning Mathematics

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

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

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

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

UNIT 3: Mathematics for Equity and Social Justice

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

Unit 4: Transactional Strategies.

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

Practicum:

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

Readings and resources

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- D’Ambrosio, U. (1985). Ethnomathematics and its place in the history and pedagogy of mathematics. *For the Learning of Mathematics*, 5(1), 44–48.
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- Chapin, O’Connor, & Anderson (2009). *Classroom discussions: Using math talk in elementary classrooms*. Math Solutions.
- Cirillo, M. (2009). Ten things to consider when teaching proof. *Mathematics Teacher*, 103(4), 250-257.
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TIMSS Videos of mathematics classrooms available at: <http://www.timssvideo.com/videos/Mathematics>

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

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- Davis, B. (2001). Why teach mathematics to all students? *For the Learning of Mathematics*, 21(1), 17–24.
- Dweck, C.S. (2006). Is math a gift? Beliefs that put females at risk. In W.W.S.J.Ceci (Ed.), *Why Aren't More Women in Science? Top Researchers Debate the Evidence*. American Psychological Association.
- Eccles, J & Jacobs, J.E. (1986). Social forces shape math attitudes and performance. *Signs: Journal of Women in Culture and Society*, 11(21), 367-380.
- Greer, B., Mukhopadhyay, S., & Powell, A. B. (Eds.). (2009). *Culturally responsive mathematics education*. Routledge.
- Gutstein, E., Lipman, P., Hernandez, P. & de los Reyes, R. (1997). Culturally relevant mathematics teaching in a Mexican American context, *Journal for Research in Mathematics Education*, 28(6), 709- 737.

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

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

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

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

Objectives:

Student-Teacher will be able to:

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

UNIT-1: NATURE OF COMMERCE AND ECONOMICS

1.1 Commerce and economics-meaning, concept and definitions

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

UNIT -2: INTRODUCTION TO COMMERCE AND ECONOMICS TEACHING

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

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

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

UNIT 4: TRANSACTIONAL STRATEGIES.

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

Practicum:

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

Suggested Readings

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

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

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

Objectives:

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

Unit one: Basics of Academic disciplines (4 lectures)

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

Unit Two: Teaching across disciplines

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

Unit Three: Humanities and Social Sciences in the Curriculum

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

Unit Four: Natural Sciences and Mathematics in the Curriculum

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

Unit 4: Transactional Strategies.

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

Practicum:

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

References:

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

4. Position Paper of National Focus Group on Teaching of Science, NCERT publication

5. Position Paper of National Focus Group on Teaching of Mathematics, NCERT publication

6. Position Paper of National Focus Group on Social Sciences, NCERT publication

7. Position Paper of National Focus Group on Teaching of Languages, NCERT publication

8. Mathematics Education in India: Status and Outlook, Edited by R. Ramanujam and K. Subramanian, published by Homi Bhabha Centre for Science Education

9. What are Academic Disciplines? Working Paper by Armin Krishnan

Websites:

- www.ivorgoodson.com/curriculum-studies

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

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

- <http://journals.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/>

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

Aims of the Course

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

Course Contents

Unit I. ICT basics: Operating system and application software

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

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

Unit II Computer Applications and Internet

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

Practicum:

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

Assessment :

Sl.No.	Items	Internal Marks	External Marks
1	Assignment / Lab Records	10	--
2	One Test	10	--
3	Practical Exam	5	--
4			
Total		25	00

Working hours per week:

Sl.No	Work	Periods
1	Laboratory	4
Total		4

Suggestive Readings

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

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

Objective:

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

Theory:

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

Practicum:**Lab Assignment**

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

Field Assignment

Conducting any two case studies

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

Report

Writing a report for the above mentioned activities and submission

References :

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

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

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

Objectives:

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

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

Unit 1 - Nature and functions of language in general

1.1 Language is context based: Need to create input rich environment for language learning; Sources of inputs - Home, community, school environment, language syllabus, subject inputs; Transition from home tongue to school tongue to an academic language.

1.2 Centrality of language in the curriculum: Uses of language - for receiving auditory and textual information, reflecting, relating, conceptualizing, expressing/sharing – oral and written, giving feedback.

Unit 2 – Concept of Language across Curriculum

2.1 **Concept** of language across the curriculum – assumptions – need for consideration

2.2 Language learning and learning of different subjects – interrelationships – influence of language proficiency on the learning of other subjects.

Practicum:

Every student teacher will undergo any ten activities listed below.

- Maintaining subject dictionary
- Poem recitation
- Art of Narration

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

References :

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

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

Objectives:

At the completion of the course the student teachers will,

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

A. Theory

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

B. Micro Skills

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

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

Submission of the Micro Teaching record along with CD.

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

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

References :

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

SEMESTER II

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

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

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

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

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

Unit 1: Human Learning

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

Unit 2: Intelligence and creativity

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

Unit 3: Learning Process and Motivation

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

Unit 4: Teaching Learning Process and Effective Teaching

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

Practicum:

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

Essential Readings

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

15.Suggested Readings

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

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

Objectives:

Student - Teachers will be able.....

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

Unit - 1 Epistemological Basis of Education

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

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

Unit : 2 Social Basis of Education

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

Unit - 3 Process of Curriculum Development

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

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

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

Practicum/ Field Work

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

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

Reference

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

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

Objectives:

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

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

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

Unit – 1 Meaning and importance of Education

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

Unit – 2 Constitutional provisions and Current Issues in Indian Education

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

Unit –3 Types of School in India

Types of School

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

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

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

Practicum:

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

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

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

Essential Readings

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

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

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

Objectives:

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

4. Understand the role of teacher in various contexts.

5. Equip with abilities for TLM preparation.

Unit 1: Teaching-learning System

1.1. Teaching: System approach

1.2. Inputs for the learning-teaching system

1.3. Learning, evaluation and feed back

1.4. Objectives for teaching –learning system , detailed Taxonomy

Unit 2: Empowering teacher with tools and techniques.

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

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

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

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

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

Unit 3: Teaching and teacher as facilitator

3.1. Techniques of teaching :

Questioning, Discussing, narrating,

3.2. Methods of teaching:

Indicting, Deduction, Inducto-deductive processes,

3.3. Approaches of teaching:

Expository, Discovery, Enquiry, Dialectical,

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

Unit 4: Teaching learning material

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

4.2. Multimedia material : print material, e-material

4.3. Learning packages

4.4. Soft ware material

4.5. Performance tasks and material

4.6. Exercise and practice materials

Practicum:

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

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- Dash, B. (2011). *A Text Book of Educational Technology*. New Dlehi: Wisdom Press.
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- Mangal, S., & Mangal, U. (2012). *Essentials of Eudcational Technology* . New Delhi : PHI Learning Pvt Ltd.
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- Nehru, D. R. (2013). *E-Learning Theory and Practice*. New Delhi: A.P.H Corporation .
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- R.S.Chauhan, D. (2014). *ICT in Education* . New Delhi: A.P.H Publishing Corporation

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

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

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

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

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

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

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

Objectives:

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

Unit 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART

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

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

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

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

Unit 2: Application of drama and art in academics

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

2.2. Integration of Drama and Art in the school curriculum

2.3. Developing aesthetic sensibility through Drama and Art

a) Display the educative function of drama and art through a street play

b) Write an essay on how drama and art fulfill their persuasive and development functions.

b. Integration of Drama and Art in the school curriculum

Practicum

1. Workshop on techniques of integrating drama and art in teaching.

2. Develop a song, play, or drama on any of the topic in the curriculum.

3. Visit to any centre of art (museums, art gallery, or institutes of performing arts like NCPA) and observe pieces of art/play . Group discussion can be conducted on the observation highlighting the aesthetics in art.

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

5. Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.

Recommended Books/websites:

1) Axelrod,H.R.: Sand Painting for Terrariums and Aquariums, T.F.H. Publications, 1975.

2) Boal, A.: Games for actors and non actors, 2nd Ed., Routledge, London, 2005

3) Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165–181). New York: Teachers College Press.CCRT official website

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

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

Objectives

To enable the teacher trainees:

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

CONTENT

Unit - I: Fundamentals of Guidance and Counseling

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

Unit - II: Personnel Associated with Guidance and Counseling

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

Unit - III: Tools and Techniques in Guidance and Counseling

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

Unit - IV: Career Guidance in Secondary Schools

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

4.3. Children with Disabilities; Disadvantaged Children

Practicum:

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

References:

1. Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984.
2. Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
4. Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
5. Geldard, K. and Geldard, D.: Counselling Children: A Practical Introduction. New Delhi: Sage Publications, 1997.
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7. Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques. Jaipur: Mangal Deep Publication, 2003.
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9. Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers, 1984.
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11. Mittal, M.L.: Kariyar Nirdeshan Avem Rojgar Suchana. Meerut: International Publication House, 2004.

12. Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw Hill Book Company, 1941.
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15. Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.
16. Pal, H.R. and Pal, A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.
17. Rao, S. Narayana: Counselling and Guidance and Elementary School. New Delhi: Anmol Prakashn, 2002.
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22. Taneja, V.R.: First Course in Guidance and Counselling. Chandigarh: Mohindra Capital, 1972.
23. Vashist, S.R.: Vocational Guidance and Elementary School. New Delhi: Anmol Prakashan, 2002.

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

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

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

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

UNIT I- INTRODUCTION TO VALUES

10 Hours

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

UNIT II – SOURCES OF VALUES

10 Hours

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

UNIT III- ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION

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

UNIT IV- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS

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

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

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

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

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

4.6 Prevention and Rehabilitation measures to eradicate evil practices.

PRACTICUM/ACTIVITY:

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

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

I. Cultural Heritage,

II. National Integration

III. Secularism

IV. Family

V. Religion

REFERENCES:

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

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

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

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

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

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

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

Unit I : Health Education :

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

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

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

1.4: Balanced diet, meaning & benefits.

Unit – II Health services and supervision

2.1: Medical inspection: Meaning, objectives & procedure

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

Unit 3: Physical Education & Its related fields

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

Unit 4 : Organisation of Physical education activities

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

Practicum:

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

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

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

Objectives:

Student-Teacher will be able to:

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

Unit 1: Our Environment

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

Unit 2: Pollution and Environmental Education

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

Unit 3: Management and Conservation of Environment

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

Unit 4: International Efforts on Environment

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

Practicum/Field Work:

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

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

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- Trivedi, R.N., (1992). Environmental Problems: Prospects and Constraints, Anmol Publications, New Delhi.

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

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

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

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

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

Activities/practical: (two weeks)

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

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

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

SEMESTER III

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

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

Objectives:

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

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

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

UNIT I – INTRODUCTION TO INCLUSIVE EDUCATION

1.1 Concept of Inclusive Education, Integrated Education and Special Education.

1.2 Need, Objectives & scope of Inclusive Education.

1.3 Factors responsible for successful inclusion in the mainstream – future vision

- a) Understanding the cultures,
- b) policies and practices of Inclusive schools
- c) Definition of disability and inclusion in educational framework
- d) Threats of psychological problems of disability
- e) Models of disability
- f) Policies and programs of Inclusions
- g) Identification of barriers in learning and participation in relation to learners in Inclusive set up.

UNIT II –DIFFERENTLY ABLED CHILDREN IN INCLUSIVE SYSTEM.

2.1 Concept, Identification, classification, characteristics, causes, problems, prevention and educational provisions for-

2.1 Physically challenged.

2.2 Visually challenged.

2.3 Children with auditory challenges.

2.4 Children with speech challenges.

2.5 Children with adjust with Minority school, Sainik school, Novodaya, School, Murarji School, Kuvempu School and English medium School.

2.6 Mentally challenged.

2.7 Children with learning challenges.

UNIT III – POLICIES AND PROVISIONS FOR INCLUSION

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

3.2 International Policies.

3.3 Legal Provisions.

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

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

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

UNIT IV – ISSUES AND CHALLENGES AND INNOVATIVE PRACTICES

4.1 Early identification.

4.2 School and Curricular adaptation.

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

4.4 Evaluation procedures.

Practicum:

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

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

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

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2. Maitra Krihna, Sazena Vandana – 2008, "Inclusion Issues and Perspectives", Kanishka Publishers, New Delhi.
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12. Rehabilitation Council of India. Status of Disability in India – 2009, Ministry of SJ & E.
13. Kirk, A. Samuel. “Education Exceptional children.”
14. Panda B.N Education of Exceptional children.
15. BinodKuamrSahu, Education of Exceptional children.

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

Objectives:

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

Unit 1: Overview of Assessment, evaluation and measurement

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

UNIT 2. Tools of Evaluation and their uses

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

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

UNIT 3. Standard tests and Teacher made achievement tests.

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

UNIT 4 Data processing and statistics

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

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

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

REFERENCE BOOKS

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

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

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

ವಿಷಯ:ಕನ್ನಡ ಬೋಧನೆ

Marks: 50

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

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

ಘಟಕ 1 ಸಾಹಿತ್ಯ ಬೋಧನೆ

1.1 ಸಾಹಿತ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

1.2 (ಅ) ಗದ್ಯ ಬೋಧನೆ

1.2.1 ಗದ್ಯದ ಪರಿಕಲ್ಪನೆ, ಗದ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

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

1.2.3 ಗದ್ಯ ಪಾಠ ಪ್ರಶಂಸೆ

1.3 (ಬ) ಪದ್ಯ ಬೋಧನೆ

1.3.1 ಪದ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

1.3.2 ಪದ್ಯದ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

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

1.3.4 ಪದ್ಯದ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆ

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

1.5 ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು

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

ಘಟಕ 2 ಮೌಲ್ಯಮಾಪನ

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

ಘಟಕ 3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕ ಮತ್ತು ಸಹಪಠ್ಯಚಿಟುವಟಿಕೆಗಳು

- 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 ಚಿಟುವಟಿಕೆಗಳು/ ಪಠ್ಯಪೂರಕ ಚಿಟುವಟಿಕೆಗಳು
 - 3.4.1 ಸಹಪಠ್ಯ ಚಿಟುವಟಿಕೆಗಳ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ
 - 3.5 ಸಹಪಠ್ಯ ಚಿಟುವಟಿಕೆಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಪ್ರೌಢಶಾಲೆಯಲ್ಲಿ ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆ
 - 3.5.1 ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ
 - 3.5.2 ಕವಿಗೋಷ್ಠಿಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ
 - 3.5.3 ಸಾಹಿತ್ಯ ಸಂಘಗಳು ಮತ್ತು ಬಳಗಗಳು: ಇವುಗಳ ಸಾಹಿತ್ಯಿಕ ಕಾರ್ಯಗಳು
 - 3.5.4 ಸ್ಪರ್ಧೆಗಳು: ಚರ್ಚಾಸ್ಪರ್ಧೆ, ಸಿದ್ಧಿಪಡಿಸಿದ ಭಾಷಣ ಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ ಸ್ಪರ್ಧೆ, ವಾಚನ ಸ್ಪರ್ಧೆ, ಕವನವಾಚನ ಸ್ಪರ್ಧೆ, ಪ್ರಬಂಧ ಸ್ಪರ್ಧೆ ಮತ್ತು ಸಂಗೀತ/ ಹಾಡುವ ಸ್ಪರ್ಧೆ ಇತ್ಯಾದಿಗಳು
 - 3.5.5 ಏಕಪಾತ್ರಾಭಿನಯ, ಭಾವಭಿನಯ ಮತ್ತು ಮೂಕಾಭಿನಯ
 - 3.5.6 ಕರ್ನಾಟಕ ಸಂಘ/ ಕನ್ನಡ ಸಂಘದ ಸ್ಥಾಪನೆ

11 ಅವಧಿಗಳು

ಬೋಧನಾ ಕಾರ್ಯ ವಿಧಾನಗಳು (Mode of Transation)

ಉಪನ್ಯಾಸ, ಸೆಮಿನಾರ್, ಟ್ಯುಟೋರಿಯಲ್, ಚರ್ಚೆ

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು (Practicum)/ ದತ್ತ ಕಾರ್ಯಗಳು (Assignment)

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

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

ಆಧಾರ ಗ್ರಂಥಗಳು/ ಆಕರ ಗ್ರಂಥಗಳು

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

Objectives:

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

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

UNIT – I: ACQUISITION OF LANGUAGE SKILLS

12 HOURS

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

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

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

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

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

Unit 4 Maxims of teaching in relation to English

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

4.2 Dramatization, Explanation etc.

PRACTICUM/FIELD WORK :(ANY ONE)

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

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

Objectives:

On completion of this course the students will be able to

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

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

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

Unit 2 Developing Language Skills

- 2.1 Auditory
- 2.2 Speaking
- 2.3 Reading

2.4 Writing.

2.5 Role of Hindi as Cultural, Functional and literary.

UNIT 3- TECHNIQUE AND METHODS OF TEACHING HINDI.

3.1 Lecture method, Inductive and Deductive methods.

3.2 Integration of content and methods.

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

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

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

Unit 4: Maxims of teaching in relation to Hindi Language

4.1 Maxims of teaching.

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

4.3 Dramatization, Explanation etc.

PRACTICUM/FIELD WORK (Any one):

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

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

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

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

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

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

Unit-2 Aims and Objectives

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

UNIT 3- TECHNIQUE AND DEVICES OF TEACHING URDU.

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

Unit 4 Maxims of Teaching in relation to Urdu language

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

PRACTICAL ACTIVITIES :(ANY ONE)

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

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

OBJECTIVES:

To enable the student teacher to :

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

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

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

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

UNIT –II - Methods of teaching sanskrit

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

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

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

UNIT III: Teaching of various aspects of sanskrit.

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

Unit 4 Maxims of teaching in relation to Sanskrit

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

PRACTICUM—

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

References:

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

Objectives:

On completion of this course the students will be able to

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

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

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

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

Unit 2 Developing Language Skills

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

UNIT 3- Techniques and methods of teaching Marathi

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

Unit 4: Maxims of teaching in relation to Marathi Language

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

PRACTICUM/FIELD WORK (Any one):

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

Reference

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

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

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

Unit I – Understanding History Nature of History

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

Unit II: Constructing History

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

Unit III- Pedagogies of teaching History and Political Science

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

Unit IV Maxims of Teaching in relation to history

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

Practicum:

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

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

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http://www.theewc.org/uploads/content/archive/History_teaching_today_manua
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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: Geography	Marks 80+20=100	60

OBJECTIVES:

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

UNIT I: GEOGRAPHY AS A SUBJECT

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

UNIT II: ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION

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

UNIT III: LEARNING RESOURCES

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

Unit IV Maxims of Teaching in relation to Geography

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

4.3 Dramatization, Explanation etc.

Practicum:

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

Choose any one from the following:

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

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

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

Objectives:

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

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

UNIT I- APPROACHES AND METHODS OF TEACHING PHYSICS-

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

UNIT II- PHYSICS CURRICULUM STUDY.

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

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

UNIT III- Resources and Approaches to teach Physics

3.1 Physics text book, Teacher hand book

3.2 Laboratory and manuals, Student work Books

3.3 Learner centered and activity centered approaches – difference

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

Unit IV Maxims of Teaching in relation to Physics

4.1 Maxims of teaching.

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

4.3 Demonstration, Experimentation, etc.

PRACTICUM/FIELD WORK

10 HOURS

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

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

Objectives:

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

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

UNIT: I- CURRICULUM STUDY IN CHEMISTRY

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

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

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

UNIT: III-METHODS AND APPROACHES OF TEACHING CHEMISTRY :

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

Unit IV Maxims of Teaching in relation to Chemistry

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

PRACTICUM/ACTIVITIES: (ANY ONE)

10 HOURS

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

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CBSE; ICSE – SCIENCE TEXT BOOKS.

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

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

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

Objectives:

Student-Teacher will be able to:

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

Unit 1: Approaches and Methods of Teaching Physical Sciences

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

Unit 2:Curriculum Study of Physical sciences

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

Unit 3: Resources to Teach Physical Science

- 3.1 Physical science text book, Teacher hand book.

- 3.2 Laboratory manuals.
- 3.3 Student work Books.

Unit IV Maxims of Teaching in relation to Physical science

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

Practicum/Field Work:

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

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- 1. Ahmed, Shaikti R. (1983) Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration, New Delhi; NIEPA Mimeo.
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- 3. Bose, A. H. Sood, J.K. and Vaidya, N. (1970), Strategies in Science Education. Regional Institute of Education, Ajmer.
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- 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, EMerrill 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. Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, Earcourt Dcace and World Inc. CBSE; ICSE – SCIENCE TEXT BOOKS.
25. Chemistry Text Book, (1964). Lab Manual and Teacher's Guide Book. New Delhi: NCERT.
26. Discovery teaching in science – Columbus, Ohio; chales E. Merrill Books, Inc.,
27. Falvery, P. Holbrook, J. & Conian, D. (1994). Assessing Students, Longmans Publications, Hongkong.
28. Gage N.L (ed). Hand book of Research in teaching
29. Husen, T. & Keeves, J.P. (Eds.). (1991). Issues in Science Education, Oxford: Pergamon Press.
30. Narendra Vaidya. () Impact of Science teaching –
10. Jenkins, E.W. (Ed.) (1997). Innovations in Science and Technology Education. Paris: UNESCO. Vol. VI.
31. Mangal, S. K. (2001). Foundations of Educational Technology. Ludhiana: Tandon Publications.
33. Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited.

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

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

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

UNIT I- Curriculum of BIOLOGICAL SCIENCE

1.1 Biological Science Curriculum:

1.2 Principles of curriculum construction

1.3 Historical perspectives of biology curriculum.

1.4 NPE (National Policy of Education) – 1986 and Programme of Action - 1992

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

UNIT II: METHODS AND APPROACHES OF TEACHING OF BIOLOGY

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

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

2.3 Methods

2.3.1 Teacher centred - Lecture cum demonstration.

2.3.2 Learner centred - Laboratory, Project and Problem solving.

2.4 Technique: Specimen method.

2.5 Self-instructional techniques: Programmed learning, Computer Assisted Instruction (CAI)

2.6 Other activities – Seminar, Symposium, Workshop, Panel discussion and Team Teaching.

UNIT III- RESOURCES TO TEACH BIOLOGICAL SCIENCE

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

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

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

Unit IV Maxims of Teaching in relation to Biological science

4.1 Maxims of teaching.

4.2 Technique – Discussion, Assignment, Supervised Study interview, Role

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

PRACTICUM/FIELD WORK :(ANY ONE)

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

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

Objectives:

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

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

Unit 1 : Introduction to Teaching and Learning of Mathematics

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

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

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

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

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

UNIT-II Mathematics Curriculum Construction

1.1 Mathematics Curriculum:

1.2 Principles of curriculum construction

1.3 Historical perspectives of Mathematics curriculum.

1.4 NPE (National Policy of Education) – 1986

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

UNIT-III:- METHODS AND APPROACHES OF TEACHING MATHEMATICS

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

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

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

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

Unit IV Maxims of Teaching in relation to mathematics

4.1 Maxims of teaching.

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

4.3 Drilling, Explanation etc.

PRACTICUM/ACTIVITIES: (ANY ONE)

1.

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

2. Preparation of diagnostic test in mathematics.

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

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

5. Preparation of workbook for 1 or 2 units.

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

REFERENCES

1. Agarwal S M-(1977) A course in teaching of modern mathematics, New Delhi-
2. Ashlock Si Herman (1970): Current Research in Elementary School Mathematics, Macmillan,London.
3. Bell, E.T. (1965): Men of Mathematics I & II, Penguin.
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Year	II	Course Code:	Credits 4	Hours
Semester	III	Subject specific pedagogy: : ACCOUNTANCY	Marks 80+20=100	60

Course Objectives:

To enable the student teachers to -

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

UNIT-1 FUNDAMENTALS OF BOOKKEEPING AND ACCOUNTANCY

1.1 Meaning, nature and scope of Book- Keeping and Accountancy its value and importance.

1.2 Aims and objectives of teaching Business Studies and Accountancy at higher Secondary level

UNIT- 2 APPROACHES, METHODS AND TECHNIQUES

2.1 Teaching approaches of Book-keeping and Accountancy: Journal Approach, Ledger Approach, Cash Book Approach and Equation Approach.

2.2 Various Methods of teaching Business Studies and Accountancy with special reference to modern methods of teaching, Project, Problem solving, co-operative, Lecture-cum demonstration, inductive, deductive and discussion methods.

2.3 Techniques and devices of teaching Business Studies and Accountancy

UNIT-3 PROFESSIONAL DEVELOPMENT AND EVALUATION

3.1 Professional development- Meaning, types

3.2 Qualities, responsibilities and problems faced by commerce teacher

3.3 Evaluation in Accountancy - Importance, Type of Tests-Essay, Short Answer and Objective type.

3.4 Preparation of a model Question-Paper along with its blue-print from textbook of Accountancy

Unit IV Maxims of Teaching in relation to Accountancy

4.1 Maxims of teaching.

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

4.3 Dramatization, Explanation etc.

PRACTICUM/ACTIVITIES

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

Books Suggested:

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

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

To enable the student teachers to -

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

UNIT-1 FUNDAMENTALS OF BUSINESS STUDIES

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

UNIT -2 PLANNING AND CURRICULUM

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

UNIT- 3 APPROACHES, METHODS AND TECHNIQUES

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

Unit IV Maxims of Teaching in relation to Business studies

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

Books Suggested:

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

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

To enable student teacher to:

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

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

UNIT - 1: NATURE, SCOPE AND OBJECTIVES

1.1 Meaning, Nature, Scope and importance of teaching Economics

1.2 Aims and Objectives of teaching Economics at different level

UNIT - 2: CURRICULUM AND PLANNING

2.1 Planning- need and importance

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

2.3 Lesson planning- origin and development- Blooms taxonomy

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

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

UNIT -4: INSTRUCTIONAL SUPPORT SYSTEM

4.1 Professional development- Meaning, types

4.2 Qualities, responsibilities and problems faced by economics teacher

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

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

Books Suggested:

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

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

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

Objectives :

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

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

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

The importance of theory to practice should be 1:1

UNIT-I Introduction to yoga and yogic practices.

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

UNIT-II Yoga exercises and health.

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

Practicum:

Activities to be decided by the teacher educators.

REFERENCES:

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

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

Objectives

To enable the teacher trainees:

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

Research Project.

Unit - I: Research and Education

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

Unit - II: Descriptive Statistics

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

2.2 Normal Probability curve - Properties and Uses.

2.3 Inferential Statistics :Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart

Unit - III: Writing Research Report

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

Assignments:

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

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

References:

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

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

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

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

11. Pandey, K.P.: Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak Mandir, Agra, 1965.

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

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

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

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

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

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

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

Activities:

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

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

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

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

Activities:

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

Diagnostic test: Two tests (One per pedagogy)

Remedial Teaching: Two sessions (One per pedagogy)

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

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

SEMESTER IV

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

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

Objectives

Student-Teacher will be able to:

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

Unit I: Key Constructs in Gender

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

Unit II: Social Construction of Gender

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

Unit III: Gender and School

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

Unit IV: Constitutional and legal provisions

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

Practicum:

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

References:

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
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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
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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

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

Objectives:

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

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

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

Unit I: Educational Administration and Management: Conceptual Framework.

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

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

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

Unit III: Management of School and Supervision

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

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

Unit IV: Maintaining Healthy Education Institutional Climate Periods:

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

Assignment/Practicum (Any One)

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

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.

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

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

(Common format for all pedagogies – any Two)

Objectives:

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

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

Unit 1: Instruction and Learning

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

Unit 2: Innovative Practices in Teaching Learning

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

Unit 3: Innovative Practices in Teaching Learning

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

UNIT- 4: Modern evaluation practices

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

Assignments / activities:

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

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

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

References:

1. Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York:
2. Teachers College, Columbia University._ Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016.
3. NCERT. National Curriculum Frame Work-2005. NCERT, New Delhi: 2005.
4. NCERT., National Curriculum Frame Work-2005-Abridged. NCERT, New Delhi:2005.
5. NCERT. National Curriculum Frame Work-2005. Position Paper, National Focus Group on Teacher Education for Curriculum Renewal. NCERT, New Delhi Oxford: 2007.
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Year	II	Course Code:	Credits 4	Hours
Semester	IV	ADVANCED PEDAGOGY ON SPECIFIC SUBJECTS OF STUDY -2	Marks 80+20=100	60

Objectives:

Student-Teacher will be able to:

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

Unit 1: Higher Secondary School Teacher

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

1.4 Recommendations of some Committees and Commission for professional growth.

Unit 2: Programme for Professional Growth

2.1 Competencies of higher secondary teacher.

2.2 Becoming a member of different organization.

2.3 Continuation of education for enhancement of Professional growth.

UNIT- 3: Teaching –learning materials

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

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

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

UNIT- 4: Extension activities

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

4.2 Community Resources-Meaning, Types and Importance

Assignments are as follows:

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

References:

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

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

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

Objectives:

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

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

Unit 1 Basics and Strategies of reading and reflecting

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

Unit 2 Applications of reading and reflecting

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

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

Activities for classroom demonstrations, Presentations of group work

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

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- Pandey, Renu. (2016). *Reading and Reflection on Text*. Agra: Rakhi Prakashan Pvt. Ltd.
- Shashikala, A. (2017). *Reflective Reading and Writing – Teaching and Learning Material*. Mangaluru: Alampu Pustaka

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

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

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

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

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

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

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

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

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

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

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

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

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

Criteria for Evaluation

1. Lesson Planning:

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

2. Initiation Phase:

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

3. Development Phase:

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

b) **Transaction of Content :**

Methodology: Techniques/Experiments/Drill/Examples **10**

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

(Poetry Lesson: Visual & Auditory Imagery, Aesthetic & Imaginative Power, Rhyme & Rhythm)

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

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

d)Communication: 5

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

4. Evaluation Phase:

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

APPENDIX

TERM-CELL

TERM-Cell to be established by the University

TEACHER EDUCATION REGULATORY AND MONITORING CELL,

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

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

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

3. Role and Responsibilities of Chairperson:

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

4. Office Support;

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

FORMATION AND VISIT OF COORDINATION COMMITTEE

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

Chairman: Dean /Chairperson of PG Dept of studies

Members: 1. Principal of Govt CTE

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

3. One senior most faculty (rotation)

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

Pre-requisites to evolve data to the coordination committee

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

1. Maintaining the calendar of event register:

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

2. Staff meeting proceeding:

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

3. Master ledger:

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

4. Assignment and test evaluation sheets. :

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

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

6. Correspondence with school and student allotment file:

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

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

7. School wise record file:

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

8. Teachers student teaching observation diary:

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

9. File with CBT data:

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

ISSUES INVOLVED IN IA MARKS RECORDING:

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

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

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

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

CONDUCT DURING COORDINATION COMMITTEE VISIT:

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

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

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

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

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

Certain myths about IA and coordination committee functioning:

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

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

Please Avoid

Giving a festive look to the coordination visit

Garlanding and providing with costly gifts

Crowding with all staff for lunch and dinner

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

Delay in providing records and concealing the information

Encourage:

Learning from the past mistakes.

Appreciating good practices and to carry on.

Providing mutual respect.

To be quick in returning moderated marks

RANI CHANNAMMA



UNIVERSITY, BELAGAVI

SCHOOL OF EDUCATION

P. G. DEPARTMENT OF STUDIES & RESEARCH IN EDUCATION (M.Ed.)

REGULATIONS FOR COURSE OF STUDY AND SCHEME OF EXAMINATION FOR TWO YEARS

MASTER OF EDUCATION (M.Ed.) PROGRAMME

**PROGRAMME OF RANI CHANNAMMA UNIVERSITY BELAGAVI
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

Rectified Syllabus Effect from 2015-16 Onwards



**REGULATIONS FOR TWO YEAR MASTER OF EDUCATION
(M.Ed.) PROGRAMME AS PER NCTE REGULATIONS, 2014
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

**REGULATIONS
(I TO IV SEMESTERS)**

Part – A

1. Preamble

The Master of Education (M.Ed.) Programme is a two year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in Secondary education (classes VI-XII). Two year M.Ed. programme aims to provide opportunities for students to extend as well as deepen their knowledge and understanding of education, specialize in selected areas and also develop research capacities, leading to specialization in either elementary education or secondary and higher secondary education.

To develop in prospective teacher educators skills related to independent study of literature, research, academic writing, professional communication and team work. It should also endeavor to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.

Based on the Regulations of National Council for Teacher Education (NCTE) 2014 which is the apex body of recognizing M.Ed. programme, it necessitated to frame the following additional regulations for the course of study and scheme of examination of Master of Education (M.Ed.) programme.

2. Title

These Regulations shall be called "Regulations Governing the Post-Graduate Programme in Education under the Choice Based Credit System" in Rani Channamma University, Belagavi.

3. Commencement

These Regulations shall come into force with effect from the academic year 2015- 16.

4. Definitions of Key Words:

- ☞ In these regulations unless otherwise provided;
- ☞ "**Academic Council**" means Academic Council of the University constituted according to the Karnataka State Universities Act, 2000.
- ☞ "**Board of Studies**" means P.G. Board of Studies in Education, Rani Channamma University, Belagavi
- ☞ **Course**: Usually referred to as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise of lectures / discussions / tutorials / laboratory work/field work / outreach activities / project work / vocational training / viva / seminars / term papers / assignments / presentations / self-study, etc., or a combination of some of these.
- ☞ "**Compulsory Course**" means fundamental paper, which the student admitted to a particular Post-Graduate Programme, should successfully complete to receive the Post Graduate Degree in the concerned subject.
- ☞ **Choice Based Credit System (CBCS)**: The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).
- ☞ **Credit Based Semester System (CBSS)**: Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
- ☞ "**Course Weightage**" means number of credits assigned to a particular course.
- ☞ "**Credit**" means the unit by which the course work is measured. One Credit means one hour of teaching work or two hours of practical work per week. As regards the marks for the courses, 1 Credit is equal to 25 marks, 2 credits are equal to 50 marks, 3 credits are equal to 75 marks and 4 credits are equal to 100 marks.
- ☞ "**Cumulative Grade Point Average (CGPA)**" refers to the cumulative Grade Point Averages weighted across all the semesters and is carried forward from first semester to subsequent semesters.
- ☞ "**Degree**" means Post-Graduate Degree.
- ☞ "**Grade**" is an index to indicate the performance of a student in the selected course. These Grades are arrived at by converting marks scored in each course by the candidate in both Internal Assessment and Semester-end Examinations.

- ☞ **Grade Point Average (GPA)** refers to an indication of the performance of the student in a given semester. GPA is the weighted average of all Grades a student gets in a given semester.
- ☞ **"Open Elective Course"** means a paper offered by a Department to the students of other Departments
- ☞ **"Post Graduate Programme"** means semesterised Master's Degree Programme in Education.
- ☞ **"Specialization Course"** means advanced paper offered by a Department of Education that a student can opt as a special course.
- ☞ **"Student"** means the student admitted to programme.
- ☞ **"University"** means Rani Channamma University, Belagavi.
- ☞ **Credit Point:** It is the product of grade point and number of credits for a course.
- ☞ **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
- ☞ **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal points.
- ☞ **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
- ☞ **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters A, B, C, D and F.
- ☞ **Programme:** An educational programme leading to an award of a Degree, diploma or certificate.
- ☞ **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It will be expressed up to two decimal places.
- ☞ **Semester:** Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.

5. Aims of the Programme

The main thrust of M.Ed. Programme is visualized as a professional programme to prepare teacher educators; however in the current developing scenario in education it should also cater adequately to academic pursuits like curriculum and text book development, research, policy analysis and educational administration. An effective teacher education curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant contents, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom.

The present teacher education programme is inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF 2005. The pedagogic reform from this perspective need to invest on building on teachers capacity to act as autonomous reflective groups of professionals who are sensitive to their social mandate and to the professional ethics and to the needs of heterogeneous groups of learners.

6. Eligibility to Apply for Admission

- a) Candidates seeking admission to the M.Ed. Programme should have obtained at least 50% marks or an equivalent grade in the following programmes:
 - i. B.Ed.
 - ii. B.A, B.Ed. /B.Sc. B.Ed. /B.A.Ed. /B.Sc. Ed.
 - iii. B. El. Ed.
 - iv. D. El. Ed./D.Ed. with an undergraduate degree (with 50% marks in each)
- b) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government/Rani Channamma University, whichever is applicable.

7. Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination or any other selection process as per the policies and regulations of the State Government/University/NCTE norms.

8. Duration of Programme

The M.Ed. programme shall be for duration of four semesters (two academic years) including field attachment for a minimum of 8 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two year programme within a maximum period of three years from the date of admission to the programme. The inter semester breaks should be used for field attachment/practicum/other activities.

9. Working Days

The working days shall be as per UGC/NCTE guidelines, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The department shall work as per the stipulated periods by NCTE in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

9 a. Attendance for Students: The minimum attendance of students shall be 75% for theory courses and practicum and 90% for field attachment.

10. Medium of Instruction

The medium of instruction shall be English. However, the students may write the answers in the internal test and semester end examinations in Kannada if so provided by the concerned Board of Studies.

Programme Structure

- ☞ The students of Post-Graduate Programme shall study the courses as may be approved by the concerned Board of Studies, Faculty and the Academic Council of from time to time subject to minimum and maximum credits as outlined in these regulations.
- ☞ There shall be three categories of courses namely, Compulsory Courses, Specialization Courses and Open Elective Courses.
- ☞ Each programme shall have a set of Compulsory Courses, as stipulated in the regulations governing the concerned programme that a student must complete to get the concerned degree.
- ☞ In those programmes that offer specialization courses, the students shall choose the prescribed number of Specialization Courses offered within the Department.
- ☞ The Department of Education offers Open Elective courses for Students of other Departments. The Students of the Department of Education shall choose Open Electives courses prescribed by the University.

11. Programme Structure

The curriculum of two-year M.Ed. programme as suggested in the NCTE Regulations, 2014 is as follows:

Major Components	Areas Covered	Description
Common Core (Theory and Practicum included)	Perspective Courses, Tool Courses, and Teacher Education Courses Courses in any	<ol style="list-style-type: none"> 1. Perspective Courses in the areas of Philosophy of Education, Sociology History-Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies. 2. Tool Courses comprising of basic and advanced level education research, academic writing and communication skills; educational technology and ICT; self-development (with focus on gender and society, inclusive education and mental and physical well-being through modalities such as yoga) 3. Teacher Education Courses (which are also linked with the field internship/ immersion/attachment in a teacher education institution) will also be included in the core.
Specialization Branches (Theory and Practicum included)	one of the school levels/areas (such as Elementary, or Secondary and Senior Secondary) and further thematic specializations.	<p>The Specialization branches in one of the school stages: Elementary Level (up to VIII), or, Secondary and Senior Secondary Level (VI to XII), each with:</p> <ol style="list-style-type: none"> 1. Core courses, within Elementary/Secondary specialization, focusing on mapping the area 2. Specialization/elective clusters in thematic areas pertinent to that stage, such as: <ul style="list-style-type: none"> - Curriculum ; - Pedagogy and Assessment; - Policy, Economics and Planning; - Educational Management and Administration; Education for Differently Abled; - Education Technology, etc.
Field Attachments	Teacher Education Institution	<p>Field Attachments/ Internship/Immersions in:</p> <ol style="list-style-type: none"> 1. A Teacher Education Institution (TEI), and

/Internships /Immersion	(TEI)	2. The Area of Specialization (Elementary Level or Secondary /Senior Secondary Level)
	Related to specialization (Elementary or Secondary/Senior Secondary)	
Research leading to Dissertation	Related to specialization/ foundations	Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a thesis.

The above structure has been adopted by the NCTE taking into consideration the prevailing regulations.

The modified course structure for the two-year M.Ed. Programme is as follows:

Structure for Two-Year M.Ed. Programme
Semester-wise Distribution of the Courses
Semester – I

Course	Subject Name	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course – 1	Philosophy of Education	Theory	75	25	100	4
Course – 2	Psychology of Learning and Development	Theory	75	25	100	4
Course – 3	Educational Technology	Theory	75	25	100	4
Course – 4	Introduction to Educational Research And Statistics	Theory	75	25	100	4
ISB						
Activity–I (a)	Communication Skills & Expository Writing	Practical		50	50	2
Activity–I (b)	Self Development-Yoga Education	Practical		50	50	2
Total			300	200	500	20

Semester – II

Course	Subject Name	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course – 5	Sociology of Education	Theory	75	25	100	4
Course – 6	Historical, Political and Economic Foundations of Education	Theory	75	25	100	4
Course – 7	Educational Studies	Theory	75	25	100	4
Course – 8	Advanced Educational Research and Statistics	Theory	75	25	100	4
Course (OEC)	Strategies of Teaching	Theory	80	20	100	4
ISB						
Activity – II (a)	Dissertation	Practical		50	50	2
Activity – II (b)	Internship in a Teacher Education Institutions	Practical		100	100	4
Total			380	270	650	26

Semester-III

Specialization in any ONE level: Elementary/Secondary and Senior Secondary

Course	Subject Name	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course-9 (d):	Guidance and Counselling * Guidance and Counselling at Elementary Level * Guidance and Counselling at Secondary Level	Theory	75	25	100	4
Course- 10 (d):	* Administration, Management and Leadership of Elementary Education * Administration, Management and Leadership of Secondary/Senior Secondary Level	Theory	75	25	100	4
Course- 11 (a):	* Professional Ethics and Human Values of Teacher Educators	Theory	75	25	100	4
Course- 12 (c):	* Perspectives of Teacher Education	Theory	75	25	100	4
Course- 11 :	* Internship in Specialization (Elementary or Secondary/Senior Secondary)	Practical		100	100	4
Course (OEC):	* Personality Development and Communication Skills	Theory	80	20	100	4
ISB						
Activity III (a)	Dissertation	Practical		50	50	2
Activity III (b)	Academic Writing	Practical		50	50	2
Total			380	320	700	28

Semester-IV

Specialization in any ONE level: Elementary/Secondary and Senior Secondary

Course	Subject Name	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course-12 (d):	* Educational Technology at Elementary Level	Theory	75	25	100	4
	* Educational Technology at Secondary/Senior Secondary Level					
Course-13 (d) :	* Inclusive Education at Elementary Level	Theory	75	25	100	4
	* Inclusive Education at Secondary/Senior Secondary Level					
Course-15 :	* Curriculum Studies at Elementary Level	Theory	75	25	100	4
	* Curriculum Studies at Secondary Level					
Course-16 :	Dissertation	Practical		100	100	4
Total			225	175	400	16
GRAND TOTAL			1285	965	2250	90

List of Open Elective Courses offered by the Department

1. Strategies of Teaching (Second Semester)
2. Personality Development and Communication Skills (Third Semester)

Scheme of Examination

(Semester end Theory Examination Question Paper Pattern) Hard core, Soft core (Specialization) papers for M.Ed Students and Open Elective Papers for Students from other departments
Duration: 03 Hours

Section	Type of Questions	Marks	Total
A	Four essay type questions in Section A with internal choice out of 5	3 X 15	45
B	There will be short answer questions in Section B with internal choice out of 8	5 X 6	30
Total			75

Scheme of Evaluation (Internal Assessment)

Sl. No.	Continuous Assessment Programme	Maximum Marks
1	Two Session tests in each course (5 marks first test and 10 marks second test)	15
2	Seminar/Group Discussion/Assignment (to be assessed on the basis of writing, comprehension, communication, articulation and presentation skills)	07
4	Regularity and Attendance	03
Total		25

Three marks in each course are marked for regularity in attending the classes shall be awarded as follows:

Percentage of Class Attended	Marks to be awarded
	Hard core, Soft core and Open Elective Courses
< 75	00
75 < 80	01
80 < 90	02
90	03

12. Examination

12.1 There shall be an examination at the end of each semester.

12.2 There shall be semester-end examination of 3 hours duration for 75 marks for compulsory and specialization courses. For open elective, there will be 80 marks and examination duration of 3 hours.

12.3 Every student shall register for each semester-end examination as per the University Notification by submitting duly completed application form through the Chairman of Department of Education and shall also pay the fees prescribed.

12.4 The Office of the Registrar (Evaluation) shall allot the Register Number to the candidate at the 1st semester-end examination. That will be the Register Number of the candidate for all subsequent appearances and semester-end examinations. The Answer scripts shall be in the safe custody of the University for a maximum period of six months from the date of announcement of results. These shall be disposed off after six months.

12.5 The M.Ed programme under CBCS is a fully carry-over system. A candidate reappearing for either the odd or even semester examinations shall be permitted to take examinations as and when they are conducted (even semester examination in even semester and odd semester examination in odd semester).

12.6 Candidates who have failed, remained absent or opted for improvement in any course/ courses shall appear for such course/ courses in the two immediate successive examinations that are conducted. However, in the case of the candidates appearing for improvement of their marks, the marks secured in the previous examination shall be retained, if the same is higher.

12.7 Candidates who desire to challenge the marks awarded to them, in the semester - end examination may do so by submitting the application along with the prescribed fee to the Registrar (Evaluation), within 15 days from the announcement of results.

13 Evaluation

13.1 M.Ed. programme shall have two evaluation components - Internal Assessment (IA) and the Semester End Exams.

13.2 The IA component in a course shall carry 25 marks (including 03 marks for attendance) and the Semester End Examination shall carry 75 marks. However, dissertation will carry 200 marks, in which 50 marks is allotted to the presentation of the research proposal and 50 marks for research progress.

13.3 The IA marks list shall be notified on the Department Notice Board as Marks and when the individual IA components are completed and the consolidated list shall be submitted to the Office of the Registrar Evaluation before the commencement of semester-end examination, or as directed by the University.

13.4 There is no provision for seeking improvement of Internal Assessment marks.

13.5 The IA records of each semester end examination should be submitted to the department of education in duplicate, at least 8 days prior to the commencement each semester end examination and the dissertation thesis should also be submitted to the department of education in duplicate before the end of IV semester end examination.

13.6 Maximum duration for completion of the Programme

13.7 A candidate admitted to a post graduate programme shall complete it within a period, which is double the duration of the programme from the date of admission.

13.8 Whenever the syllabus is revised, the candidate reappearing shall be allowed for the examinations only according to the new syllabus.

14.0 Declaration of Results:

14.1 Minimum for a pass in each paper shall be 40% of the total marks including the IA / viva and the semester end examinations marks. However, candidate shall obtain at least 40% of the marks in the Semester End Examination (ex. 30/75). There is no minimum in the IA / viva marks.

14.2 Candidates shall secure a minimum of 50% in aggregate in all semesters to complete the programme successfully. A candidate who passes individually with 40% score but fails to secure 50% in aggregate shall be declared to have failed. Such candidate shall at his option appear for any one or all papers for improvement.

14.3 Candidates shall earn the prescribed number of credits for the programme to qualify for the PG Degree in Education.

14.4 For the purpose of announcing the results, the aggregate of the marks secured by a candidate in all the semester examinations shall be taken into account. However, Ranks shall not be awarded in case the candidate has not successfully completed each of the semesters in first attempt.

14.5 The candidates, seeking improvement of their results shall submit an application along with a prescribed fee to the Registrar (evaluation) and surrender the degree certificate / provisional pass certificate/original marks cards of that semester before 15 days from the date of exam application submission as per the prevailing rules of University from time to time.

First class with Distinction	70% and above	(A)
First Class	60% and above but less than 70%	(B)
Second Class	50% and above but less than 60%	(C)
Fail	Less than 50%	(F)

15.0 Marks, Credit Points, Grade Points, Grade and Grade Point Average:

15.1 The grade points and the grade letters to candidates in each course shall be awarded as follows:

Percentage of marks	Grade Points	Grade Letter
75 and above, up to 100.00%	7.50 to 10.00	A
60 and above but less than 75%	6.00 and above but less than 07.5	B
50 and above but less than 60%	5.00 and above but less than 6.0	C
40 and above but less than 50%	4.00 and above but less than 05.00	D
Less than 40.00%	Less than 4.00	F

15.2 Credit Point (CP): The Credit Point for each course shall be calculated by multiplying the grade point obtained by the credit the course.

15.3 The award of Grade Point Average (GPA) for any student is based on the performance in the whole semester. The student is awarded Grade Point Average for each semester based on the Total Credit Points obtained and the total number of credits opted for. The GPA is calculated by dividing the total credit points earned by the student in all the courses by the total number of credits of those courses of the semester.

15.4 The Cumulative Grade Point Average (CGPA) shall be calculated by dividing the total number of credit points in all the semesters by the total number of credits in all the semester. The CGPA to date shall be calculated by dividing the total number of credit points in all the semesters to date by the total number of credits in all the semesters to date.

$$\text{CGPA for the I semester} = \frac{\text{Sum of the CP of the I semester}}{\text{Sum of the credits of the I semester}}$$

$$\text{CGPA for the II semester} = \frac{\text{Sum of the CP of the I sem} + \text{Sum of the CP of the I sem}}{\text{Sum of the credits of I sem} + \text{Sum of the credits of II sem}}$$

CGPA for the III and IV Semester shall be computed accordingly.

15.5 The Grade Card at each semester examination shall indicate the courses opted by the student, the credit for the course chosen by the student, the credit points obtained in each course, the grade letter and grade points obtained in each course, the grade letter and the grade point average. No class shall be awarded for each semester and the same would only be awarded at the end of all the semesters based on Cumulative Grade Point Average.

15.6 Class shall be awarded to the successful candidates based on the Cumulative Grade Point Average (CGPA) as specified below:

Cumulative Grade Point Average(CGPA)	Class to be awarded
7.5 to 10.0	First class with Distinction
6.0 and above but below 7.5	First Class
5.0 and above but below 6.0	Second Class

Evaluation Rules & Regulations

- ☞ The Degree will be awarded to a student who completes a total of 90 Credits in a minimum of two years taking four courses per Semester.
- ☞ Each paper (except ECP) will be of 4 credits, the evaluation of which will be decided by the teacher educator. Each 4 credit course will have 100 marks.
- ☞ Credit: 6 means {Lecturer per week: 3 (one hour each) = 3 credits
- ☞ Tutorial per week: 2 (one hour each) = 1 credit
- ☞ Field work/practicum per week: 4 (one hour each) = 2 credits
- ☞ While marks will be awarded for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts will have grade points average and total percentage of marks (up to two decimal points).
- ☞ A student obtaining Grade F will be considered as failed and is required to reappear in the examination.
- ☞ The formula for conversion of Grade Point Average (GPA) into the Final Grade:
- ☞ Following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).
- ☞ The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e., $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$

$\frac{\sum C_i G_i}{\sum C_i}$ Where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

- ☞ The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e., $SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$
- ☞ The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student passes courses equivalent to minimum 50 % of the total credits.
- ☞ There will be only final compilation and moderation at GPA (Final) level done at the Department, while declaring the result the existing relevant ordinances are applicable. There is also a provision for verification and revaluation in case of verification. The existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10 % marks and in the grade of the course.
- ☞ For grade improvement a student must reappear for semester-end examination for a minimum 50% of the total credits. These courses will be from the parent department. Grade Improvement Programme will be implemented at the end of the academic year. A student can opt for the grade improvement programme only after the declaration of final semester examination.

Special Instructions









- ☞ There will be a university examination at the end of each semester as per details of the scheme of examination.'
- ☞ Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
- ☞ The minimum pass marks in each year or semester examination will be 40% for each theory paper and practicum and 50% for internship in teaching separately. The candidate will have to pass each theory paper and practicum separately.
- ☞ A candidate who fails only in one subject in first year or semester of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which they fail along with the next semester.
- ☞ A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.

- ☞ In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
- ☞ A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for M.Ed. degree.
- ☞ Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for M.Ed. degree.
- ☞ Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate will, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.
- ☞ In matter governing the above programme, the decision of the honourable Vice Chancellor is final.

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CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER – I

COURSE – 1: PHILOSOPHY OF EDUCATION

Objectives : After completion of the course the students will be able to:

-  Understand the need and significance of philosophical framework of education.
-  Know the fields of philosophy and their relevance to education.
-  Understand the perspectives of Indian and Western schools of philosophy concerning education.
-  Acquire the knowledge of the concepts and principles of philosophy.
-  Understand the relationship between philosophy and education and the importance of philosophy on education.
-  Understand the philosophical origins of education.
-  Develop a philosophical outlook towards educational problems.
-  Appreciate the contributions of Western philosophy and Indian philosophy to education.

Unit- 1: Introduction to Educational Philosophy

- 1.1 Concept and Functions of Philosophy
- 1.2 Need and Importance of Philosophical Framework
- 1.3 Inter-relationship between Philosophy and Education
- 1.4 Nature and Scope of Educational Philosophy.
- 1.5 Philosophical Analysis of Educational Aspects.
 - 1.5.1 Aims and Objectives
 - 1.5.2 Methods of Teaching
 - 1.5.3 Curriculum
 - 1.5.4 Text Book
 - 1.5.5 Teacher and- Pupil Relationship
 - 1.5.6 Discipline

Unit – 2: Fields of Philosophical Inquiry and Education.

- 2.1 Metaphysics – Origin and Meaning & Theories.
- 2.2 Epistemology - Origin and Meaning & Theories.
 - 2.2.1 Epistemological Analysis of Sources of Knowledge

-Ways of knowing -Indian and Western

2.3 Axiology – Origin and Meaning & Theories.

2.4 Ethical Values of Science and Technology.

2.4.1 Intellectual Honesty.

2.4.2 Application of Technology for Human Welfare.

2.4.3 Scientific Temper.

Unit- 3: Indian Schools Thinkers of philosophy and Education.

3.1 Indian Schools of Philosophy

3.1.1 Sad Darsanas (Six Systems of Thought)-

3.1.2 Sankhya-Yoga,

3.1.3 Nyaya-Vaisesika,

3.1.4 Mimasa-Vedanta.

3.1.5 Charvaka Darsana

3.1.6 Buddhism and Jainism

3.1.7 Dwaita, Adwaita and Shaktivishistadwaita

3.2 Indian Thinkers

3.2.1 Sri Aurobindo Ghosh

3.2.2 Mahatma Gandhiji

3.2.3 Rabindranath Tagore.

3.2.4 Swami Vivekananda

3.2.5 J. Krishnamurthy

Unit- 4: Western Schools Thinkers of philosophy and Education.

4.1 Western Schools of Philosophy

4.1.1 Idealism

4.1.2 Naturalism

4.1.3 Pragmatism

4.1.4 Realism

4.2 Western Thinkers

4.2.1 John Dewey

4.2.2 Maria Montessori




4.2.3 Aristotle

4.2.4 Rousseau

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students






Practicum :

The students may undertake anyone of the following activities :

-  Reading of original texts of Swami Vivekananda/M.K.Gandhi/Rabindranath Tagore/Jonh Dewey/Froebel etc and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
-  Visit to a rural/urban school, observation of activities and preparation of a reflective diary and interaction in a group.
-  Identifying the constitutional values prevailing in the school textbooks and report.

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SEMESTER – I

COURSE -2: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Essence of the Course

 This course covers presentation on different School of Psychology and its implications for education, Detailed Coverage has been made on Learning and motivation theories and their educational implications. The course highlights the nature of individual differences, adjustments, personality and group dynamics.

Objectives:

-  1. The students will understand the general concepts in psychology and educational psychology in particular.
-  2. The students will understand the concepts of the theories of psychology and psychology of learning in particular.
3. The students will understand the role of motivation as is involved in learning,
4. The students will understand the concepts of adjustment and personality and how they are both interrelated

Unit 1. Psychology of Learning.

- a) Basic, Nature, scope and methods of educational psychology – Schools of Psychology: Structuralism functionalism, behaviorism, Hormic psychology, Gestalt, Cognitivist, Psycho analytic – Methods of studying psychology: Introspection, Observation, Case Study and Experimental Method.
- b) Learning: its meaning, types and nature, theories of learning and instruction with reference to classroom practice
- Various theoretical perspectives on human learning with educational implications: Behaviourist (Pavlov and Skinner), Humanist (Rogers), Cognitivist (Gagne, Ausubel, Burner, Piaget), Constructivist (Piaget, Vygotsky)- Information processing theories- Evolutionary view of Psychology of learning – Neuroscience Perspective of Learning & development.

Unit 2 : Motivation

Meaning and importance –theories of Motivation – Maslow’s hierarchy of needs, Atkinson’s Achievement motivation, McClelland theory of Motivation –

Implications of theories of motivation in the context of learning and instruction-Factors related to motivation such as : Information, Social Factors, Emotional Factors, Family Influence and Classroom Ethos- Strategies for motivating learner – Intrinsic and extrinsic motivation.

Un it 3: Individual Differences,

Individual differences : Kinds & causes – Intelligence Theories : Two Factor theory, Multifactor theory, Group factor, Structure of Intellect (SOI) by Guilford, Vernon’s Hierarchy Theory, Multiple Intelligences, Emotional Intelligence – Measurement of Intelligence – Creativity :Nature, Process, Identification, fostering and guiding creative children and its importance, Measurement of creativity – concept and measurement of Aptitude, Attitude, Interests and Values – Exceptional children : Gifted, Slow learner, disabled – underachiever- strategies to deal with diversity among the learners.

Unit : 4 : Adjustment and personality

(a) Adjustment : Psychological Process – Maladjustment, factors responsible for maladjustment – conflicts and their resolution – Defence mechanisms – Juvenile Delinquency – Remedial programme at school and community – Mental Health – Understanding and management of learners with emotional and behavioural disorders – role of guidance services.

(b) Personality: Theories of Personality : Psycho analytic theory, Socio Psychological theory- Determinants of Personality – Concept of developing the whole person – Measurement of Personality in Educational settings : Tools and Techniques.

Mode of Transaction :

Lecture, Discussion, Case Study, seminar presentation, Experiments, Problem solving, Film show

Practicum :

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. Study of group dynamics of secondary school students and B.Ed. students using different techniques and tools
3. Administration of personality test, intelligence test, creativity test, sociometric

technique, its interpretation and report writing.

3. Visits to juvenile home, Special education centres and reporting on its structure and functioning.
5. Each student shall be required to critically appraise any two theories mentioned in the syllabus, This should be done on the basis of their observation of subjects selected from their surroundings.

Mode of assessment :

Assignments, Class test, Observing practical and assessment of reports






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SEMESTER I

COURSE – 3: EDUCATIONAL TECHNOLOGY

Objectives: After completion of the course, the student will be able to;

-  Understand the meaning, scope and concept of Educational Technology
-  Compare the software approach with hardware approach to Educational Technology
-  Develop necessary skills in the use of media utilization and applications in the teaching-learning process
-  Develop awareness towards education and system analysis
-  Develop skills regarding Cybernetics namely use of Internet and related services.

Unit 1- Nature and Scope

- 1.1 Educational technology-concept, product Vs process;
- 1.2 Forms of educational technology: teaching technology, instructional technology and behaviour technology;
- 1.3 Approaches of educational technology: Hardware and Software;
- 1.4 Transactional usage of educational technology: integrated, complementary, supplementary standalone (independent);
- 1.5 Historical development – programmed learning stage; media application stage and computer application stage;
- 1.6 Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education.

Unit 2- Systems Approach to Education and Communication

- 2.1 Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;
- 2.2 Instructional Strategies and Media for Instruction.
- 2.3 Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.
- 2.4 Types of communication: Face-to-face, Distance and other alternative modes.

Unit 3- Audio Visual Media in Education

- 3.1 Audio-visual media – meaning, importance and various forms.
- 3.2 Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.
- 3.3 Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training.
- 3.4 Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.
- 3.5 Use of animation films for the development of children's imagination.
- 3.6 Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions.

Unit 4- New Horizons of Educational Technology

- 4.1 Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology – laser disc, computer conferencing, etc.
- 4.2 Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities.
- 4.3 Recent experiments in the third world countries and pointers for India with reference to education.
- 4.4 Recent trends of Research in Educational Technology and its future with reference to education.

Transaction Mode:

Lecture cum demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions. Analysing the different instructional designs based on the various instructional design models. Preparation of a trend report on researches on instructional design. Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.

Practicum: The students may undertake any one of the following activities:

- Identifying appropriate media and material for effective use in the transaction of a lesson.
- Writing a simple script for media production.
- Critical analysis of an instructional system based on components of systems approach

- Critical analysis of the different instructional designs based on the various instructional design models.

Preparation of a trend report on researches on instructional design

- Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.
- Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
- Interventions of educational technology in the current practices of teacher training programmes in India.

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SEMESTER - I

**COURSE – 4 a: INTRODUCTION TO EDUCATIONAL RESEARCH
AND STATISTICS**

Objectives: After completion of the course the students will be able to:

-  Explains the different Sources of Knowledge, types, paradigms of Research.
-  Elucidates meaning, purpose & characteristics of Educational Research.
-  Illustrates different types of research.
-  Discusses different paradigms of research.
-  Organizes the related literatures
-  Formulates the research problems
-  Explains variables, hypotheses and sampling.
-  Prepares a research proposal
-  Illustrates different types of measurement scales
-  Calculates, measures of central tendency.
-  Computes measures of variability.
-  Explains the Characteristics and applications of Normal probability curve.
-  Explains different application of computes in research.

Unit 1 – Basics of Educational research

- 1.1 Different Source of Generating Knowledge. Concept of Scientific Inquiry and Theory development, Scientific method –Concept, Definition Assumption and Steps.
- 1.2 Research in Education – Meaning, Purpose, Characteristics and Scope of Educational Research. areas of Educational Research
- 1.3 Types of Educational Research – Classification based on purpose Fundamental or Basic, Applied and Action Research. Classification based on Method – Historical, Descriptive, Experiment. Paradigms of Research: Qualitative, Quantitative & Mixed research.

Unit 2 -Review of Related Literature & Formulation of Research Problem

- 2.1 Purpose of Review at Different Stages of Research
- 2.2 Identifying the Related Literature - Sources & Types, Online & Off line References. Organizing the related literature – recording of various references, notes taking.
- 2.3 Formulation of a Research Problem – Sources, characteristics of a good research problem, Evaluation of Research Problem, Criteria for selecting the Research Problem. Defining & Stating the Research Problem, objectives & Research question in quantitative & qualitative research.

Unit 3 - Variables, Hypotheses, Sampling and Preparation of a Research Proposal


















- 3.1 Steps of Educational research, Research Blueprint – Concept and Component.
- 3.2 Variables – Meaning and Characteristics, Types and Interrelationship among different Types of Variables.
- 3.3 Hypotheses – Meaning and Importance, Characteristics, Types and forms of hypothesis.
- 3.4 Sampling - Concept of Population & Sample – Sampling unit, sample size, sampling frame, concept of representative & based sample. Types of sampling – Probability sampling & Non probability sampling. Probability sampling – Random sampling, stratified sampling, stratified random sampling, systematic sampling, cluster & multistage sampling. Non probability sampling - Judgment or purposive sampling, quota sampling, Incidental sampling (Convenient).
- 3.5 Format of a research proposal

Unit 4 - Educational Statistics and Computer Applications

- 4.1 Nature of Data
- 4.2 Meaning and Nature, Measurement Scales, Classification and tabulation of data, Graphical representation of data.
- 4.3 Descriptive Statistics
- 4.4 Measures of Central Tendency and Variability
- 4.5 Relative position- quartiles, deciles, percentiles and percentile ranks
- 4.6 Normal probability curve –Its properties and applications, skewness and kurtosis- their computation and uses.
- 4.7 Standard scores, T scores and Stanine- computation and uses.
- 4.8 Criteria for selecting statistical softwares- in research.
- 4.9 Criteria for selecting software- SPSS, EXCEL and SYSTAT for data analysis in educational research work. Packages on statistics (meaning and applications)

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.






Practicum

-  Application of Scientific Method to solve classroom related problem
-  Identification of ten Educational Research problems from current educational programmes and enumerate the research questions and objectives
-  List ten Educational Problems related to Educational Management/ Educational Administration/ Educational Technology
-  Collect 30 Educational Research studies and classify them based on method used.(Historical/Descriptive/Experimental)
-  Collect 10 Qualitative, Quantitative and Mixed Research studies from survey reports classify and justify the method used.
-  Make a Critical Analyses of review of related literature with respect to organization and note taking from dissertations/projects.
-  Identify the criteria used for the selection of the problem and evaluate the selection from the given 10 Research Reports.
-  Identify and classify the different types of variables from the given 10 research studies.
-  Identify any 10 Research Problems and formulate the related Hypothesis
-  Given 10 research studies, identify and justify the sampling method used by the researchers.
-  Critically evaluate the given two research proposals.
-  Collect 5 graphical representations (5 for each type) from Newspaper/ Journal/ magazines etc.
-  Collect the Academic Achievement scores of any 2 sections of any/ class and calculate the Measures of central tendency and Interpret the results.
-  Collect Mathematics achievement scores of any one class and plot the frequency polygon and interpret the nature of distribution.
-  Collect 10 research studies from websites and identify the tool used and scale of measurement.
-  Collect KSEB and PU Board data and use MS-EXCEL to classify and organize the data.
-  Identify 10 research problems from any area of research from different websites and quota the source.

- 🖨 From the given 10 studies suggest the statistical software (SPSS/ SYSTAT and EXCEL) and justify.
- 🖨 Selection of a problem and developing a research synopsis.
- 🖨 Identify five qualitative research problem and prepare at least five research questions for each with clear research title.
- 🖨 Make a research strategy. Decide the types of questions you will be asking. You might add your own, based on another source. Also ,you might use more than one in order to cover your topic.
- 🖨 Make a chart or diagram of the different threads to your research considering the different perspectives you will be using to study them.(use three perspectives i.e. Strategies, data collection/analysis, and approaches.)
- 🖨 A critical analysis of the scope, merits and limitations of various approaches of research in Elementary Education /Secondary Education.
- 🖨 Plan & preparation of Qualitative Research proposal.
- 🖨 Review of research report with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.





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CHOICE BASED CREDIT SYSTEM (CBCS)
SEMESTER - I
INTER-SEMESTER BREAK (ISB) – I
COMMUNICATION AND EXPOSITORY WRITING

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








-  Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
-  Use of ICT in effective communication.
-  Understand about writing skill and enhance their expository writing skill.
-  Implement their knowledge of communication in classroom discussion and daily life.

Activity – 1

-  Analyzing verbal and non-verbal components of various personalities
-  Practicing Extempore Speech, Debate, Role Play, Pick and Act
-  Dramatization – Executing a play
-  Identifying and analyzing effectiveness of non-verbal components in cartoon films
-  Practicing electronic communication

(The above mentioned activities are only a few guidelines. Teachers can develop any appropriate activities as per the requirement of the students)



Activity - 2

-  Writing an essay on any topic
-  Writing a story with a clear message
-  Writing a report on any current events
-  Writing a poem
-  Writing description about a given picture
-  Creative Writing
-  Reflective writing






(The above mentioned activities are only a few guidelines. Teachers can develop any appropriate activities as per the requirement of the students)

Mode of Transaction: workshop sessions, assignments, presentations by students
Activities and Firsthand experience.

Practicum

-  Workshop on Development of Expository Writing skills for seven days.
-  Workshop on Communication skills for ten days.






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SEMESTER – I
(INTER SEMESTER BREAK – ISB)

Activity 1 (b) Self Development -Yoga Education

Objectives: After going through this paper, student will be able to:

-  Understand the concept of yoga.
-  Understand the concept of Personality development and yoga.
-  Manage the stress by yogic practices.
-  Try for self development through yoga
-  Practices Asanas, Pranayamas, Meditation.

Unit 1: Introduction to Yoga and Personality Development

- 1.1. Introduction
- 1.2. Yogic Concepts of Personality
- 1.3. Dimensions of Integrated Personality Development

Unit 2: Yoga and Stress Management

- 2.1. Introduction
- 2.2. Concept of Stress
- 2.3. Stress-a yogic Perspective
- 2.4. Yoga as a way of Life to cope with stress
- 2.5. Yogic Practices for stress management.
- 2.6. Cyclic Meditation for stress management.

Unit 3: Yoga and Self Development

- 3.1. Introduction
- 3.2. Concept and Nature of Self Development
- 3.3. The concept of value and value education.
- 3.4. Spirituality and its role in human self-development-Yamas and Niyamas.
- 3.5. Helping children develop values
- 3.6. Yoga and Human Excellence

Unit 4: Guidelines for Practicum

- 4.1. Introduction
- 4.2. Asanas
- 4.3. Bandhas and Mudras
- 4.4. Pranayama

4.5. Meditation.

Books for Reference









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SEMESTER – II

COURSE – 5: SOCIOLOGY OF EDUCATION

Objectives: After completion of the course, the students will be able to:

-  Enable the student to explain and reflect on Gender ideology.
-  Relationship between education and social change with special reference to modernization and globalization.
-  Relationship between concepts and processes of sociology and education.
-  Theories and characteristics of sociological analysis and its relation to education.
-  Understand and explore the meaning, aims, and purposes of education.
-  Develop understanding of sociological dimension of education.
-  Identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more information, meaningful understanding of them.
-  Expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations.

Unit 1- Meaning and Scope of Sociological Foundations of Education

1.1 Development of the Science of Sociology.

1.2 Interrelationship between of Sociology and Education.

1.3 Nature and Importance Sociology and Education.

1.4 Society –The Origin of Sociology- Functions of Society, Types Society, Education and Society.

1.5 Social Institutions.

1.5.1 The Family –The Changing Functions of the family. The continuing functions of family – variations in family. Impact of family on the Development of Personality of the Child.

1.5.2 Functions of Religion; Education and Religion.

Unit 2- Social Change and Education

2.1 Social Stratification

2.1.1 Nature, importance and concept of Social Stratification

2.1.2 Types of Stratification- Class and Caste.

2.1.3 Factors in Social Stratification.

2.2 Social Mobility.

2.2.1 Factors in Social Mobility- Types of Social Mobility.

2.2.2 Sanskritisation

2.2.3 Role of Education in Social Mobility.

2.3 Cultural Lag.

2.3.1 Factors in Cultural Lag –Reasons for Cultural Lag.

2.3.2 Vested Interests and Cultural Lag.

2.4 Social Change.

2.4.1 Nature of Social Change –Theories of Social Change.

2.4.2 Factors of Social Change –Social Evolution and Progress.

Unit 3- Process of Socialization of the Child-A Cultural Analysis

3.1 Socialization

3.1.1 Importance of Socialization –Role and Status.

3.1.2 Theories of the Development of Self and Personality.

3.1.3 Agencies of Socialization.

3.2 Culture

3.2.1 Society and Culture, Characteristics of Culture

3.2.2 Functions of Culture-Cultural Variation

3.2.3 Culture and Personality

3.3 Enculturation

3.3.1 Its significance in understanding the child

3.3.2 Process of Enculturation

3.3.3 Enculturation and Education

3.4 Acculturation

3.4.1 Process of Acculturation

3.4.2 Variables of Acculturation-Bases of Acculturation

3.4.3 Impact of Acculturation on the Personality Development of the Child.

3.5 Traditionalisation

3.5.1 Concept of Traditionalisation


- 3.5.2 Social and Cultural Traditions
- 3.5.3 Our Traditions and Modern India
- 3.6 Modernization
 - 3.6.1 Features of Modernization
 - 3.6.2 Attributes of Modernization
 - 3.6.3 Modernization and Education

Unit 4- Human Rights and Co-existence

- 4.1 Constitutional Provisions for Education
- 4.2 Fundamental Rights
- 4.3 Directives Principles of State Policy
- 4.4 Concept of Human Rights
- 4.5 Universal Declaration of the Human Rights
- 4.6 Amnesty International
- 4.7 United Nations High Commission for Human Rights
- 4.8 National Human Rights Commission
- 4.9 State Human Rights Commission/Cell
- 4.10 Rights of Children

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.





















1. Practicum:-











 Make a questionnaire on different aspects of socialization and administration on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity. Organize a debate on Education & Socialization.

2. Practicum:-

Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result

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SEMESTER – II

**COURSE – 6 (a): HISTORICAL, POLITICAL AND ECONOMIC
FOUNDATIONS OF EDUCATION**

Objectives: After completion of the course, students will be able to:

-  To acquaint the students with the political economy of education.
-  To develop among the students an understanding of the financial aspects of education.
-  To understand the Pre-independence and post-independence development of education in India.
-  To understand the factors from historical perspective that contributed to present education system.
-  To explain the important features of various reports, commissions and policies of education during pre and post independence development of Education - in India.

Unit – 1: Foundation of Education

- 1.1 Foundation of education: Meaning, need, nature, concept, type and role in shaping education
- 1.2 Historical Perspective of Education
- 1.3 Political Perspective of Education
- 1.4 Economical Perspective of Education

Unit – 2: Historical Foundation of Education

- 2.1 Origin and development of modern education in India.
- 2.2 Education in India during – Vedic, Buddhist and medieval, Islamic Periods, Colonial Period.
- 2.3 Education in Vedic Period, Education in Buddhist Period, Education in the Medieval Period, Education in Islamic Period, Education in British Period : Concept, Ideas, Agencies of Education, Organization of Education, Teacher-Pupil relationship and their duties, curriculum, methods of Teaching, Women Education, relevance to the present day education.

Unit – 3: Political Foundation of Education



- 3.1 Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
- 3.2 Multiple School Contexts- rural/urban; minority/denominational/ government
- 3.3 Educations and Democracy, Constitutional Provisions for Education, Nationalism and Education.
- 3.4 Study and Review the impact on Indian Education of the following Pre independent policies: Macaulay's minutes ; Wood's dispatch ; Hunter's Commission ; Sargent's Report ; Sadler Commission 1917-19.
- 3.5 Study and Review the impact on Indian Education of the following post-independent policies : University Education Commission ; Constitutional Provision of Education ; National Policy on Education, (1986) ; Programme of Action (1992) ; NCF (2005) ; NCFTE (2009)
- 3.6 RTE Act 2009
- 3.7 Secondary Education Commission
- 3.8 Kothari Commission (1964-66)

Unit – 4: Economic Foundation of Education









- 4.1 Formation of Human Capitals
- 4.2 Knowledge Industries and knowledge occupations
- 4.3 Contribution of education to development
- 4.4 Education and labour market: Investment in education, skill based education
- 4.5 Youth unemployment and education
- 4.6 Economics of brain drain
- 4.7 Educational Financing: Elementary, Secondary and senior Secondary school level

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum






-  Seminar on Perspective of education
-  Review of related literature to justify the role of Political/Economic/Historical foundation of education in shaping of education.

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SEMESTER - II
COURSE – 7 (a) : EDUCATIONAL STUDIES

Objectives: After completion of the course, students will be able to:

-  Introduce the nature of education studies and map the fields.
-  Introduce certain selected seminal educational texts representing the foundational perspectives.
-  Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
-  To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.
-  Introduce, understand and to enable critical analysis to form current and future professionals.

Unit: 1 Foundations of Education

- 1.1 Concept of Education as a discipline
- 1.2 Semantics of Education : Including Broad and Narrow meaning of Education
- 1.3 Interdisciplinary nature of Education w.r.t Philosophical principles, political psychological evidences, sociological foundations, Management Science, political sciences and Economics.
- 1.4 Conceptual analysis : Equality of Educational opportunity, Open learning (distance, online) learning society and Secularism

Unit: 2 Perspectives of Education system in India

- 2.1 Educational and sociological Perspectives of Indian social reformers on the national system of Education
- 2.2 Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Aurbindo, Radhakrishnan, Dr. B.R Ambedkar, Zakir Hussain, Durgbhai Deshmuk, Dayanand Saraswathi, Tilak karve, Shri Mali, Lakshmana Swami Mudaliar.

Unit: 3 Educational Systems and Structure



- 3.1 Historical perspective on the educational system in India and its development a. Education in pre-independence India b. Evolution of Indian system of Education in post-independence.
- 3.2 Conceptual frame work on the Structure, Aims and Functions
 - Elementary School system
 - Secondary School system
 - Higher Education system
- 3.3 Alternative (Educational) System of Education
 - Non Formal System of Education
 - Open Learning
 - Distance Education
 - Adult and Continuing Education
 - Vocational Education
 - Inclusive Education

Unit: 4 Contemporary Concerns of Policies and Practices






- 4.1 Nature and Focus of Education after Independence
- 4.2 Different commissions – NPE (1986), POA (1992)
- 4.3 Report of the committee of review of NPE (Ram Murthy)
- 4.4 SSA, RMSA, RUSA
- 4.5 Constitutional provisions and directive principles related to Education and their Implementation
- 4.6 Right to Education – Right to information act
- 4.7 Delors commission, National Knowledge commission, NCF for school and Teacher Education
- 4.8 Issues and Challenges in Indian Education.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

-  Compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.
-  Seminar on Field of Educational studies

Reference











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SEMESTER - II

**COURSE – 8 (b): ADVANCED EDUCATIONAL RESEARCH AND
STATISTICS**

Objectives: After completion of the course the students will be able to:

-  Explain the different tools and Techniques of Research.
-  Examine the suitability of Tools Techniques of Research in different content.
-  Elucidates the procedure of construction and validation of Tools /Techniques of Research.
-  Enumerates the uses and limitations of different Tools & Techniques of Research.
-  Explains the components of Research Report.
-  Elucidates the difference between parameter & non parametric tests.
-  Tests the significance different between two means.
-  Computes chi square and interpret the results.
-  Gives the meaning of ANOVA
-  Elucidates the meaning of Regression Analysis.

Unit – 1: Quantitative and Qualitative Methods of Research

- 1.1 Experimental – Need and significance, Nature, Validity – Internal and external, controlling variables, Designs – single group, parallel groups and rotation groups. Quasi – Experimental Designs: Non-equivalent Comparison Group Design, and Time –Series Design, Ex Post Facto Research.
- 1.2 Phenomenological, Ethnography, Case Study, Grounded theory, Historical – Need and significance of Historical Research, primary data and secondary data, Sources and collection of data – Internal Criticism and External criticism and Interpretation of data.

Unit – 2: Tools and Techniques of Data Collection

- 2.1 Characteristics of a good tool – Concept and Types of Validity and reliability, Usability, Methods of establishing and Validity and Reliability of a tool.
- 2.2 Test – Concept and Uses of Norm-Reference Test and Criterion Reference Test, Construction and Validation of achievement test.

- 2.3 Tools – Rating scale. Attitude scale, Opinionnaire, Questionnaire, Aptitude test, checklist, inventory – meaning, characteristics, construction, validity and reliability.

Unit – 3: Parametric and Non Parametric Testing




- 3.1 Measures of Relationship – Rank Difference. Product Moment (Direct and Scatter Diagram Methods) Biserial, Point Biserial, Tetrachoric and Phi – Computation and uses in measurement and research, concepts of Partial and Multiple Correlations and their uses in education research.
- 3.2 Concept of Parametric Test & Non Parametric test, Concept of Parameter and Statistic, Sampling distribution, Sampling Error And Standard Error of Mean (large and small sample), Levels of significance, Confidence limits and Intervals, Degrees of Freedom,
- 3.3 Parametric Tests: Testing of Hypothesis – Null hypothesis, Alternative Hypothesis, one tailed test and two tailed test, Type I & Type II Errors, Steps in Testing the Hypothesis, Testing significance of Means: ANOVA – Concept and uses; Regression Analysis: concept and uses.
- 3.4 Non parametric tests – Chi square test: Concept, Computation and uses of chi square as a test of Independence and Contingency co-efficient.











Unit-4: Report Writing and Presentation of Results

- 4.1 Need for Effective Documentation: Importance of Report Writing Characteristics of good Report Writing, Types of Research Reports: Brief reports, detailed reports, Technical reports.
- 4.2 Report Writing
- 4.3 Report Format: Preliminary section, Main report, Interpretations of results and suggested recommendations, Limitations of the study, References (APA Style)
- 4.4 Reporting of Research findings and implications









Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.



















Practicum

-  Critically analyze X standard question paper in terms of norm referenced and criterion referenced test, weight age given to objectives and content.
-  Preparation/ construction and validation of any one of the tools/ techniques.
-  Collect two studies for each method of research and comment on the method followed.

-  Critically examine the given research report with respect to structure, components, style of writing and bibliography.
-  Collect 2 cases each for different types of measures of relationship and comment on its suitability.
-  Collect any 10 examples, 5 from parametric studies and 5 from non-parametric studies from offline sources.
-  Collect from offline resources any 10 studies in which 't' test for independent sample.(for small and large samples)
-  Collect from offline resources any 10 studies in which 't' test for correlated samples. (for small and large samples)
-  Preparation, administration and interpretation of any one tool i.e. observation, interview, questionnaire etc.
-  Identify five quantitative research problems and prepare at least five research questions for each with clear research title.
-  Conduct a training program on the use of digital library especially for Secondary sources and reference material, such as dictionaries and encyclopedias.
-  A critical analysis of the scope, merits and limitations of various approaches of Quantitative research.
-  Identify an experimental educational research problem and prepare their research designing with justification.

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SEMESTER - II
OPEN ELECTIVE COURSE
STRATEGIES OF TEACHING

Objectives: After completion of the course students will be able to :

-  Acquire competency in different teaching skills
-  Understand the context of application of different strategies of teaching and also implement them.
-  Understand and appreciate the role of communication in effective teaching.
-  Understand the impact of teacher communication on student's personality development
-  Understand the various features of models of teaching.
-  Know and understand the correlates of teacher effectiveness.

Unit 1: Micro-teaching

- 1.1 Meaning, definitions and importance of Micro-teaching.
- 1.2 Micro-teaching cycle.
- 1.3 Elements of micro-teaching – modeling, setting (simulation / real), feed-back, integration.
- 1.4 Planning of Micro lesson
- 1.5 Teaching skills-
 - 1.5.1 Introducing lesson
 - 1.5.2 Probing questions
 - 1.5.3 Explaining
 - 1.5.4 Stimulus variations
 - 1.5.5 Black board writing.
- 1.6 Integration of Teaching Skills

Unit 2 Methods of Teaching

- 2.1 Teacher Centered Approaches
 - 2.1.1 Lecture method
 - 2.1.2 Demonstration Method
 - 2.1.3 Exposition Method
- 2.2 Learner Centered Approaches.

- 2.2.1 Discussion Method
- 2.2.2 Heuristic method
- 2.2.3 Problem solving method
- 2.3 Individualized Instruction – Meaning, Characteristics, Types and Importance
 - 2.3.1 Programmed Learning - Meaning, Definitions, Characteristics and Importance
 - Basic Principles of Programme Learning Styles of Programmed Text Designing
- 2.4 Evaluation of a Programme
- 2.5 Mastery learning
 - 2.5.1 Origin and Growth
 - 2.5.2 Basic Principles of Mastery Learning
 - 2.5.3 Importance of Mastery Learning in Education
- 2.6. Group Instruction
 - 2.6.1 Debate, Dialogues and Team Learning
 - 2.6.2 Team teaching, Brain Storming, Case Study and Synetics

Unit 3: Understanding Teacher Effectiveness

- 3.1 Meaning and Concept of Teacher Effectiveness
- 3.2 Role consensus and Teacher Effectiveness
- 3.3 Characteristics of Effective Teacher
- 3.4 Role of Teacher in Student Learning
- 3.5 Recommendations for Teacher Effectiveness
- 3.6 Assessment of Teacher Effectiveness

Unit 4: Communication and Teaching

- 4.1 Meaning and definition of communication
- 4.2 Components of Communication
- 4.3 Types of Communication
- 4.4 Communication Models
- 4.5 barriers of Communication
- 4.6 Strategies for Effective Communication













Transaction mode

The course material will be transacted utilizing the different modes like group discussion, seminar, PowerPoint presentation, project work, activities and paper presentations.

Practicum

1. Construct a few test items based on Bloom's taxonomy on a selected topic of your own choice.
2. Prepare a lesson plan on any one style of programmed learning.
3. Identify and list out the barriers of communication.

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DISSERTATION

SEMESTER – II

INTER-SEMESTER BREAK (ISB) – II (d)

Activity – 1: Dissertation

-  Students will explore the areas of educational research.
-  The chosen topic must be from the area of specialization.
-  Identification of the problem and defining the problem in operational terms.
-  Preparation & Presentation of the Proposal before DRC.

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INTERNSHIP IN TEACHER EDUCATION INSTITUTION (TEI)

SEMESTER – II

INTER-SEMESTER BREAK (ISB) – II (c)

INTERNSHIP IN TEACHER EDUCATION INSTITUTION

Objectives: After completion of the course, the students will be able to:

-  Internship will be organized with attachment to both pre service teacher education and in service teacher education setting.
-  Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.














Assessment is based on the following activities –
Critical analysis of curriculum of B.Ed./M.Ed. from various aspects like pedagogy, specialization offered etc in the light of NCFTE 2009
Mode of transaction and gives suggestive plan for improvement
Observation of day-to-day school activities and report of an in-depth study of two activities.
Participation and organization of co-curricular activities <ul style="list-style-type: none"> ▪ Cultural ▪ Literacy ▪ Games & sports ▪ <i>Shramadhan</i>
Teaching work (Five periods in any one compulsory paper of B.Ed.)
Observation & Supervision of 5+5 lessons in each teaching subject
Participation in any two in-service teachers training programme for preparation of depth report on it.
Analyze nature & type of in-service teachers training programme organized by the institution.
Prepare an evaluation proforma for in-service teachers training programme, apply it on at least 40 teachers and prepare a report on it.

Prepare a module for in-service teachers training programme and find its effectiveness.
Review new trends in research of teacher education and prepare a report.
Establishing new norms or quality parameters of a teacher education institution from national /international level – study any one institution and prepare a report.
<p>Organization and participation in community work</p> <ul style="list-style-type: none"> • Organization of community work in educational and social awareness camp by B.Ed. students. • Participation in national program - Pulse Polio, Literacy campaign, Assistance Medical Camps and Yoga camp.
<p>Training in management of different sections of the school</p> <ul style="list-style-type: none"> ▪ Library management ▪ Administration and scoring of any five psychological tests. ▪ Science club. ▪ Office Records and maintenance of attendance register, teacher’s diary & stock Register. ▪ Maintenance of technology department.
<p>Training for evaluation process –Construction of question paper ; Pre-Preparation for Examination ; Evaluation of answer books and preparation of result</p>

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SEMESTER - III

**SPECIALIZATION IN ANY ONE LEVEL: ELEMENTARY/SECONDARY AND
SENIOR SECONDARY**
SPECIALIZATION PAPER- GUIDANCE AND COUNSELING
COURSE 9 (d) : GUIDANCE AND COUNSELING AT ELEMENTARY LEVEL

Objectives: After completion of the course the students will be able to:

-  Understand the meaning, nature and scope of guidance,
-  Understand the meaning of and the need for group guidance ,
-  Recognize the role of guidance in attaining the goals of education,
-  Appreciate the need for guidance,
-  Develop acquaintance with various techniques of group guidance ,
-  Understand the meaning, nature and scope of counseling,
-  Appreciate the need for and goals of counseling,
-  Analyze the relationship between guidance and counseling,
-  Understand the concept and process of counseling in group situation,
-  Recognize the different areas of counseling,
-  Understand the various stages involved in the process of counseling,
-  Appreciate the importance of counseling relationship,
-  Become acquainted with the skills and qualities of an effective counselor.

Unit -1: Understanding Guidance

- 1.1. Meaning and Definitions
- 1.2. Misconceptions about guidance
- 1.3. Need for guidance
- 1.4. Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization
- 1.5. Scope of guidance programme

Unit -2: Types of Guidance and Group Guidance

- 2.1 Types of Guidance: Educational, Vocational/Career and Personal
- 2.2 Individual guidance and group guidance; advantages of group guidance
- 2.3 Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit -3: Understanding Counseling




- 3.1 Meaning and nature of counseling
- 3.2 Misconceptions about counseling
- 3.3 Scope of counseling
- 3.4 Goals of counseling: resolution of problems, modification of behavior, promotion of mental health
- 3.5 Relationship between guidance and counseling: place of counseling in the total guidance programme

Unit -4: Counseling Process & Counseling Relationship, Types & Areas of Counseling
















- 4.1 Stages of the counseling process
- 4.2 Counseling Techniques-person centered and group centered, cognitive interventions, behavioral interventions, and systematic interventions strategies.
- 4.3 Skills and qualities of an effective counselor
- 4.4 Professional ethics
- 4.5 Uses of group process in counseling
- 4.6 Process of group counseling
- 4.7 Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups
- 4.8 Peer counseling: Its concept and the relevance to the Indian situation.
- 4.9 Steps and skills in group counseling process.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Sessional Work: The students may undertake any one of the following activities:

-  Identification of the cases for counseling
-  Exploring the possibilities for peer counseling in the institutions
-  Having with the counselor related to the process of counseling, clients and writing a report on this.

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SEMESTER- III

**SPECIALIZATION IN ANY ONE LEVEL: ELEMENTARY/SECONDARY & SENIOR
SECONDARY**

SPECIALIZATION PAPER- GUIDANCE AND COUNSELING

COURSE 9 (d): GUIDANCE AND COUNSELING AT SECONDARY LEVEL

Objectives: After completion of the course the students will be able to:

-  Understand the essential services involved in the guidance programme,
-  Understand the resources required and their optimum use in managing a school guidance programme,
-  Aware of the constitution, role and function of the school guidance committee,
-  Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance.

Unit -1: Guidance and Education

- 1.1 Relation of Guidance with Education
- 1.2 Needs for Guidance at various levels of education/schooling
- 1.3 School Guidance: a collaborative effort of school and community
- 1.4 Organization of Guidance programmes in schools, planning of Guidance programme.

Unit -2: Essential Services in Guidance Programme

- 2.1 Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation
- 2.2 Resources required for organizing guidance services
- 2.3 School guidance committee: constitution, roles and functions
- 2.4 Placement services
- 2.5 Research and evaluation services

Unit -3: Guidance and Curriculum, Guidance of Students with Special Problems

- 3.1 Integration of guidance and curriculum-need and importance
- 3.2 Guidance based curriculum.
- 3.3 Role of teachers and other personnel's in the construction of guidance based curriculum.






- 3.4 Role of principal and teachers in guidance programmes.
- 3.5 Nature and causes of behavioral problems
- 3.6 Underachievement
- 3.7 School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.
- 3.8 Guidance of students with behavioral problems
- 3.9 Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills,
- 3.10 Promoting psychological well-being and peace through school based programmes.

Unit -4: Guidance of students with special abilities and Needs






- 4.1 Students with special abilities and needs-concept and identification process.
- 4.2 Guidance for gifted and creative students.
- 4.3 Guidance for socially and economically disadvantaged students.
- 4.4 Guidance for physically and intellectually challenged students.
- 4.5 Delinquency among students-causes, identification, and guidance for Delinquent students.
- 4.6 Follow-up guidance.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Sessional Work: The students may undertake any one of the following activities:

-  Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report.
-  Prepare a detailed outline of a class talk on 'Need for guidance services in schools'.
-  Prepare a Cumulative RECORD Card plan and enlist the important areas on which the information may be recorded and why?
-  Prepare a list of resources required for setting up a guidance-oriented curriculum.
-  Administer and score a 'Students Problem Checklist' and prepare a report.

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SEMESTER – III

**SPECIALIZATION IN ANY ONE LEVEL: ELEMENTARY/SECONDARY AND SENIOR
SECONDARY**

**COURSE – 10 (d) : ADMINISTRATION, MANAGEMENT AND LEADERSHIP OF
ELEMENTARY EDUCATION**

Objectives: After completion of the course, the students will be able:

-  To equip with essential skills of successful administrators.
-  To understand structure and system of administration at national state and local level.
-  Understand various policies, planning and initiation taken by Govt. at Elementary level.
-  Reflect on planning, management, policies and operational strategies at Elementary level.
-  To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
-  To sensitize the students about new changes and challenges in leadership of institutions.

Unit – 1: Educational Administration at National Level

- 1.1 Meaning concept, nature and types of structure of educational administration at national level.
- 1.2 Role and responsibilities: Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- 1.3 National grants, to state Govt.
- 1.4 Bureaus/ divisions of the ministry of HRD, Department of Education.
- 1.5 Major activities and organization of Department of Education of MHRD.
- 1.6 NCERT - organization, structure objectives Role and function.
- 1.7 NUEPA – NCTE, *Kendriya Vidyalaya Sangathan*,

Unit – 2: Educational Administration at State Level

- 2.1 State level administration: - Need importance and limitations
- 2.2 Recommendations of committees on role of state and local bodies.
- 2.3 Local bodies:- District boards and Municipalities. Present position of local administration in Elementary education.
- 2.4 Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies.

Unit – 3 : Management of Elementary Education






- 3.1 Meaning, concept, need and nature of management & management of education.
- 3.2 Present policies and operational strategies of central & state Govt. for Elementary Education.
- 3.3 Introduction- policies for strategy- Priority areas and Implementation machinery- training, Research and orientation.
- 3.4 District-Planning and management of Education.
- 3.5 Machinery of Local management DISE (District Information system for Education)

Unit – 4: School Leadership





- 4.1 Curriculum framework, outline key areas for leadership development in Elementary schools:- (capacity building to transform function at managers to school leaders)
- 4.2 Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- 4.3 School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- 4.4 School & Community: - Inter-linkage, Role and responsibilities.
- 4.5 School as a learning organization
- 4.6 Developing a vision for school: - vision for school transformation, assessing context and constraints.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

-  Prepare a report on the existing structure and function of educational administration at national level.
-  Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Government school.
-  Interview some school administrative staff and local authorities to find out the status of local administration in Elementary school.
-  What special obstacles did they encounter, and how were they overcome?
-  Write a report on the best theory of leadership in the light of RTE act 2009,








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SEMESTER – III

**COURSE–10 (d) : ADMINISTRATION, MANAGEMENT AND LEADERSHIP OF
SECONDARY /SENIOR SECONDARY LEVEL**

Objectives : After completion of the course, the students will be able to:

-  To handle or solve problems and issues related to educational administration at Elementary level.
-  Understand types of educational administration.
-  Select/practice/and suggest appropriate types of educational administration according to situations.
-  To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
-  To help them determine and implement objectives of planning on the basis of individual needs of the students.
-  To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
-  To sensitize the students about new changes and challenges in leadership of institutions.

**Unit – 1: Educational Administration at National Level–Secondary/ Senior Secondary
Level**

- 1.1 Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- 1.2 National grants to state Govt.
- 1.3 Bureaus/ divisions of the ministry of HRD, department of education.
- 1.4 Major activities and organization of department of education of MHRD.
- 1.5 NCERT - organization, structure objectives Role and function.
- 1.6 NUEPA – NCTE, Kendriya Vidyalaya Sangathan,
- 1.7 Suggestions regarding administrative reforms at the central level.

Unit–2: Role of State Governments in Secondary/Senior Secondary Level

- 2.1 State level administration: - Need importance and limitations Recommendations of committees on role of state and local bodies.
- 2.2 Local bodies:- District boards and municipalities. Present position of local administration in Elementary education.
- 2.3 Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies.

Unit–3: Performance and Resource Management in Educational Institutions







- 3.1 Monitoring of school performance.
- 3.2 Performance appraisal of the teachers.
- 3.3 Scientific principles of management-PERT, CPM, PPBS system approach.
- 3.4 Financial and administrative management of educational institutions.
- 3.5 Nature and characteristics of resource available in education. - need for resource management in education. - Material resources. - human resource - financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization
- 3.6 Quality assurance in material and human resources.

Unit – 4: School Leadership at Secondary/Senior Secondary Level






- 4.1 Curriculum framework outline key areas for leadership development in Elementary schools:- (capacity building to transform function at managerial level to school leaders)
- 4.2 Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- 4.3 School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- 4.4 School & Community: - Inter linkage, Role and responsibilities.
- 4.5 School as a learning organization
- 4.6 Developing a vision for school: - vision for school transformation, assessing context and constraints.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

-  Prepare a report on the existing structure and function of educational administration at national level.
-  Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Govt school.
-  Interview some school administrative, staff and local authorities to find out the status of local administration in Elementary school.
-  What special obstacles did they encounter, and how were they overcome?
-  Examine the effectiveness of any one programme run by central Govt. for senior Secondary students. Present the report in classroom seminar.
-  Analyse the quality of financial and administrative management in any rural and urban school.








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SEMESTER - III
COURSE 11 (a) : PROFESSIONAL ETHICS AND HUMAN VALUES OF TEACHER
EDUCATORS

OBJECTIVES: After completion of the course the students will be able to:

-  To create an awareness on Engineering Ethics and Human Values.
-  To understand social responsibility of an engineer.
-  To appreciate ethical dilemma while discharging duties in professional life.
-  To lay a strong foundation in value based living
-  To create awareness in students towards realizing self and the effect of right understanding
-  To inculcate in students, a sense of respect towards harnessing values of life and spirit of fulfilling social responsibilities.
-  To enable students to lead a practical life adding value to human relations.

Unit 1- Professional Ethics

- 1.1 Concept, Need and Importance. The Ethics of teaching, Moral teachers.
- 1.2 Teaching as a profession: Principles of Professional Ethics.
- 1.3 Recommendations of NCF-2009, UGC, CBSE about teachers code of conduct.
- 1.4 Role of teachers, organizations in promoting professional ethics among teachers.
- 1.5 Professional ethics of teachers- International perspectives.

Unit 2- UNDERSTANDING THE HARMONY AT VARIOUS LEVELS

- 2.1 Understanding the Human Being as co-existence of self and body
- 2.2 Harmony in Self
- 2.3 Harmony with the body
- 2.4 Harmony in the Family

Unit 3- INTRODUCTION TO VALUE EDUCATION

- 3.1 Understanding Value Education
- 3.2 Self Exploration as the Process for Value Education
- 3.3 The Basic Human Aspirations-Continuous Happiness and prosperity
- 3.4 The program to Fulfill Basic Human Aspirations

Unit 4- Implications of the Holistic Understanding of Harmony on Professional Ethics

4.1 Natural acceptance of human values






4.2 Definitiveness of Ethical Human Conduct

4.3 Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order

4.4 Competence in professional ethics:

- a. Ability to utilize the professional competence for augmenting universal human order,
- b. Ability to identify the scope and characteristics of people-friendly and eco- friendly production systems,
- c. Ability to identify and develop appropriate technologies and management patterns for above production systems.

Practicum:

-  Case studies on violation of professional ethics among teacher educators.
-  Institutional studies about creating a conducive environment in teacher education instructions/schools/colleges.
-  Conducting interviews of award winning teachers about inculcation of values systems in educational institutions.
-  Identifying and reporting national values prevailing in the primary/secondary text books.
-  Any other activities relevant to the subject.

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SEMESTER - III

COURSE 12 (C) : PERSPECTIVES OF TEACHER EDUCATION

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

-  To understand the perspectives and policies on teacher education
-  To appreciate the researches on various practices in teacher education
-  To understand the recent trends in teacher education
-  To acquaint with various issues and innovations in teacher education
-  To understand the management of teacher education

Unit – 1 : Perspective and Policies of Teacher Education

- Concept of Teacher Development
- Factors Influencing Teacher Development
- Teacher Education in Various Policies and Documents (NPE 1986, POA 1992, NCFTE 2009, NCTE - 2014)

Unit – 2 : Management of Teacher Education

- Administrative Structure in Teacher Education at State and National Level
Structure
- Management Issues in Teacher Education
 - Planning and Designing
 - Executing the Instruction
 - Multi-organizational Influences (University, State Government, UGC, NCERT and NCTE)
 - Monitoring the Programme
 - Management of Demand and Supply of Teacher

Unit – 3: Research in Teacher Education









- Reviews of Studies in Teacher Education
- Research Trends in Teacher Education
- Innovations in Teacher Education
- Researches in Teacher Education- Methodological Issues and Challenges

Unit – 4: Problems and Issues in Teacher Education






- Admission Criteria
- Assessment of Teacher Effectiveness
- Competencies of Teacher
- Curriculum Concerns in Teacher Education
- Establishing Theory Practice Nexus









Mode of Transaction : Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

-  To study various annual reports of SCERT/RIE/NCERT/NUEPA to identify different programmes for professional development.
-  Case study on innovative Institutions in teacher education
-  Review of research studies/literature in the area of teacher education
-  Development of tools for evaluation of practice teaching programme
-  Visit to different teacher education institution with a view to review institutional research studies.
-  Studying the opinions of the in-service teachers for strengthening teacher education
-  Development and implementation programme for community awareness on certain cultural, social, environment and academic issues.
-  To study the challenges faced by administrators at various levels.

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SEMESTER – III

COURSE – 11 : INTERNSHIP IN SPECIALIZATION

(Elementary or Secondary / Senior Secondary Level)






Prepare a report after analysis of private/innovative/alternative schools which develop their own curricular or co-curricular activities/material or any innovation.
A journal should be maintained by the student in which he/she records one's experiences, observations, and reflections during internship.
Working with community based on any project of social welfare. (submission of activity report)
Preparing a suggested comprehensive plan of action for some aspects of school improvement
The student-teacher will also maintain a portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.
Exhibition of work done by the students during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment
Analysis of text book from peace perspective
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.
Make lesson plans at least 10- different methods in which 5 must involve students. Student could develop their own method (fusion based) with the help on teacher educator and deliver in school
Delivery of Four lessons in a school teaching subject (After each lesson of practice teaching student teacher need to discuss with subject teacher on their pedagogy and new practices. It must be seconded by the subject teacher.)
Learning achievement surveys (baseline, midterm and end term) would be made to track children's performance over the period.
Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of children to be covered.
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.
Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.
Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.
Analyze any one course curriculum /text book to find out whether the values enshrined in the

Constitution of India and the National Policy on Education have been incorporated or not.
Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/ Link school knowledge in different subjects and children's everyday experiences.
Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation.
Conduct a programme in school with/in association of local artisans/workmen in school activities.
On the basis of QMTs (developed by Govt of India with the help of NCERT) examine the quality aspect of a school, prepare a report with suggestion.
Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas of school.
Regular school visits at least 5 weeks for addressing emerging pedagogic issues and issues related to school development.
On the basis of recommendations of Research Advisory Committee (RAC) at national level to discuss research issues and to suggest new studies to be undertaken in education and allied areas.

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SEMESTER -III
OPEN ELECTIVE COURSE: PERSONALITY DEVELOPMENT AND COMMUNICATION
SKILLS

Objectives: After completion of the course students will be able to:

-  develop an awareness of the concept and dimensions of personality.
-  understand the relationship between education and personality development.
-  understand the factors of mental health and the role of education in its development.
-  analyze the components of effective classroom communication.
-  develop insight into the skills of effective classroom communication.

Unit 1: Personality Development and Education

- 1.1 Education: Analysis of the concept of Education, Process and Product, Aims of Education
- 1.2 Role of different agencies in Personality Development: Home, School, Society and Media.
- 1.3 Personality: Concept, Nature, Dimensions – Physical, Intellectual, emotional, linguistic, moral and spiritual; Meaning and Development of Self Concept, Self Confidence, Self Esteem, Self Actualization and Leadership.

Unit 2: Mental Health and Adjustment

- 2.1 Adjustment: Concept; Mechanisms of Adjustment: Direct, Indirect: Defense Mechanisms – Rationalization, Displacement, Reaction formation, Projection, Sublimation.
- 2.2 Mental Health: Concept, importance, Factors affecting Mental Health: Anxiety, Frustration and Conflict: Role of education in promoting mental health.
- 2.3 An analysis of the characteristics of Mentally Healthy Person

Unit 3: Communication and Education




- 3.1 Communication: Concept, Nature and significance
- 3.2 Types of Communication: Inter and Intra Personal Communication; Small group, Large group and Mass Communication; Modes of Communication: Verbal and Non Verbal Communication.
- 3.3 Concept of Effective Communication; Barriers of Communication – Physical, Social, Semantic, Psychological, Personal and Instructional

Unit 4: Communication in Classroom













- 4.1 Teaching as a communication process: Analysis of classroom communication in terms of its components – Teacher, Student, Curriculum and Methods of Teaching.
- 4.2 Concept and criteria of effectiveness of classroom communication: presage, process and product.
- 4.3 Role of devices (teaching learning material) and technology (computer and internet) in effective classroom communication
- 4.4 Communication and Teaching Technology: Principles and methods of Teaching. Training in Teaching - Micro Teaching: Meaning, importance and Micro Teaching Cycle
- 4.5 Instructional Skills – Micro Teaching – Skill of Introducing, Skill of Questioning, Explaining, Skill of Illustrating with Examples, Skill of Stimulus Variation and

Mode of Transaction: Lecture cum demonstration, Lecture cum discussion, Seminars, Panel discussion, Group discussions etc.

Practicum:






-  Practice and feedback on specific skills of teaching (Microteaching)
-  Visit to RIMSE for personality development sessions
-  Practice and feedback on communication skills

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SEMESTER – III
INTER-SEMESTER BREAK (ISB) – III

Activity – 1 : Dissertation







-  State the background of the problem
-  Review of the Related Literature
-  Plan a research design
-  Selection of Tool, Collecting and Quantifying of data
-  Tabulation of data

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SEMESTER – III



INTER-SEMESTER BREAK (ISB) – IIIB ACADEMIC WRITING

Objectives: After completion of the course the students will be able to:


-  Sensitize to their communicative behavior.
-  Enable to reject and improve their communicative behavior performance
-  Build capacities for self criticism and facilitate growth.
-  Enhance their listening & writing skill.
-  Present effective lecture after enhancing their listening skills.
-  Write or draft professional letters and mail etc.

Activity – 1




Preparation of Report on –

-  Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
-  Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.


Activity – 2

-  Writing Skills: Essential components of writing skills, writing standard, business letter, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Elective use of SMS case writing and documentation.



Activity – 3

-  Prepare a Programme on SMS case writing and documentation.
-  Attend a seminar/workshop or conference and write a report on entire programme.
-  Workshop on e-mail drafting.

Activity – 4




-  Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective thinking critical thinking, negotiation skill.

Activity – 5









-  Prepare a programme on reflective thinking and negotiation skill and conduct it in school.
-  Prepare your resume/effective profile for an interview.

Mode of Transaction: workshop sessions, assignments, presentations by students
Activities and Firsthand experience.

Practicum

-  Workshop on academic writing skill.
-  Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
-  Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

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-  HNGU Handbook-I
-  HNGU Handbook-II

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SEMESTER – IV

COURSE 12 (d) : EDUCATIONAL TECHNOLOGY AT ELEMENTARY LEVEL

Objectives: After completion of the course the students will be able to:

-  Enable the students as future educators
-  Understand the complexity of teaching.
-  Develop communication skills.
-  Develop sufficient understanding to all as resource persons in their own institutes.
-  Take up research in this area.

Unit-1: Classroom Communication

- 1.1 Definitions, Types of communication, conceptual model of classroom communication process, noise and its reduction.
- 1.2 Teaching-learning as a communication process. Introduction processing and concept attainment, Factors affecting on information processing.
- 1.3 Non- verbal communication in the classroom, Teacher expectancy.
- 1.4 Enhancing communication effectiveness-communicator-communicate relationship, Role of media.

Unit-2: Managing the Classroom

- 2.1 Classroom as a social system, Role conflict and their resolution, Teacher power.
- 2.2 Classroom management- Control and discipline.
- 2.3 The Behavior modification approach- Gordon's Teacher Effectiveness Training.
- 2.4 Strategies of classroom management-Kounin's study.

Unit-3: Instructional Strategies



- 3.1 Team Teaching, Team Learning and Brain-storming
- 3.2 Simulation and Gaming, Concept Mapping.
- 3.3 Mastery learning and Direct Instruction.
- 3.4 Role Playing, Synectics and Inquiry Training.

Unit-4: Differentiated Instruction



- 4.1 Meaning, definitions and concept
- 4.2 Principles of differentiation
- 4.3 Content, Process, Product, Affect and Learning Environment
- 4.4 Challenges in differentiated classroom

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.


1. Practicum:-

-  Conduct seminar on the role of media in present communication system.
-  Conversation on a topic to know the communication ability among the students


2. Practicum:-

-  Depute the students to schools for observation of the classroom management by the teachers.
-  Enable the students to use power in the classroom for maintaining discipline and controlling.









3. Practicum:-








-  Conduct seminar on how to use innovative methods and strategies in the classroom.

4. Practicum:-

-  Conduct seminar on principles, strategies and challenges of differentiated instruction

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SEMESTER – IV

**COURSE-12 (d) : EDUCATIONAL TECHNOLOGY AT SECONDARY/SENIOR SECONDARY
LEVEL**

Objectives: After completion of the course the students will:

-  Grasp the concept of educational technology as systems approach to education, enlist its foundations and view education at all levels as processes designed and monitored towards improving the process of human learning; and
-  Identify the stages of educational technology process and cast instructional technology into a flowchart of management of learning by objectives.
-  Trace the instructional theory building approaches from behavior modification, cognitive construct, cognitive development, task analysis and synthesis of learning principles.
-  Use taxonomy of cognitive domain to state objectives, select and analyze content, build learning interaction sequence, write frames to form a programme of learning,, test, evaluate, and monitor the programme to better effectiveness.
-  Survey the world of traditional, new and digital media, and understand media as extensions adding to and extending our senses, and make applications of selected media devices and innovations in instruction using media such as radio vision, interactive video, teleconferencing and the like.

Unit –1: Concept of Educational Technology

1.1 Meaning and Definitions

1.2 Foundations of Educational Technology

(a) Psychology of Learning (b) Communication Theory





(c) Media Technology (d) Scientific Method (e) Systems Approach

1.3 Educational Technology as Systems Approach to Education.

1.4 Scope of Educational Technology: Instructional, Institutional, Administration, Textual, Material and Media Systems.

1.5 Stages of Educational Technology Process: Instructional Technology (Conceptual Differentiation). Instructional Technology as Management of Learning by Objective – A Flow Chart Based Description.

1.6 Educational Technology in the NCFTE Perspective (2009). Review of the following:

-  Educational Technology work at National and State level institutions.
-  Educational Technology Teaching and Research in the Universities.
-  Educational Technology work at EMRC's and AVRC's.
-  Educational Technology through computing institutions and internet.

Unit –2: Planning and Managing Objectives Based Instruction

- 2.1 Taxonomy of Educational Objectives:** Bloom, Krathwhol and Harrow.
NCERT's Version of Instructional Objectives and Specification.
- 2.2 Content Analysis for Teaching:** Content Analysis, Concept Mapping and Task Analysis as Aids to Identify Categories of Content.
- 2.3 Planning of Instruction:** - Setting Instructional Goals, Writing, Instructional Objectives, Using Mager's Conditions, Entering Behavior, Terminal Behavior and Task Description.
- 2.4 Programming Instruction**
 - 2.4.1** Terms, Concept and Definitions, Programming, Principles Steps, Rules and Styles, Linear, Branching and Mathematical Styles,
 - 2.4.2** Programme Development Selection of the Topic, Stating Assumptions about the learner, Writing Objectives in Behavioral Terms, Frame Techniques, Prompting Characteristics and Types, Editing and Review of the Programmes.

Unit-3: Contemporary Models of Instruction:

- 3.1** Performance Based Models of Teaching -- Basic Teaching Models. Norm Referenced Teaching Model and Criterion Referenced Teaching Model
- 3.2** Theory Based Models of Teaching -- Nature and Components of Models of Teaching, Syntax of Model of Teaching - Information Processing Model - Concept Attainment and Advanced Organizer Model of Teaching.
- 3.3** Personal Development Model -- Awareness Training Model and Synectics Model.
- 3.4** Behavior Modification Model -- Contingency Management.
- 3.5** Social Interaction Model -- Group Investigation and Social Inquiry Model
(Theoretical, Rationale, Objectives, Syntax and Exemplars for the above said Models of Teaching).


















Unit-4: Media Use in Education


















- 4.1** Media Devices - Typical Attributes and Applications, Classification of Media According to Sensory Channel and Teacher-Student Control. Media Selection Process – A Flowchart. Developing a Multimedia Package.
- 4.2** Traditional Media Devices - Slide Projector. Overhead Projector. Automatic Slide Projector.
- 4.3** New Media Devices
- a) Radio, Television, AVR and VCR, Video Camera, Camcorder and Handicam.
 - b) Radio Lesson, Radio Vision, Teleconferencing
 - c) Television Lesson, Video Conference, Video Lesson Interactive Video Lesson.
 - d) Gyan Darshan, EduSat, Country Wide Classroom, IGNOU Distance Education Courses and Lessons.
 - e) Activities and Programmes of NCERT, CIET, SCERT, UGC, IGNOU and EMRC/ AVRC
- 4.4** Digital Recorders, Projectors and Devices- LCD Projectors, Visualiser, Digital Cameras, Digital Board, Mobile with internet and Web Camera, Pocket Recorder or Voice Recorder.
- 4.5** Cyberspace use in Education – The Internet – Internet Explorer, Website, Email, Search, Chat and Live Web Cam. Creating Email Address, Sending and Receiving Email. Cam Applications. Web Publishing. Creating a Web Page. Educational Websites. Online Courses and Testing. Virtual Classroom. Using a Search Engine. Searching, Selecting and Editing Specific Information. Conducting Live Chat and Live Web Cam Interaction. Computer used in Instruction – Question Bank.







Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum: The Department is free to introduce and identify the Practicum Activities relating to the above said units.

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SEMESTER - IV

COURSE – 13 (d) : INCLUSIVE EDUCATION AT ELEMENTARY LEVEL

Objectives : After completion of the course the students will be able to:

-  Understand concept, meaning and significance of inclusive education.
-  Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
-  Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
-  Understand the nature of difficulties encountered by children
-  Prepare teachers for inclusive schools.
-  Analyze special education, integrated education, mainstream and inclusive education practices.

Unit- 1: Introduction to Inclusive Education (IE)

- 1.1 Conceptual Clarification and Definition
- 1.2 Prevalence, Myths & Facts
- 1.3 Types of inclusion
- 1.4 Historical perspective of Inclusive education in India & world
- 1.5 Advantages of inclusive education for education for all children in the context of right to education

Unit -2 : Factors Related to Inclusion

- 2.1 Access – In terms of proximity gender and socially backward children, minorities, physically challenged, Programme to equate deprived children.
- 2.2 Barrier Free Environment (BFE): from Biwako Millennium Frame Work and BFE manual by CCD, New Delhi.
- 2.3 Enrolment – Reasons for non-enrolment, probable strategies from educational social point of view, gross enrolment and net enrolment. Role of Community / Parents / Teachers in achieving 100% achievement.
- 2.4 Achievement – Reasons for under achievement, strategies for enhancing achievement levels.

Unit -3: Education for All





- 3.1 Constitutional Provisions, important Articles and their educational implications for General and disabled population.
- 3.2 Right to Education (RTE)
- 3.3 Educational Placements for Children With Special Needs (CWSN)
- 3.4 Universalization of Elementary Education
- 3.5 Acts on Child Rights

Unit – 4: Planning for Inclusive Education







- 4.1 Meaning, concept and need of planning of Inclusive Education
- 4.2 Models of IE, Components of IE ;
- 4.3 Planning – Onsite assessment of resources, Team Collaboration, Time table preparation, and Planning an IEP & Curriculum adaptation & NCF 2005 recommendation.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

-  Make a critical appreciation of right to education act in the context of inclusive education.
-  Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
-  Study & review any two national policies in the light of inclusive education.
-  Make a critical analysis of NCF-2005 for planning quality teacher preparation programme

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SEMESTER – IV

**COURSE – 13 (d) : INCLUSIVE EDUCATION AT SECONDARY/SENIOR SECONDARY
LEVEL**

Objectives : After completion of the course the students will be able to:

-  Understand concept, meaning and significance of inclusive education.
-  Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
-  Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
-  Understand the nature of difficulties encountered by children
-  Preparation of teachers for inclusive schools.
-  Analyze special education, integrated education, mainstream and inclusive education practices.

Unit – 1 : Introduction, Issues & Perspectives of Inclusive Education

- 1.1 Definition, concept and importance of inclusive education.
- 1.2 Historical perspectives of inclusive education for children with diverse needs.
- 1.3 Difference between special education, integrated education and inclusive education.
- 1.4 Advantages of inclusive education for education for all children in the context of Right to Education.
- 1.5 N.C.F and adaptation of teaching learning material

Unit – 2 : Policy Perspective

- 2.1 Recommendations of Indian Education Commission (1964-66).
- 2.2 Scheme of Integrated Education for Disabled Children
- 2.3 National Policy on Education (NPE, 1986-92).
- 2.4 National Curriculum Framework, 2005 NCERT
- 2.5 The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- 2.6 The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- 2.7 Promoting Inclusion Preventing Exclusion
- 2.8 The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

UNIT – 3 : Diversity in the Classroom





- 3.1 Diversity- Meaning and definition.
- 3.2 Disability – Legal definition, discrimination.
- 3.3 Giftedness.
- 3.4 Concept, Nature, and Characteristics of Multiple Disabilities.
- 3.5 Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education, yoga, heritage arts, theatre, drama etc in inclusive settings.
- 3.6 Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- 3.7 Techniques and methods used for adaptation of content, laboratory skills and play material

Unit – 4 : Teacher Preparation and Inclusive Education

- 4.1 Review existing educational programmes offered in Secondary school (general, special education).
- 4.2 Skills and competencies of teachers and teacher educators for Secondary Education in inclusive settings.
- 4.3 N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- 4.4 Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- 4.5 Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- 4.6 Role of different national and international agencies {institutions, universities} in promoting inclusive education.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

-  Make a critical appreciation of Right to Education Act in the context of inclusive education.
-  Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
-  Study & review any two national policies in the light of inclusive education.
-  Critical analysis of N. C. F 2005 for planning quality teacher preparation programme

- 🖨️ Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

References

- 🖨️ Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach*: National Publishing house 23 Daryaganj, New Delhi 110002.
- 🖨️ Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
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SEMESTER –IV

COURSE 15 : CURRICULUM STUDIES AT ELEMENTARY LEVEL

Objectives:

On completion of this course the students will be able to:

- To define curriculum
- To identify the components of curriculum
- To orient the student with principle and practices of Curriculum development and implementation
- To understand various approaches involved in Curriculum renewal
- To enable the students to understand the curriculum Development, its meaning and nature
- To enable the students to understand various devices and strategies of teaching and institutional Technology
- To enable the students to use effectiveness of various models of teaching and communication skill
- To enable the students to understand the current patterns of curriculum organization and models of learning.

Unit 1 Nature of Curriculum

1.1 Meaning and concept of curriculum.

1.2 Nature of Curriculum in India – A Historical Perspective

1.3 Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System.

1.4 Foundations of Curriculum

1.4.1 Philosophical

1.4.2 Social

1.4.3 Psychological

Unit 2 Principles of Curriculum Construction

2.1 Formulation and Validation of Educational Objectives

2.2 Deduction of Curriculum from aims & objectives of Education

Blooms & other Taxonomies of Educational Objectives, Instructional Objectives – Function of Objectives in the determination of Curriculum

- 2.3 Articulation, Balance and Continuity (ABC) in Curriculum
- 2.4 Selection of content
- 2.5 Distribution of Instructional time

Unit 3 Patterns of Curriculum

- 3.1 Traditional:
 - 3.1.1 Subject-Centered Curriculum
 - 3.1.2 Experience (Activity) Curriculum
 - 3.1.3 Core Curriculum
- 3.2 Innovative:
 - 3.2.1 Basic Curriculum
 - 3.2.2 Dalton Curriculum
 - 3.2.3 Shary Plan Curriculum
 - 3.2.4 Eight Year Study Plan Curriculum

Unit 4 Curriculum Research and Renewal

- 4.1 Need for Curriculum renewal
- 4.2 Approaches to Curriculum renewal
- 4.3 Role of Research in Curriculum renewal
- 4.4 Curriculum renewal in India














Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum:

The students may undertake any one of the following activities:

- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.
- Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. They will identify various components of Curriculum.

References

-  Kemp, J. (1998). *Designing effective instruction* (2nd Ed.). NJ: Prentice Hall.
-  Kenneth, A. L. (2006). *Teaching for deep understanding: What every educator should know*. New Delhi: Corwin Press.
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SEMESTER –IV

COURSE 15 : CURRICULUM STUDIES AT SECONDARY LEVEL

Objectives:

On completion of this course the students will be able to:

- To define curriculum
- To identify the components of curriculum
- To orient the student with principle and practices of Curriculum development and implementation
- To understand various approaches involved in Curriculum renewal
- To enable the students to understand the curriculum Development, its meaning and nature
- To enable the students to understand various devices and strategies of teaching and institutional Technology
- To enable the students to use effectiveness of various models of teaching and communication skill
- To enable the students to understand the current patterns of curriculum organization and models of learning.

Unit 1 Curriculum:

1.1 Concept, factors affecting Curriculum development

1.2 Models of Curriculum development: Administrative, Grass root, Demonstration and System Analysis

1.3 Curriculum Objectives: Meaning, General and Specific Instructional Objectives and Behavioral Outcomes; Meaning and Importance of stating as Behavioral Objectives; Bloom's Taxonomy of Educational Objectives – Guidelines and criteria for writing Objectives in clear statements

1.4 Curriculum Organizational Patterns - Meaning and nature of Linear, Spiral, Concentric and Pyramidal Approaches

1.5 Educational Technology – Meaning, Objectives, Scope and Characteristics; Approaches to Educational Technology – Hardware Approach, Software Approach and Systems Approach; Importance of Educational Technology

Unit 2 Teaching and Instructional Technology

2.1 Teaching – Meaning, Teaching as a process, General and Psychological Principles of Teaching; Qualities of Good Teaching, Maxims of Teaching

2.2 Instructional Technology – Concept, Importance, Distinction between methods and strategies of Teaching; Teacher – Centered and Learner – Centered Approaches – Meanings and Techniques

2.3 Teaching Devices and Strategies – Meaning and Significance, Objectives, Characteristics features, Principles and Applications to Classroom Teaching

2.3.1 Teaching Devices – Questioning, Narration, Recitation and Assignments

2.3.2 Teaching Strategies – Inductive Strategies. Deductive Strategies, Concept Attainment Strategy, Advance Organizer Strategy

2.4 Teaching Methods - Demonstration, Problem Solving, Direct Discovery: Meaning, Steps, Merits and Demerits

2.5 Models of Teaching – Definition, Meaning, Types and Characteristics of Teaching Model; Families of Models; Applications to Classroom Teaching

2.6 Communication Skills – Meaning, Types, Communication Cycle, Barriers of Communication, Strategies of Effective Communication, Teaching as Communication.

Unit 3: Curriculum Development

3.1 Stages and Strategies: Role of the Community, Administrator, Curriculum consultants, Subject Specialists, Teachers; Evaluation of Curriculum Plans; Detailed planning at Institutional and Teacher levels.

3.2 Set-up and Agencies in India: NCERT, DSERT, University bodies etc.; Roles and process

3.3 Instructional materials: Syllabus, textbooks, supplementary reading materials, teacher hand books, student workbook, test materials, etc; resource units, unit plans, unit tests and lesson plans.

3.4 Co-curriculum (non-academic components): Overview of Areas and Dimensions, Variety of Activities, and Basic Principles of Organization.

Unit 4: Current Patterns of Curriculum Organization

4.1 The problems of Organizing Curriculum

4.2 Establishment sequence in Curriculum

4.3 Providing for Cumulative Learning

4.4 Typical attempts to clarify the Curriculum

4.5 Providing variety in Models of Learning














Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum:

Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level in the light of National curriculum Frameworks.

- Evolving criteria for development of syllabi and textbooks Maintaining of reflective diary on schools/institutions (SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.
- Evaluation of a primary class text book.

References







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SEMESTER – IV

COURSE – 16 : DISSERTATION

Activities

-  Analysis and Interpretation of Data
-  Result, Conclusion and findings
-  Summary of the Research Study
-  Educational Implications
-  References
-  Write a research report