RANI CHANNAMMA UNIVERSITY

VIDYA SANGAMA, NH-4, BHUTARAMANAHATTI.

BELAGAVI-591156.

SYLLABUS FOR THE TWO YEAR B.Ed. PROGRAMME

EFFECT FROM 2025-26 Onwards

Curricular Components: The course shall have the curricular components namely:

a. Perspective Courses (Per-C)

b. Pedagogic Courses (Pd - C) UDP-I and UDP-II

c. Enhancing Professional Courses (EPC): EPC – These are Compulsory Papers, No University Exam, and Only Internal Assessment.

d. Engagement with Field Courses (EF)-Practice lesson across four Semesters

e. UDP-I: Languages, Physical Science.

f. UDP-II: Social Science, Geography, Mathematics, Biological Science, Commerce/Economics.

g. Optional papers- Only for IInd Semester. Student has to select any one from given four papers and there will university exam-80marks.

Choice of Pedagogic Subjects

● **B.A and M.A (Arts)**

Language and Social Science

● **B.Sc. and M.Sc. (Science)**

Physical-Science and Bio-science

Physical Science and Mathematics

Language and Mathematics

B.Com and M.Com (Commerce)

Language and Commerce

Note: These combinations are compulsory other than these any combinations offered by the Colleges of Education, such kind of colleges should take permission from the University.

SEMESTER I

	Course Code	Course Titles	Credits	Internal-Marks		External-Marks		Total
				Max	Mn	Max	Min	
Theory	PER-C 1.1	Psychological Perspectives of Development	4	20	8	80	32	100
	PER-C 1.2	Philosophical and Sociological Bases of Education	4	20	8	80	32	100
	PER-C 1.3	Educational Technology	4	20	8	80	32	100
	UDP–I 1.4	Understanding Discipline and Pedagogy-I	4	20	8	80	32	100
	UDP-II 1.5	Understanding Discipline and Pedagogy-II	4	20	8	80	32	100
EPC &EF	1.6	ICT Basic Competencies	1	25	12			25
	1.7	Language Across the Curriculum	1	25	12			25
	1.8	Psycho Social Tools and Techniques	1	25	12			25
EF	1.9	Micro Teaching and Integration	1	25	12			25
			24					**600**

SEMESTER II

Sem II	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Min	Max	Min	
Theory	PER-C 2.1	Psychology of Learning and Teaching Process	4	20	8	80	32	100
	PER-C 2.2	Knowledge and Curriculum	4	20	8	80	32	100
	PER-C 2.3	Education in Contemporary India	4	20	8	80	32	100
	PER-C 2.4	Techniques, Methods and Approaches of Pedagogy	4	20	8	80	32	100
OC	2.5	Optional Course(anyone) I.Guidance and Counselling II.Value Education III.Health and Physical Education IV.Environmental Education	4	20	8	80	32	100
EPC	2.6	ICT Applications	1	25	12			25
	2.7	Fine Arts and Theaters	1	25	12			25
EF	2.8	Simulated and ICT Mediated Lessons	1	25	12			25
	2.9	School Lessons and Reflective Diary	1	25	12			25
			24					**600**

SEMESTER-III

Sem III	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Min	Max	Min	
Theory	PER-C 3.1	Inclusive Education	4	20	8	80	32	100
	PER-C 3.2	Educational Evaluation	4	20	8	80	32	100
	SSP-I 3.3	Subject Specific Pedagogy-1	4	20	8	80	32	100
	SSP-II 3.4	Subject Specific Pedagogy -2	4	20	8	80	32	100
EPC	3.5	Understanding Self, Personality and Yoga	2	50	25			50
	3.6	Research Project	2	50	25			50
EF	3.7	Block Teaching Lessons	2	50	25			50
	3.8	Block Teaching Related Activities	2	50	25			50
			24					**600**

SEMESTER-IV

Sem IV	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Min	Max	Min	
Theory	PER-C 4.1	Gender , School and Society	4	20	8	80	32	100
	PER-C 4.2	Educational Administration and Management	4	20	8	80	32	100
	PER-C 4.3	Advanced Pedagogy	4	20	8	80	32	100
	PER-C 4.4	Life Skills Education	4	20	8	80	32	100
EPC	4.5	Reading and Reflecting	1	25	12			25
	4.6	Teacher Placement & CET Classes	1	25	12			25
EF	4.7	Field work and Immersion	2	50	25			50
	4.8	Test lesson I and II	2+2			50+50	25+25	100
			24					**600**

SEMESTER I

Sem I	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to Pass	Max	Minimum to pass	
Theory	1.1	Psychological Perspectives of Development	4	20	8	80	32	100
	1.2	Philosophical And Sociological Bases of Education	4	20	8	80	32	100
	1.3	Educational Technology	4	20	8	80	32	100
	1.4	Und Disc and Pedagogy UDP –I	4	20	8	80	32	100
	1.5	Und Disc and Pedagogy UDP–II	4	20	8	80	32	100
EPC & EF	1.6	ICT- Basic Competencies	1	25	12			25
	1.7	Language Across the Curriculum	1	25	12			25
	1.8	Psycho Social Tools and Techniques	1	25	12			25
	1.9	Micro Teaching and Integration	1	25	12			25
			24					600

Year	I	Course Code: 1.1	Credits 3 +1	Hours
Semester	I	**PSYCHOLOGICAL PERSPECTIVES OF DEVELOPMENT**	**Marks** **80+20=100**	**60**

Objectives: After Studying this Course, the Student- Teachers Will be Able to:

1. Explain the Concept, Branches, and Methods of Educational Psychology

2. Explore the Process of Growth and Development with Special Focus on Infancy, Childhood and Adolescence.

3. Critically Analyze the Different Approaches to Human Development.

4. Evaluate the concepts of Personality, Ajustment, Mental Health and Exceptional Children

Unit-1 Introduction to Educational Psychology

   1.1 Psychology:Concept,   Branches   and   Schools(Structuralism,   Functionalism, Behaviourism, Gestaltism) of Psychology.

   1.2 Educational Psychology: Meaning, Nature and Scope.

   1.3 Need of Knowledge of Educational Psychology to Classroom Teacher/Practitioner.

   1.4 Methods of Studying Human Behaviour- Introspection, Psychoanalytical, Case study and Experimental Method:Meaning, Steps, Uses and Limitations.

Unit-2 Concept of Human Growth and Development

 2.1 Concept of Human Growth and Development, Principles of Human Development

 2.2. Human Development Stages: Pre-Natal Development, Infancy, Childhood,

 Adolescence (Domains of Development -Physical, Sensory- Perceptual, Cognitive, Socio-Emotional, Language & Communication).

 2.3 Influence of Heredity and Environment on Human Development.

 2.4 Issues Related to Puberty, Importance of Adolescence Education (Special Reference to Needs and Challenges).

Unit-3 Approaches to Human Development

3.1 Cognitive& Social- Cognitive Theories (Piaget, Vygotsky).

3.2 Psycho-Social Theory (Erikson).

3.3 Psychoanalytic Theory (Freud).

3.4 Moral Development Theory (Kohlberg).

Unit-4: Personality, Mental Health and Adjustment

4.1 Personality: Meaning, Nature and Types of Personality (Type and Trait)

4.2 Factors Influencing Growth and Development of Personality, Measurement (TAT,HSPQ)

4.3 Adjustment: Meaning, Nature and Importance, Causes for Maladjustment.

4.4 Mental Health and Hygiene: Concept, Nature, Characteristics of Mentally Healthy Person, Promoting mental health mong students.

Practicum: Any one of the Following

• Organize a guest lecture in your practicing school/in your college on any one of the topics:
  Career Choices, Psychological well being, Adolescence Challenges or any Other Topic
  Suggested by the Teacher Educator and Prepare a Report

• Undertake Case study on Adolescent and Prepare a Report.

Seminar/Assignment (Any one)

- Seminar presentation (5 mins) and paper presentation on a topic assigned by the staff incharge.

- Problems of adolescents in Indian contexts

- Mental health and hygiene programs in schools

- Any other topic suggested by teacher educator.

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 PublishingCompany, New York.

Year	I	Course Code: 1.2	Credits 3 +1	Hours
Semester	I	**PHILOSOPHY AND SOCIOLOGY OF EDUCATION**	**Marks** **80+20=100**	**60**

Objectives: After the Completion of Course, Pupil Teachers Will be Able to

1. Explore the Interrelationship between Philosophy and Education

2. Appreciate Major Contributions of Schools of Philosophy.

3.Analyse the Relationship Between Sociological Bases for Education.

4.Narrate the Constitutional Provisions for Education in State.

Unit-1 Perspectives of Education and Philosophy

1.1 Meaning and Definitions of Education

1.2 Meaning, Scope and Need of Philosophy,

1.3 Educational Philosophy: Meaning, Nature, Scope

1.4 Interrelationship Between Philosophy and Education

Unit-2 Schools of Philosophy

2.1 Indian Schools of Philosophy (Sankhya, Nyaya, Vaisheshika, Dwaita, Adwaita- Focus on Principles and Educational Implications)

2.2 Indian Philosophers: Mahatma Gandhiji, Swami Vivekananda, Jiddu Krishnamurthy.

2.3 Contributions of Western Philosophers (John Dewey, Plato, Rousseau)

2.4 Idealism, Naturalism and Pragmatism: Aims, Curriculum, Methodology,

  Teacher-Pupil Relationship and Discipline,

Unit-3 Sociological Bases of Education

3.1 Concept, Scope and Functions of Educational Sociology

3.2 Inter-Relationship of Sociology and Education

3.3 Meaning and Functions: School, Family and Society.

3.4 Social harmony: Meaning and promoting it.

Unit-4 Education for Society and Culture

    4.1 Education and Democracy.

    4.2 Education for National and International Understanding.

    4.3 Social Change and Social Mobility; its Characteristics and Responsible Factors.

    4.4 Socialization: Meaning and Agencies.

    4.5 Culture; Meaning and Characteristics, Cultural lag.

Practicum

    1. Conducting and Reporting on any one Activity which promotes National Integration.

    2.Visiting the Cultural Centers and Reporting about it.

    3.Report on any one of the following- Social and Cultural Functions.

Suggestive Readings:

    1. Sociological Approach in Indian Education – Vinod Putak Mandira Agra By SS Mathur

    2. The Philosophical and Sociological Foundations of Education Doaba House Book Sellers and Publication Delhi 11006) By Kamal Bhatia and Baldevbhatia

    3. Ground Work of Theory of Education By Ross

    4. Modern Philosophy of Education – By Brabacher

    5. Foundation of Eduction – VP Bokil

    6. Educational Sociology – Brown

    7. The Schooling Society – Eran Illich

Year	I	Course Code: 1.3	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. Explain the Concept and Scope of Educational Technology.

2. Construct the Concept of Approaches of Educational Technology.

3. Describe the Use of Different Media in Education.

4. Use the of Artificial Intelligence in Teaching and Learning.

5. Integrate ICT into Teaching Learning, Administration and Evaluation.

Unit-1 Basics of Educational Technology

1.1. Educational Technology- Meaning, Nature, Scope.

1.2 Educational Technology: Objectives and Importance.

1.3. Teaching Technology: Meaning, Nature and Scope.

1.4. Approaches of Educational Technology –Hardware, Software.

Unit-2 Media in Education

2.1 Print Media- Books, Journals and News Paper.

2.2 Digital Media: Documentary, Still Pictures, Websites, Webpages.

2.3. A-V Aids: Meaning, Types and Applications

2.4. Multi-Media: Meaning & Concept, Scope and Applications.

2.5 Multi-Sensory Approach; Dales Cone of Experience.

Unit-3 Teaching Technology and ICT Resources

3.1 E-Learning, Mobile Learning- Concept, Advantages and Limitations.

3.2 Teleconferencing: Meaning &Types; Interactive White Board- Characteristics &Advantages

3.3 Web Services: E-mail, Online Forums, Blog, Wikipedia, E-library

3.4 Resource Centers and Services in Educational Technology: NROER, EDUSAT,

NPTEL, IT@SCHOOL, GYAN DARSAN, INFLIBNET, SWAYAM, SWAYAM PRABHA, MOOCs,

Unit-4 Artificial Intelligence & ICT in Education

4.1. Artificial Intelligence: Meaning and Application; Chat GPT, Google Gemini-Uses in MS Word, MS -Excel, MS-PPT.

4.2 Concept of ICT and Principles of Using ICT in Teaching Learning Process.

4.3. Issues and Concerns Related to ICT.

4.5. Concept, Meaning and Merits in Education: Computer Assisted Instruction (CAI), Computer Mediated Communication (CMC), Educational Podcast, Leaning Management System (LMS).

Practicum:

a. Visit websites (Khan Academy, E-Gyankosh, Shodhaganga, NCTE, NCERT, DSERT, UGC) Collecting Policy documents, plans, statistics, scholarships, issue and trends and writing reports.

b. Free website development and usage (Webs.com)

c. Recording- Audio/Video lectures discussions, and presentations etc, editing and writing report on procedures.

d. CAI- Development and reporting

e. Mobile learning- related activities lie use of blue tooth, SMS, MMS and other features.

f. Blog- development and related activities

g. Login in to You tube-download and upload.

h. Use of ChatGPT and Google Gemini.

i. Report on use of Educational Technology in various school levels-TALP

j. (Technology Assisted Learning Programme)

References:

1. Apter, Michael, J. (1968).*The New Technology of Education.* London: MacMillan.

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

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

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

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

6. Dale Edgar. (1969) *Audio-visual methods in Teaching*. (3rd ed).New York: The Dryden Press.

7. Dange. Jagannath, K.(2014).*Learning and Experiences*. Lap Lambert Publication. Germany.

8. Goel, D. R., and Joshi, P. (1999).*A Manual for INTERNET Awareness*. CASE: The M. S. University of Baroda Press.

9. Khirwadkar, A. (2005).Information & Communication Technology in Education. New Delhi: Sarup & Sons.

10. Khirwadkar, A. (2010).E-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.

11. Kulkarni, S.S. (1986), Introduction to Education Technology. New Delhi: Oxford & IBH Publishing Co.

12. Kumar, K.L. (1996), Educational Technology and Communication Media. Cuttack: Nalanda.

13. Mahapatra, B.C. (2006) Education in Cybernatic Age. New Delhi: Sarup Sons.

14. Mangal, S.K. and Mangal, U. (2009).Essentials of Educational Technology. New Delhi: PHI Learning Private Limited.

Year	I	Course Code: 1.4a	Credits 4	Hours
Semester	I	**UNDERSTANDING DISCIPLINE AND PEDAGOGY :KANNADA** ಬೊಧನಾಶಾಸ್ತ್ರದ ಶಿಸ್ತು & ತಿಳಿವಳಿಕೆ- ಭಾಷೆ ಕನ್ನಡ	**Marks** **80+20=100**	60

ಉದ್ದೇಶಗಳು:

1.ಕನ್ನಡ ಭಾಷಾ ಅಭಿಮಾನ ಬೆಳೆಸುವದು

2.ಭಾಷಾ ಕೌಶಲ್ಯಗಳ ಅರಿವು ಮುಡಿಸುವದು.

3.ಕನ್ನಡ ಭಾಷೆ ವ್ಯಾಕರಣದಲ್ಲಿ ತಿಳಿವಳಿಕೆ ಮುಡಿಸುವದು.

4. ಕನ್ನಡ ಭಾಷೆ ಕಲಿಕೆ ಮತ್ತು ಬೊಧನೆಯ ಮನೋವೈಜ್ಞಾನಿಕ ನಿಯಮಗಳ ಅರಿವು ಮುಡಿಸುವದು.

ಅಧ್ಯಾಯ–1 ಭಾಷೆಯ ಪರಿಚಯ

1.1) ಭಾಷೆಯ ಪರಿಕಲ್ಪನೆ– ವಾಖ್ಯೆಗಳು, ಸ್ವರೂಪಗಳು.

1.2) ಭಾಷಾ ಉಗಮದ ̆ **ವಿಕಾಸದ** ಸಿದ್ಧಾಂತಗಳು.

1.3) ಭಾಷೆಯ ಲಕ್ಷಣಗಳು ಮತ್ತು ಕಾರ್ಯಗಳು.

1.4) ಮಾನವ ಭಾಷಾ ವೈಶಿಷ್ಟ್ಯಗಳು ಮತ್ತು ಭಾಷಾ ಅಧ್ಯಯನದ ಅವಶ್ಯಕತೆ.

ಅಧ್ಯಾಯ–2 ಭಾಷೆ ಮತ್ತು ಶಿಕ್ಷಣ

2.1) ಭಾಷಾ ಕಲಿಕೆ ಮತ್ತು ಬೋಧನೆಯ ಮನೋವೈಜ್ಞಾನಿಕ ನಿಯಮಗಳು.

2.2) ಪ್ರಥಮ ಭಾಷೆಯಾಗಿಕನ್ನಡ /ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ ನೆಲೆಗೊಳಿಸುವ ಕಾರ್ಯಕ್ರಮಗಳು

2.2.1) ಸಾಮಾಜಿಕ ಮತ್ತು ಆಡಳಿತ ಮಾದ್ಯಮವಾಗಿಕನ್ನಡ.

2.2.2) ಶಿಕ್ಷಣದಲ್ಲಿ ಭಾಷಾ ನೀತಿಗಳು– ತ್ರಿಭಾಷಾ ಸೂತ್ರ., ಗೋಕಾಕ್ ವರದಿ, ಬರಗೂರು ರಾಮಚಂದ್ರಪ್ಪ ವರದಿ.

2.3) ಶಿಕ್ಷಣ ಮಾಧ್ಯಮವಾಗಿ ಮಾತೃ ಭಾಷೆ, ತಜ್ಞರ ಅಭಿಪ್ರಾಯಗಳು.

2.4) ಮಾತೃಭಾಷಾ ಶಿಕ್ಷಣ ಮಾಧ್ಯಮದ ಪ್ರಾಮುಖ್ಯತೆ/ಅನುಕೂಲಗಳು.

ಅಧ್ಯಾಯ–3 ವ್ಯಾಕರಣ ಮತ್ತು ಭಾಷಾ ಕೌಶಲ್ಯಗಳ ಪರಿಚಯ.

3.1) ಕನ್ನಡ ವ್ಯಾಕರಣ ಪರಿಚಯ–ವ್ಯಾಕರಣದ ಹಿನ್ನಲೆ

3.1.1) ಕನ್ನಡ ಅಕ್ಷರಗಳು – ಮೂಲಾಕ್ಷರಗಳು, ಗುಣಿತಾಕ್ಷರಗಳು ಮತ್ತು ಸಂಯುಕ್ತಾಕ್ಷರಗಳು; ಪದಗಳು–ನಾಮಪದ, ಕ್ರಿಯಾಪದ ಮತ್ತು ಅವ್ಯಯ ಪದಗಳು; ವಿಭಕ್ತಿ ಪ್ರತೇಯಗಳು;ಸಂಧಿಗಳು ಸಮಾಸಗಳು, ವಾಕ್ಯ ರಚನೆ ಮತ್ತು ಪ್ರಕಾರಗಳು.

3.2) ಭಾಷಾ ಕೌಶಲ್ಯಗಳು: ಆಲಿಸುವಿಕೆ, ಮಾತುಗಾರಿಕೆ, ಓದುಗಾರಿಕೆ, ಬರಹಗಾರಿಕೆ—ಅರ್ಥ ಮತ್ತು ಸ್ವರೂಪ, ಪ್ರಾಮುಖ್ಯತೆ, ಲಕ್ಷಣಗಳು, ದೋಷಗಳು ಮತ್ತು ಪರಿಹಾರಗಳು.

ಅಧ್ಯಾಯ-4: ಭಾಷೆ ಬೋಧನೆಗೆ ಸಿದ್ಧತೆ

4.1 ಭಾಷಾ ಪಾಠ ಯೋಜನೆ: ಅರ್ಥ,ಪ್ರಾಮುಖ್ಯತೆ,ರೂಪುರೇಡೆಗಳು, ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು ಹಾಗೂ

5E ಮಾದರಿ ಹಂತಗಳು

4.1.1 ಭಾಷಾ ಬೋಧನೆಯ ಉದ್ದೇಶಗಳು, ಅರ್ಥ, ಮತ್ತು ವಿಧಗಳು- ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು & ನಿರ್ಧಿಷ್ಟ ಉದ್ದೇಶಗಳು, (ವರ್ತನಾರೂಪದಲ್ಲಿ ನಿರ್ಧಿಷ್ಟ ಉದ್ದೇಶಗಳನ್ನು ಬರೆಯುವಿಕೆ).

4.1.1 ಘಟಕಯೋಜನೆ. ಘಟಕಪರೀಕ್ಷೆ ಅರ್ಥ ಪ್ರಾಮುಖ್ಯತೆ ಹಾಗೂ ಹಂತಗಳು.

4.1.2 ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ ಅರ್ಥ ಪ್ರಾಮುಖ್ಯತೆ ಹಾಗೂ ಹಂತಗಳು.

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು:

1. 7, 8 & 9ನೇ ತರಗತಿಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಮೇಲೆ ಸರ್ವೇಶಕ್ಷಣ ಪದ್ಧತಿಯ ಮೂಲಕ ಆಲಿಸುವಿಕೆಯಲ್ಲಿನ ದೋಷಗಳನ್ನು ಗುರುತಿಸಿ ಪರಿಹಾರಗಳನ್ನು ಸೂಚಿಸಿವುದು.

2. 7, 8 & 9ನೇ ತರಗತಿಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಮೇಲೆ ಸರ್ವೇಶಕ್ಷಣ ಪದ್ಧತಿಯ ಮೂಲಕ ಮಾತುಗಾರಿಕೆಯಲ್ಲಿನ ದೋಷಗಳನ್ನು ಗುರುತಿಸಿ ಪರಿಹಾರಗಳನ್ನು ಸೂಚಿಸಿವುದು.

3. 7, 8 & 9ನೇ ತರಗತಿಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಮೇಲೆ ಸರ್ವೇಶಕ್ಷಣ ಪದ್ಧತಿಯ ಮೂಲಕ ಓದುಗಾರಿಕೆಯಲ್ಲಿ ನದೋಷಗಳನ್ನು ಗುರುತಿಸಿ ಪರಿಹಾರಗಳನ್ನು ಸೂಚಿಸಿವುದು.

4. 7, 8 & 9ನೇ ತರಗತಿಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಮೇಲೆ ಸರ್ವೇಶಕ್ಷಣ ಪದ್ಧತಿಯ ಮೂಲಕ ಬರಹಗಾರಿಕೆಯಲ್ಲಿನ ದೋಷಗಳನ್ನು ಗುರುತಿಸಿ ಪರಿಹಾರಗಳನ್ನು ಸೂಚಿಸಿವುದು.

ಆಧಾರ ಗ್ರಂಥಗಳು:

1. ಡಾ. ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ ಕನ್ನಡ ಭಾಷಾ ವ್ಯಾಸಂಗ ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ ದಾರವಾಡ–1975

2. ಅನಸೂಯ ವಿ. ಪರಗಿ ಮಾತೃಭಾಷೆ ಕನ್ನಡ ವಿವೇಕ ಪ್ರಕಾಶನ ಚಿಕ್ಕಬಳ್ಳಾಪುರ–2014

3. ಕನ್ನಡ ವ್ಯಾಕರಣ ದರ್ಪಣ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷೆತ್ತು ಬೆಂಗಳೂರು.

4. ಎಂ. ಎಚ್ ಕೃಷ್ಣಯ್ಯ ಸಂಕ್ಷಿಪ್ತ ಕನ್ನಡ ಭಾಷೆಯ ಚರಿತ್ರೆ ಅಂಕಿತ ಪುಸ್ತಕ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು 2016

5. ತಿ ನಂ ಶ್ರೀಕಂಠಯ್ಯ.–ಮಾಧ್ಯಮಿಕ ಕನ್ನಡ ವ್ಯಾಕರಣ

6. ಧಾರವಾಡಕರ, ರಾ. ಯ ,ಕನ್ನಡ ಭಾಷಾ ಶಾಸ್ತ್ರ. ಗೀತಾ ಬುಕ್ ಹೌಸ, ಮೈಸೂರು: 1950

7. ಡಾ. ಎಲ್.ಬಿ.ಪಟ್ಟೇದ, ಸಿರಿಗನ್ನಡ ನುಡಿ ಬೋಧನೆ.ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ ಗದಗ.

8. ಓಭಳೇಶಘಟ್ಟಿ- ಮಾತೃಭಾಷೆ ಮತ್ತು ಕನ್ನಡ ಬೋಧನಾ ವಿಧಾನಶಾಸ್ತ್ರ- ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ ಗದಗ.

Year	1	**Course Code:1.4b**	**Credits 3+1**	**Hours**
Semester	1	**UNDERSTANDING DISCIPLINE AND PEDAGOGY: ENGLISH**	**Marks 80+20=100**	**60**

Objectives: After the Completion of Course, Pupil Teachers Will be Able to

1. Reorganize the Concept of Language with its Components.

2. Compose English Language as a Medium of Instruction at Secondary School

3. Derive the Language and Literacy in the Context of School and Language Acquisition.

4. Analyse the Problems of English Language Teaching at Secondary Schools.

5. Design and Develop Teaching Learning Materials.

6. To Organize Co-Curricular Activities in English.

Unit-1 Introduction to English language

1.1 Language - Concept, Nature and Functions of language and Importance of English language.

1.2 Structure of English Language: Phonology, Morphology, Semantics, Syntax, and

Graphology.

1.3 English language as an International Language, as a Library language, and as a Link

Language.

1.4 Recommendations of National Curriculum Frame work on English Language Teaching.

1.5 Distinction Between First Language (L1) and Second Language (L2)

Unit-2 English Language in the Classroom Context

2.1 SubstitutionTables– Meaning, Types and Importance for language Practice.

2.2 Language Games -Meaning and Importance.

2.4 Story Telling -Meaning and Importance.

2.5 Poetry Recitation-meaning and importance.

2.6 Composition: Meaning, Types and Importance.

Unit-3 Co-Curricular Activities and Teaching Aids

3.1 Co-Curricular Activities: Meaning, Types and Importance.

3.2 Literary Activities: Debates, School Magazine, English Library, Language Club, Language Laboratory.

3.3 Teacher of English Language –Role of Teacher as an Innovator Duties and Responsibilities of an English Teacher.

3.4 Usage of ICT tools and Techniques.

Unit-4 Transactional Strategies

4.1. Lesson Planning – Concept and Construction

4.2 Constructivism – Meaning, Definition and Characteristics

4.3. 5 E Based Model Lesson – Steps -Engage, Explore, Explain and Elaborate & Evaluation.

4.4. Unit Plan – Concept Construction & Administration

4.5. Resource Unit- Meaning, Importance and Steps.

Practicum (ANY ONE)

1. Conducting activities to develop English Language.

2. Application of English in Daily Life

3. Choose any Topic from a English Text Book Design Activities like Dramatization, Story Telling Composition ,Substitution Table (any 1 activity) with Examples From (VI – X)

4. Preparing a report of Different Activities of English Club

5. A Critical study on the Language Text Books of Secondary School (VI – X)

(XI-XII).

References:

1. Agnihotri, R. K., & Khanna, A. L. (1994). Second language acquisition: Socio-cultural and linguistic aspects of English in India. SAGE Publications.

2. Saraswathi, V. (2004). English language teaching in India: The shifting paradigms. Orient BlackSwan.

3. Prabhu, N. S. (1987). Second language pedagogy. Oxford University Press.

4. Tickoo, M. L. (2003). Teaching and learning English: A sourcebook for teachers and teachertrainers. Orient Longman.

5. Krishnaswamy, N.,& Krishnaswamy, L. (2006). The story of English in India. Foundation Books.

6. Kumaravadivelu, B. (2006). Understanding language teaching: From method to postmethod. Lawrence Erlbaum Associates.

7. Mohanty, A. K. (2010). Languages, inequality, and marginalization: Implications of the double divide in Indian multilingualism.

8. BaruahT.C : The English teachers Handbook, Sterling publishers Pvt.,Ltd. 1984

9. Menon &Patel : Teaching of English as a Foreign Language, Acharya Book, Depot, Baroda 1957.

10. Sharma K.L.: Methods & Principles of teaching English.

11. Kohli A L Techniques of Teaching English Language IX edition Dhanpal Rai & Sons Delhi (1984)

12. Ryburn W.H. & Parkinson. J.G. The teaching of English Language O U P London (1961)

13. Sachdeva. M.S A New Approach to Teaching of English Language in Free India Ludiana Prakash Publications (1976

Year	I	Course Code:1.4c	Credits 3+1	Hours
Semester	I	**UNDERSTANDING DISCIPLINE AND PEDAGOGY: LANGUAGES (HINDI)** **अनुशासनऔरशिक्षणशास्तकोसमझना: भाषाएँ (हिंदी)**	**Marks** **80+20=100**	**60**

Objectives: Upon Completion of this Course, the Students-Teachers Will be Able to

1. Appreciate the Importance of Teaching Hindi as a Second / third Language.
2. Help the Students to Understand the Aims and Objectives of Teaching Hindi.
3. Help Pupils to Acquire Basic Skills of Language Teaching, Aims/Objectives.
4. Know the Different Methods of Teaching.
5. Prepare a Lesson Notes and Teach Accordingly.
6. To Help Them Understand the Importance of Unity Through Language.
7. Appreciate and use of Modern Educational Media.
8. Train Students to participate in various Co-curricular Activities.

Unit-1 Perspectives of Hindi Language
हिंदीभाषाकादृष्टिकोण

1.1   Meaning and Concept of Language
       भाषाकाअर्थऔरपरिभाषा

1.2   Nature and Importance of Language
       भाषाकास्वरुपऔरमहत्व

1.3   Three Language Formula
       त्रिभाषासूत्र

1.4   Place of Hindi in the Secondary School Curriculum of Karnataka State
       कर्नाटकराज्यकेमाध्यमिकस्कूलोंकेपाठ्यक्रममेंहिंदीकास्थान

Unit-2 Behavioural Instructional Objectives -with Practical – Theoretical
   हिन्दीशिक्षाबोधनकेप्रायोगिकऔरसैधांतिकउदेश.

2.1   Teaching of prose- lmportance, Objectives (Knowledge, Understanding,
      Appreciation & Skills) and 5E Steps of Teaching Prose.
      गध्यशिक्षा - महत्व, उद्देश (ज्ञान, अनवय, प्रशंसाऔरकौशल्या) औरगध्यबोधनके 5E सोपान.

2.2   Teaching of poetry- Importance, Objectives (Knowledge, Understanding, Appreciation &
      Skills) and 5E Steps of Teaching Poetry.
      पध्य शिक्षा - महत्व, उद्देश (ज्ञान, अनवय, प्रशंसाऔरकौशल्या) औरगध्यबोधनके 5E सोपान.

2.3   Teaching of Grammar- Importance, Objectives, Types and Methods.
      व्याकरणशिक्षा - महत्व, उद्देश, प्रकारऔरविधियाँ.

Unit-3 Hindi Language Skills
   हिंदीभाषाकेकौशल्य

3.1   Teaching of Listening - Objectives, Importance, Activities for its Development.
      सुननेकीशिक्षा - उद्देश , महत्वऔरइसकेविकासात्मकक्रियाएँ

3.2   Teaching of Speaking - Objectives, Importance, Activities for its Improvement,
      Role of Teacher in Development of Speaking.
      भाषणशिक्षा - उद्देश, महत्वऔरइसकेविकासात्मकक्रियाएँऔरभाषणकेविक्समेंशिक्षककापत्र

3.3   Teaching of Reading - Meaning, Objectives, Importance, Types of Reading,
      Methods, Merits and Demerits.
      वाचनशिक्षा - अर्थ ,उद्देश , महत्व, वाचनशिक्षाकेप्रकार, विधियाँतथागुणऔरकमजोरियाँ

3.4   Teaching of Writing - Meaning, Objectives, lmportance, Types of Writing - (Good
      Handwriting, Calligraphy, Transcription and Dictation).
      लेखनशिक्षा - अर्थ ,उद्देश , महत्व, लेखनशिक्षाकेप्रकार (सुलेख, अनुलेख, श्रुतलेख)

Unit-4 Planning for Teaching Hindi

हिंदीशिक्षाकीयोजनाऐं

4.1   Lesson Planning - Meaning, Need, Importance and Steps.

पाठयोजना - अर्थ, अवश्यकता, महत्वऔरसोपान.

4.2   Characteristics of Good Lesson Plan.

अच्छेपाठयोजनाकीविशेषताऐं.

4.3   5E based Lesson Plan - Steps- Engage, Explore, Explain, Elaborate & Evaluation.

5E पाठयोजनाकेसोपान - संलग्नकरना, अन्वेषणकरना, समझाना, विस्तृतकरना.

4.4   A. Unit Planning - Meaning, Importance and Administration.

घटकयोजना - अर्थ, महत्वऔरशासनप्रबंध.

   B. Resource Unit - Use and Implication

संपन्मूलघटक - उपयोगऔरनिहितार्थ .

MODE OF TRANSACTION

- Lecture Method
- Discussion
- Seminar
- Group Activities/ Drama
- Language Laboratory visit

PRACTICUM/ASSIGNMENTS (Any One)

1.   Annual Planning of Hindi Subject
2.   Solving Grammar exercise of 8th and 9th Standard Text-Books of second language A

Studyof the Authors/ Poetsof Hindi

Preparationof ResourceUnit

REFERENCES:

- Bhai.Y (1978) *Hindi Bhasashikshan.* Vinod Pustak Mandir Agra.

- *BhasaVishesshank Patrick* (1980) Department of Education, Rajasthan, Bikaner .

- Chaturvedi, V.S. (1999) *Adhapan Kala.* Varanasi: Ggopinath Bhargav Nand Kishor and Sons.

- Jha, L. (1940) *Bhasha Shiksha11 Paddhbati.* Allahabad: N.G. Saigal. U.P Press.

- Keshav Prasad (1984) *Hindi Shikshan.* Delhi; Dhanapatrai and Sons

- Narang and Bhatia (1987) - *Hindi - Shik.shanVidhi.*.Ludhiana : Prakash Brothers.

- Sattigeri, K.I (1997) *Nutan Hindi Shik.shan.* Belgaum: Vijaya Sattigeri.

- Srivastava, B.D. (1968) *The Strnctural Approach to the Teaching of English.* Agsa: Ram Prasad and Sons.

- Sugandhi, Deepak (2004) *Hindi Shikha Pranali* .Ilkal : Neha Prakshan. Kamataka

- SyandhyaMukarji (1989) *Hindi Bhasha Shikshan.* Lucknow: Prakshan Kendra. Uttar Pradesh.

Year	1	Course Code:1.4d	Credits 3+1	Hours
Semester	1	UNDERSTANDING DISCIPLINE AND PEDAGOGY: URDU	Marks 80+20=100	60

Objectives: After the Completion of Course, Pupil Teachers Will be Able to

1. Develop the Meaning Origin and Importance of Language.

2. Integrate the Knowledge of Urdu Language and Literature

3. Facilitate the Development of Language Skills and its Functions

4. Determine the Knowledge of Writing Objectives of Urdu Language at Secondary Level

5. Justify Competencies for Planning and Teaching Urdu Language.

Unit-1 Origin and Importance of Language.

1.1.   Language: Meaning, Definition, Nature and Types.

1.2.   Importance of Language in Human Life.

1.3.   Mother tongue: Concept, Objectives and Characteristics.

1.4.   Importance of Mother Tongue in our Daily life.

1.5.   Origin of Language: Laws and Factors.

Unit-2 Urdu Language and Literature:

2.1   Adab- Meaning and relationship in our Life.

2.2   Asanaaf- Adab Urdu (Urdu Poetry), Nasr- E- Nazm, Distinguish between Poetry and Prose.

2.3   Asanaaf-E-Nasr: Daastan, Navel, Afsana, Drama, Sawan-E-Nigaar, MaktabNigaari.

2.4   Asnaaf-E-Nazm Nigaari (Poetry): Gazal, Masnavi, Qasida, Marsiya, Rubai,

Distinguish Between Poetry and Gazal.

2.5 Historical Perspective of Urdu Language Related to: Mohammed Hussain

Azad, Masood Hussain Khan, Mahmood Sheraani, MuhiuddinQadarizur.

Unit-3 Language Skills and Functions:

3.1 Language Skills: 1. Listening and its Importance. 2. Speaking and its Importance.

3. Reading and its Importance. 4. Writing and its Importance.

3.2 Functions: 3.3.1. MafizameerkeIzhaarkawaseela. 3.3.2. Rabitae ka Zariyaa

3.3.3. Tamaddunkitarseelkazariyaa.

Unit-4 Planning , Teaching and Creative Activities Urdu Language.

4.1 Teaching- Meaning, Definition and Importance.

4.2 Criteria of Good Teaching.

4.3 Creative Activities :- Roleplaying, Story Method and Playway Method.

4.4 Objectives of teaching Urdu language :- Knowledge, Understanding, Skill, Interest, Appreciation.

4.1 Constructivist approach :- Meaning, Nature and Importance.

4.2 5 E Lesson Plan: Engage, Explore, Explain, Elaborate, Evaluation.

Practical Assignment:

1. Critically evaluate the 8th or 9th STD Urdu Language textbook of secondary school.
2. Analysis of any two famous Urdu Afsana and Novel.
3. Select anyone Unit of Secondary level school and prepare Resource Unit plan.
4. Prepare an ICT Based Lesson plan of Secondary level school.

References:

1. Moinnddin Teaching Urdu Language Urdu Bureau development New Delhi.

2.Rasheed Hassan Khan "Language and Grammar "Urdu Bureau development.

3 Dr. Najmmusshar,Dr. Sabeera Sayed premier publication House Hyderabad.

4 Dr. RiyazAhamad "Teaching Urdu" New methods &Takaaze, MaktabJamia Limited New Delhi (2013)

5. Rasheed Hassan Khan "Language and Grammar "Urdu development Bureau New Delhi.

Year	I	Course Code:	Credits 4	Hours
Semester	I	**Understandig Descipline Pedagogy**	**Marks**	60
		Urdu	**80+20=100**	

مقاصد:

اس کورس کے دوران معلم طلبہ مندرجہ ذیل مقاصد حاصل کریں گے

1۔ زبان کی ماہیت، خصوصیت اور اہمیت سے واقفیت حاصل کرنا

2۔ اُردو زبان کی لسانی اصناف سے واقفیت حاصل کرنا

3۔ اُردو زبان کی بنیادی مہارتوں کو فروغ دینے والی مختلف سرگرمیوں سے واقفیت حاصل کرنا

4۔ ثانوی سطح پر اُردو زبان کی تدریس کے مقاصد کی معلومات حاصل کرنا

5۔ مختلف منصوبہ بندی اور تخلیقی سرگرمیوں کی اہمیت و مراحل سے واقفیت حاصل کرنا

اکائی 1۔ زبان اور زبان کی اہمیت وارتقاء۔

1.1۔ زبان، مفہوم، معنی، فطرت، نظریات، اقسام

1.2۔ انسانی زندگی میں زبان کی اہمیت۔

1.3۔ مادری زبان۔ مفہوم، مقاصد، خصوصیات

1.4۔ روزمرہ زندگی میں مادری زبان کی اہمیت

1.5۔ زبان کا ارتقاء۔ نظریات اور عوامل

اکائی ۲۔ اُردو زبان و ادب

2.1۔ ادب۔ مفہوم و معنی، ادب اور زندگی کا رشتہ

2.2۔ اصناف ادب اُردو نثر و نظم کے درمیان فرق

2.3۔ اصناف نثر، داستان، ناول، افسانہ، ڈرامہ، سوانح نگاری، ومکتوب نگاری

2.4۔ اصناف نظم۔ غزل، مثنوی، قصیدہ، مرثیہ، رباعی نظم اور غزل کے درمیان فرق

2.5۔ اُردو زبان کے آغاز وارتقاء سے متعلق مختلف نظریات، محمد حسین آزاد، مسعود حسین، خان، محجوعہ شیرانی، محی الدین قادری زور

اکائی ۳۔ زبان کی مہارتیں اور افعال

3.1۔ زبان کی مہارتیں

3.1.1۔ سننا اہمیت اور تدابیر

3.1.2۔ بولنا اہمیت و تدابیر

3.1.3۔ پڑھنا اہمیت و تدابیر

3.1.4۔ لکھنا اہمیت و تدابیر

3.2۔ زبان کے افعال

3.2.1۔ مافی الضمیر کے اظہار خیال کا وسیلہ

3.2.2۔ رابطے کا ذریعہ

3.2.3۔ تمدن کی ترسیل کا ذریعہ

اکائی 4۔ تدریس، منصوبہ بندی اور تخلیقی سرگرمیاں

4.1۔ تدریس۔ مفہوم و تعریف، اہمیت

4.2۔ ایک معیاری تدریس کے خصوصیات

4.3۔ تخلیقی سرگرمیاں۔ ادا کاری کا طریقہ، کہانی کا طریقہ، کھیل کھیل کا طریقہ

4.4۔ مقاصد۔ معلومات، سمجھنا، استعمال، دلچسپی

4.5۔ تعمیری نقطۂ نظر (Construstivist Approach) معنی، فطرت، اہمیت

4.6۔ 5E منصوبہ بندی۔ مصروفیت، تحقیق، وضاحت، توسیع، تشخیص (قدر پیمائی)

تفویضات

1) ثانوی سطح کے کسی ایک آٹھویں یا نویں جماعت کے اُردو درسی کتاب کا تنقیدی جائزہ لیں

2) اُردو کے کسی دو ناول، افسانہ، ناول کو اٹھا کر کے جائزہ لیں

3) ثانوی سطح کے کسی ایک جماعت کے تعلق سے آٹھویں یا نویں ایک منصوبہ بندی تیار کریں

4) ICT کا استعمال کرتے ہوئے ثانوی سطح کے سبق کی منصوبہ بندی تیار کریں

شفارش کردہ کتابیات

1) معین الدین ''اُردو زبان کی تدریس'' ترقی اُردو بیورو نیو دہلی

2) رشید حسن خان ''زبان اور قومی'' ترقی اُردو بیورو نیو دہلی

3) ڈاکٹر انجم السحر، ڈاکٹر صابرہ سعید، تدریس اُردو پریمیر پبلشنگ ہاؤس حیدرآباد

4) ڈاکٹر ریاض احمد اُردو تدریس جدید طریقے اور تقاضے مکتبہ جامعہ لمٹیڈ نئی دہلی 2013

5) رشید حسن خان ''زبان اور قواعد'' ترقی اُردو بیورو نئی دہلی

Year	I	Course Code: 1.4e	Credits 3 +1	Hours
Semester	I	UNDERSTANDING DISCIPLINE AND PEDAGOGY: SANSKRIT	Marks 80+20=100	60

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

1. Planning the Syllabus Properly.

2. To Create Interest and Taste in Students.

3. Translation from Sanskrit to Kannada, from Kannada to Sanskrit.

4. Recognize the History of Sanskrit Language.

5. Understand and use Various Aspects of Sanskrit and their teaching methodology.

6. Transferring Ancient Indian Literature and Traditional Knowledge to Students.

7. Developing Listening Reading, Writing and Speaking Skills of Students in Sanskrit Language.

8. Proving Good and efficient teachers of Sanskrit to the Society.

Unit-1 History of Sanskrit Language

1.1 History of Sanskrit Language.

1.2 Importance of Sanskrit Language.

1.3 Glory of Antiquity of Sanskrit Language.

1.4 Research Papers on Sanskrit Language.

Unit-2 Study of Sanskrit Language

2.1 Study of Sanskrit Language During Vedic Period.

2.2 Sanskrit in the Medieval Period.

2.3 Sanskrit in the GurukulaSystem.

2.4 Literary Study of Sanskrit language.

Unit-3 Development of Sanskrit Language

3.1 Sanskrit Conversation Camp Scheme.

3.2 Demonstration of practical material.

3.3 Translation Method.

3.4 Interest and motivation among students.

Unit-4 A Mindfulness of the Five Levels of Sanskrit Language

4.1 Reading.

4.2 Listening.

4.3 Writing.

4.4 Talking.

4.5 Curriculum.

PRACTICUM-

1. A 10-day Sanskrit language conversation camp should be conducted.

2. Sanskrit to Kannada and Kannada to Sanskrit should be translated.

3. Information should be collected about the history of Sanskrit.

4. Topics should be collected on the importance of Sanskrit language.

5. Research details of Sanskrit language should be collected.

6.Write about the present need of Sanskrit language among students.

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1. Apte D.G.Dongre.P.R. (1960) teaching of Sanskrit in secondary school, acharya book
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3. Bokil V.P. ParasnisN.R. (1956) New approach to sanskrit, Chitrashala press, Pune)
4. Chaturvedi sitaram (1990) Sanskrit shikshanpaddhati, Nandkishor, Banaras,
5. Dr.H.R. Vishwash Sanskrit Bharati, KoushalBhodhini, Aksharam, Bengaluru.
6. Huparikar C.S. (1947) problems of Sanskrit teaching, Bharat book stall, Kolhapur.
7. Safaya R.M. (1962) Teaching of Sanskrit (Sanskrit shikshanvidhi) Jullender. Punjab.
8. Dr LaxmiNarayan, Kerala Sanskrit BhodhanaPaddati.

9. Shanbhag D.N. (2000) Subhoda Sanskrit Vyakarana. Dharwad: Bharat Book Depot &

10. Publications.

11. Hulkerikar. G.S. (1998) The problems of Sanskrit Teaching. Kolhapur. Bharat Book

12. Depot.

13. Patnayak.P.(1997) Language Curriculum, Mysore: CIIL. Publications.

Year	I	**Course Code: 1.4f**	**Credits 3 +1**	**Hours**
Semester	I	**UNDERSTANDING DISCIPLINE AND PEDAGOGY: MARATHI**	**Marks 80+20=100**	**60**

Objectives: After the Completion of Course, Pupil Teachers Will be ble to

1. Illustrate the Meaning of Language and its Components.

2. Recognize the Language as a Medium of Instruction Respective English.

3. Simplify the Language and Literacy in the Context of School and Language Acquisition.

4. Associate the Language as a Process with Respect to Classroom Context.

5. Differentiate the Curriculum, Syllabus and Text book.

Unit 1: General Introduction on Language

1.1 Language Meaning, Concept, Components and Functions,

1.2 Pedagogy of Different languages- Critical analysis of the following terms: Dialect, Standard and Non-Standard Language, Classical; CharacterizingMother 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 Mother Tongue as a Medium of Instruction; the Recommendations of NCF-2023

on Language Education.

Unit 2: Language and Literacy in the Context of Home & School

2.1 Language Learning in Early Childhood.

2.2 Language Environment at Home.

2.3 Language Environment of School and the Varied nature of Indian Classrooms.

2.4 School's Expectations: Views relating to Child's Home Language and Literacy

Practices.

Unit 3: Language Processes and Challenges

3.1 Oral Language in the Classrooms; Participation in the Classroom;

3.2 Issues of Non-Comprehension

3.3 Understanding Language 'Disability 'and the Language Teachers role in Dealing with it.

3.4 Writing as a composing Process: Problem Solving, Developing a Sense of Audience, Purpose, and Understanding the Process of Writing.

3.5 Development by Supplementary Reading Books in Mother Tongue.

Unit 4: Transactional Strategies.

4.1. Micro Teaching: Concept. Definition.

4.2. Lesson planning: - Concept and Construction.

4.3. Constructivism- Meaning, Definition, Characteristics, Nature and Importance.

4.4. 5E based Model Lesson - Steps -Engage, Explore, Explain, andElaborate & 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

   (VIII– IX-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.

Year	I	Course Code: 1.5a	Credits 3 +1	Hours
Semester	I	UNDERSTANDING DISCIPLINE AND PEDAGOGY: SOCIAL SCIENCE	Marks 80+20=100	60

Objectives: After the Completion of Course, Pupil Teachers Will be Able to

1. Describe the Concept of Branches of Social Science.

2. Generate the Foundations of Each Discipline with Respect to Social Science.

3. Paraphrase the Place of Social Science in School Curriculum.

4. Summerize the Perspectives in Social Sciences.

5. Discuss 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 Political Science-Concept, Nature and Importance.

1.2 Geography and Economics – Concept, Nature and Importance.

1.3 Sociology and Business Study-Concept, Nature and Importance.

1.4 Concept and Importance of Social Science and Social Studies.

1.5 Difference between Social Science and Social Studies.

Unit-2: Social Science Curriculum in Schools

2.1 Challenges in the Development of Social Science Curriculum.

2.2 General Approaches: Chronological, Concentric and Spiral- in the Construction of Social Science Surriculum.

2.3 Thematic organization: Interdisciplinary, Multi Disciplinary and Fused Frameworks.

2.4 Teaching of Social Science: Development of Critical Enquiry, Critical Thinking and Building Perspectives in Social Sciences: Social, Historical, Environmental, Economic and Constitutional Perspectives.

Unit-3: Pedagogical Practices in Social Science

3.1 Role of Social Science Teacher: Qualities and Responsibilities.

3.2 National Curriculum Frameworks-2000 and 2005.

3.3. Characteristics of Good Social Science Text book, Critical Review of Social Science

Text books: From Class 6th to 10th

3.4 Concerns in Teaching Social Science: Diversity, Gender and Special Needs.

Unit-4: Transactional Strategies.

1.1 Lesson Planning: Concept and Construction (Writing Instructional Objectives in

Behavioural Terms)

4.2. Constructivism- Meaning, Definitions, Characteristics, Nature and Importance and 5 Es

Based Model Lesson.

4.3. Unit plan & Unit Test: Concept, Construction & Administration.

4.4. Resource Unit: Meaning, Importance and Steps

Practicum:

1. Preparation of maps/timeline/charts

2. Conducting seminars on the concepts related to social science.

3. Visit local Historical places and prepare report.

4.Collection of coins, stamps and epigraphical informations.

5.Critical Review of Social Science Text books: from class 6th to 10th

Suggested Readings:

1. Arora & Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.

2. Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi.

3. Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.

4. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.

5. Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.

6. Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.

7. Edgar, B.W. &Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.

8. Gallanvan&Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.

9. George, A., M. &Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.

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12. Haydn Terry,Arthur James and Hunt Martin. (2002),Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.

13. Kumar, Sandeep (2013).Teaching of Social Science, Project Report, University of Delhi, Delhi.

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15. Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).

16. Misra, Salil and Ranjan, Ashish (2012)Teaching of Social Sciences:History,Context and Challenges in VandanaSaxena (ed.),Nurturing the Expert Within, Pearson, New Delhi

17. Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.

18. Prigogine, I., &Stengers I. (1984). Order Out of Chaos: Man's New Dialougewith Nature. Batnam Books.

19. UNESCO-World Social Science Report (2013)

20. Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.

21. Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.

22. Webb,Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York.

23. Winch,Peter (1958).The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press.

Year	I	Course Code: 1.5b	Credits 3 +1	Hours
Semester	I	**UNDERSTANDING DISCIPLINE AND PEDAGOGY: PHYSICAL SCIENCE**	**Marks** 80+20=100	**60**

Objectives: After the Completion of Course, Pupil Teachers Will be Able to

1. Describe the Nature, Perspective and Development of Science.

2. Illustrate the Science Content with Respect to Pedagogy.

3. Explain the Learner's Context of Science.

4. Justify the Transactional Strategies in Science.

Unit-1 Science Education and Physical Science

1.1 The nature of Science: Science as a Process and Science as a Body of Knowledge, Science as a Social Enterprise.

1.2 Meaning, Nature and Scope of Physical Science.

1.3 Aims of Teaching Physical Science: Utilitarian, Disciplinary, Intellectual, Aesthetic

1.4 Objectives of Teaching Physical Science as per NCF 2005

1.5 Contributions of Indian Scientists to Science- a) Sir. C.V. Raman
   b) Homi Jahangir baba c) Vikram Sarabhai

1.6 Scientific Method: Meaning, Importance and Steps.

1.7 Development of Scientific Attitude.

Unit-2 Instructional Objectives of Teaching Physical Science

2.1 Classification of Objectives (Bloom's Taxonomy and Revised)

2.2 Meaning of Instructional Objectives.

2.3 Instructional Objectives of Physical Science: Knowledge, Understanding, Skill, Application, Interest, Appreciation and Attitude.

2.4 Writing Instructional Objectives According to Megar's Components

Unit-3 The Learner Context

   3.1 Conceptualisation of Scientific Phenomenon.

   3.2 Preconceptions in Science: It's Importance.

   3.3 Understanding and Addressing Children's Fear of Science.

   3.4 Concept Maps: Concept, Components, Uses and Illustrations.

Unit-4 Transactional Strategies.

   4.1 Lessonplanning:-Meaning & Importance.

   4.2. Constructivism-Meaning, Definition, Characteristics, Natureand Importance.

   4.3 5 E Based Model Lesson-Steps- Engage, Explore, Explain and Elaborate Evaluation.

   4.4 Resource Unit: Meaning, Steps and Importance.

Practicum/Assignments/Seminar (Any Two)

1   Conducting Activities to Develop Scientific Attitude

2   Develop a Resource Unit on a Topic of Your Choice

3   Prepare a Concept Map on a Topic of Your Choice

4   Present a Seminar on Contributions of Indian Scientists to Science

5   Present Seminar on Science Content of Secondary Schools of Karnataka State.

6   College is Free to Introduce any Other Relevant Activity Related to Science.

7   Write a Report on Web Resources.

8   Present a Report on Applications of Science in Day Today life.

Suggested Reading:

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

2. Barba, H.R. (1997).*Science in Multi-Cultural Classroom: A guide to teaching and Learning*. USA: Allyn and Bacon.

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10. *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10),* NCERT: New Delhi

11. *National Curriculum Framework, (2005),* NCERT: New Delhi

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20. Wallace J. and Louden W. (eds.). *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. London: Routledge Falmer. pp. 191-204.

Year	I	Course Code: 1.5c	Credits 3 +1	Hours
Semester	I	**UNDERSTANDING DISCIPLINE AND PEDAGOGY: MATHEMATICS**	Marks 80+20=100	60

Objectives: Student Teacher Will be Able to

1. Analyse the Concept and Process of Mathematics.
2. Summerise the Patterns, Development and Challenges of Mathematics in Day to Day Life.
3. Justify the Pedagogical Practices in Mathematics Curriculum.
4. Differentiate the Curriculum, Syllabus and Textbook of Mathematics.
5. Appreciate the Concept of Mathematics is for all' and Usage of it in Day Today Life.
6. Appreciates the Contributions of the Indian Mathematicians & Nature of Mathematics and how it's Been used in Many Subjects.

Unit-1 Content in Mathematics with Reference to 6th, 7th, and 8th Text Books

1.1 Number System, Squares and Square Root, Cubes and Cube Roots.

1.2 Algebraic Expressions- Indices, Identities Factorization.

1.3 Linear Equations in one and two Variables.

1.4 Basic Concepts of Geometry, Triangles, Mensuration.

Uunit-2 Mathematical Thinking and Doing

2.1 Meaning, Nature and Scope of Mathematics, History of Mathematics: Contributions of Indian Mathematicians: Aryabhata, Bhaskaracharya-II, Srinivas Ramanujan, D. R.Kaprekar.

2.2 Contextual usage of Vedic Mathematics and Abacus,

2.3 Mathematics as Study of Creating, Discerning and Generalising Patterns: Numerical Patterns.

2,4 Understanding Mathematics as a Humanly Created Subject: Idea of Axioms, Postulates and Proofs, Types of Proofs: Direct Proof, Indirect Proof, Counter Examples, Proof by Induction.

2.5 Focus on Mathematical Processes: Abstractions, Particularisation and Generalisation, Problem solving, Problem-Posing, Reasoning.

2.6 Situated Learning-Meaning, Steps & Importance.

Unit-3 Extended Curricular Activities in Mathematics

3.1: Maths club and Lab, Exhibitions/fair, Maths Olympiad, NMMS their Importance and Organization at School Level.

3.2: Gifted Children in Mathematics- their Characteristic, Identification and Enrichment Programs.

3.3: Slow Learners in Mathematics: - their Characteristic, Identification and Remedial Programs.

3.4: Learning Difficulties in Mathematics: - their Characteristic, Identification of Dyscalculia, and Dysgraphia, Remedial Programs.

Unit-4 Transactional Strategies.

4.1. Lesson planning: - Concept and Construction (Writing Instructional Objectives in Terms of Behaviour Based on Revised Bloom's Taxonomy).

4.2. Constructivism- Meaning, Definition, Characteristics, Objectives and Importance.

4.3. Constructivist approach to teach mathematicsin HPS, Secondary and Higher Secondary Levels.

4.4. 5 E Based Model Lesson - Steps -Engage, Explore, Explain, Elaborate & Evaluation.

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.Survey of Mathematics Laboratory Facilities of any three High Schools with
   Practical Suggestion for Improvement.

7. Preparing a Report of Different Activities of Mathematics Club.

Readings and resources

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

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

4. Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 43–64). Routledge.

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12. Boaler, J. (2010). *The elephant in the classroom. Helping children love and learn maths*. Souvenir Press Ltd

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22. Boaler, J. (1993). The role of contexts in the mathematics classroom: Do they make mathematics more"real"? *For the Learning of Mathematics*, *13*(2), 12–17.

23. Chapin, O'Connor, & Anderson (2009).*Classroom discussions: Using math talk in elementary classrooms*. Math Solutions.

24. Cirillo, M. (2009).Ten things to consider when teaching proof.*Mathematics Teacher*, *103*(4), 250-257.

Year	I	Course Code: 1.5d	Credits 3 +1	Hours
Semester	**I**	**UNDERSTANDING DISCIPLINE AND PEDAGOGY: BIO-SCIENCE**	**Marks 80+20=100**	**60**

Objective: After the Completion of Course, Pupil Teachers Will be Able to

1) Outline Basics Components Associated with Biological Science Discipline.
2) Apply Understand Objectives, Values and Strategies of Teaching of Biological Science.
3) Appreciate the Role of Bio Science in Facing Global Challenges.
4) Apply the Innovative Resources to Teach Bio Science.

Unit-1 Basics of Academic Disciplines & Biology

1.1 Pedagogy: Meaning, Characteristics.

1.2 Academic Disciplines: Meaning, Characteristics and Distinguish between School Subjects & Academic disciplines.

1.3 Bio-Science: Meaning, Nature, Scope.

1.4 Milestones in the development of Bio-Science.

1.5 Contributions of Biologists: Saleem Ali, J.C.Bose, Aristotle , Charles Darwin, J.G.Mendal.

Unit-2 Objectives, Values & Strategies of Teaching Bio-Science

2.1 Instructional Objectives: Knowledge, Understanding, Application, Skill Appreciation, Interest, Attitude (Meaning, Specifications, Examples)

2.2 Values: Utilitarian, culture and Aesthetic values

2.3 Strategies: Interdisciplinary and Multidisciplinary Teaching Learning–Meaning and Significance (Team Teaching and Experiential Learning- Meaning Advantages and Disadvantages).

2.4 Techniques- Augmented Reality, Virtual Reality: Meaning, Merits and Demerits

Unit-3: Issues & Challenges in Teaching Bio-Science

3.1 Place of Disciplines Science (Bio-science) in Present School Curriculum.

3.2 Issues & Challenges in Teaching Bio-Science.

3.3 Role of Bio-Science with Respect to the Following Global Issues: Sustainable Development & Health Issues.

3.4 Bio Science Teacher: Issues and Challenges Facing in Rural and Urban Areas.

Unit-4: Resources to Teach Bio-Science

4.1 Material Resources - Text Book, Laboratory Manuals, Student Work Books, A.V. Aids.

4.2 Field based Resources - School Garden Museum, Herbarium, Aquarium, Vivarium and Terrarium: Concept, Preparation and Importance

4.3 Bio-Science Laboratory - Concept, Characteristics, Importance, Equipments, Maintenance and Records.

4.4 Activities - Field Trips, Nature Study, Bird Watching: Concept, Preparation and Importance

4.5 OER resource: Meaning, Attributes and Importance

4.6 Specimen Collection & Preservation Methods - Open air Preservation Technique: Concept and Importance.

Practicum Work:

1. Choose any two Indian Biologist and write their Biography and contribution
2. Write Instructional objectives for the topic of your choice.
3. Prepare a report on values of teaching biological science.
4. A Study Resources for teaching biological science.
5. A study on biological science laboratory.
6. A study on utilization of augmented reality for teaching biological science.
7. A study on utilization of virtual reality for teaching biological science.
8. A study on excursions/field trips/visits/nature study/bird watching.
9. Preparation of Scarp book related to school level
10. Preparation and preservation of any two specimens
11. A study on teacher student work books/reference materials of biological science.
12. Preparation any 20 herbarium sheets
13. Collecting and keeping plants and animals alive for instructional purposes : Aquarium, Terrarium and Vivarium. (The college is free to provide any relevant practicum works)

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3. Fred M Schellhammer (1935). The field trip in biology. Retrieved from: https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1949-8594.1935.tb12809.x

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Year	I	Course Code: 1.5e	Credits 3 +1	Hours
Semester	I	**UNDERSTANDING DISCIPLINE AND PEDAGOGY: COMMERCE & ECONOMICS**	**Marks 80+20=100**	**60**

Objectives: After the Completion of Course, Pupil Teachers Will be Able to

1. Demonstrate a Basic Understanding of Career Options Available to Them and Will Establish Career Objectives.

2. Apply the Basic Theories of Economics and Commerce in Critical Thinking and Problem Solving.

3. Demonstrate their Knowledge of the Fundamental and Technical Concepts of Economics and Commerce.

4. Identify and use Economics and Commerce Terminologies in Oral and Written Communications.

5. Demonstrate an Awareness of their Role in the Global Economics and Commerce Environment.

Unit-1 Introduction of Commerce and Economics

 1.1 Concept, Nature and Scope of Commerce.

 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.

Unit-2 Introduction to Commerce and Economics Teaching

 2.1 Meaning, Nature and Scope of Commerce and Economics Teaching.

 2.2 Aims and Objectives of Teaching Commerce and Economics at Higher Secondary Schools.

 2.3 Values of Teaching Commerce and Economics.

 2.4 Relationship of Commerce with Economics, Trade, Industry and Economy.

Unit-3 Economic and Commerce Issues for Equity and Social Justice

   3.1 Need, Importance and Problems related to Commerce and Economics.

   3.2 Issues of Gender and Culture in Commerce and Economics Learning

   3.3 Impact of Social Justice on the Economy of the Country.

   3.4 Relationship of Commerce with Economics Evaluation and Foundations of Historical and Socio Political Context of Commerce and Economics.

   Unit-4 Transactional Strategies

   4.1 Lesson Planning –Concept and Construction.

   4.2 Constructive-Meaning, Definition, Characteristics, Nature and Importance.

   4.3 5 E Based Model Lessons–Steps –Engage, Explore, Explain, Elaborate & Evaluation.

   4.4 Unit Plan and Unit Test– Concept Construction and administration.

   4.5 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. Carmona,S., Ezzamel,M.,Gutierrez,F.(2004).Accounting Hostory Research: Traditional and New Accounting History Perspectives, Spanish Journal of Accounting History.1, 24-53.

2. Cherunilam,F.(2000).Business Environment.(11thed.)New Delhi: Himalaya Publishing house. (Chapter -4:Social Responsibility of Business)

3. Dymoke,S. and Harrison, J.(Ed.) (2008). Reflective teaching and learning. New Delhi: Sage.Chapter-4:Classroom Management .

4. Lal,J.(2002).Accountingtheory. (2nded.). NewDelhi: Himalaya Publishing House .(Chapter-2 Classification of Accounting theory)

5. Wadhwa,T.(2008).Commerce Curriculum at Senior Secondary level:SomeReflections.MERI Journal of Education.III(2),52-59

6. Agarwal JC (2005), teaching of commerce a practical approach (2nd Ed),Vikas Publishing house ,New Delhi.

7. Mohammed Sharif khan, Commerce Education,Sterling publishers Pvt.limited-New Delhi.

8. Singh M.N, Method and Techniques and teaching Commerce, Young Man and Co.New Delhi.

9. Seema Rao,Teaching of Commerce,AnamolPublication,New Delhi.

10. Dr.Umesh, Mr.AjayRana,Methodolgy of Commerce Education,Tandon Publications Ludhiana

11. Dr.R.PSingh,VinayRakheja,Teaching of Commerce R.Lall Book Depot,Meerut.

12. Lulla B.P,Teaching of Commerce in our school,BTTC-BIE Publication,Bombay

13. G.S Karthik,Teaching of Commerce,SumitEnterprises,NewDelhi .

14. I.V.Trivedi,Commerce Education in the new Millenium,RBSAPublishers,Jaipur.

Year	I	Course Code: 1.6	Credits 1	Hours
Semester	I	**ICT-BASIC COMPETENCIES**	Marks 25	25

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

1. Explain the Basics of ICT.

2. Creates Different Googlesoftwares.

Unit-1 ICT Basics: Operating System and Application Software

     1. ICT: Meaning, Importance and Tools of ICT.

     2. Computer Hardware: Input-Output Devices

     3. Different Operating System.

     4. Introduction to Application Software.

          a. MS Word

          b. MS Excel

          c. MS PPT

Unit -2 Google Products

     1. How to Create Gmail and its Usage.

     2. Google Docs.

     3. Google Sheets.

     4. Google Slides.

     5. Google Classroom.

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.

5. Creating the google classroom and giving assignment through it

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	3
	Total	3

Suggestive Readings:

1. Goel A. (2010). Computer Fundamentals. Dorling Kindersley, South Asia

2. Intel (2003). *Intel innovation in Education* Intel, Teach to Future-Students Work Book Kuar Heman, Meerut: R. Lal Publisher.

3. Kumar, Khushvinder and Kumar, Sunil (2004).*Computer Education*. GurusarSadhar: GBD Publications.

4. Kumar, Khushvinder and Kumar, Sunil (2004). *ICT Skill Development*. GurusarSadhar: GBD Publications.

5. Mansfield, R. (1993). *The Compact Guide to Windows.World and Excel.* New Delhi: BPB Publishing.

6. Rajaraman, V. (2004). *Fundamental of Computers*. New Delhi: Prentice Hall of India Pvt. Ltd.

7. Sharma, Lalit (2006). *Computer Education.*Ferozpur Cantt: Wintech Publications.

8. Singh, Tarsem (2009). *Basic Computer Education.* Ludhiana: Tandon Brothers.

9. Singh, Tarsem (2009).ICT Skill Development. Ludhiana: Tandon Brothers.

10. Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB Publications.

11. Strawbridge S., Natiquette (2006). Internet - etiquette in the age of Blog. Software Reference Limited, UK

12. Tanenbaum, A. S. (1996).*Computer Networks.* New Delhi: Pretince Hall of India.

13. Thomas B.(1991)   Digital Computer Fundamentals .TataMcgraw Hill edition. New York.

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

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

Year	I	Course Code: 1.7	Credits 1	Hours
Semester	I	**LANGUAGE ACROSS THE CURRICULUM**	Marks 25	25

Objectives: On the Completion of the Course, the Student Teacher Will be,

- Use the Language in an Explicit and Differentiated Manner.
- Communicate Language for Academic Communication.
- Of the Centrality of Language in the Curriculum.
- Use 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:

1. A. Ram Babu, S. D. (2010). *Essentials of Micro Teaching.* Hyderabad: Neelkamal Publications Pvt. Ltd.

2. Alsop, S., & Hicks, K. (2003). *Teaching Science.* New Delhi: Kogan page India Pvt. Ltd.

3. Arul Jothi, D. L. (2009). *Computers in Education.* New Delhi: Centrum Press.

4. Arulsamy, S. (2013). *Philosophical and Sociological Foundations of Education.* New Delhi: Neelkamal Publications Pvt. Ltd.

5. Aslam, R. (1992). *Aspects of Language Teaching.* New Delhi: Northern Book Centre.

6. Bali, D. R. (1989). *Introduction to Philosophy.* New Delhi: Sterling Publishers Pvt. Ltd. .

7. *Boundless.com*. (n.d.). Retrieved from Boundless.com: https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/language-10/introduction-to-language-60/the-structure-of-language-234-12769/

8. Chiniwar, D. P. (2014). *Techniques of Teaching English.* New Delhi: A.P.H. Publishing Corporation.

9. Dandapani, A. R. (2006). *Micro Teaching.* Hyderabad: Neelkamal Publications Pvt. Ltd.

10. Dandapani, S. (2000). *A textbook of Advanced Educational Psychology.* New Delhi: Anmol Publications Pvt Ltd .

11. Ghoke, M. (n.d.). *Information & Communication Technology*. Retrieved from http://www.tscermumbai.in/resources%20_paper_%204/IV.1_information_and_commun ication_technology.pdf

12. Gregor, M. (Ed.). (1998). *Immanuel Kant: The Metaphysics of Morals.* Australia: Cambridge University press.

13. Grellet, F. (2008). *Developing Reading Skills.* Cambridge: Cambridge University Press.

14. Gupta, S. D. (n.d.). In P. Saha, *An Introduction to Sociology* . New Delhi : Dorling Kindersley Pvt Ltd .

15. Harlen, W., & Elstgeest, J. (1997). *UNESCO Source Book for Science in Primary Schools.* New Delhi: National Book trust , India.

16. Hurd, S. (2005). *Success With Languages.* New York: Routledge.

17. Hurlock, E. B. (1997). *Child Development* (sixth Edition ed.). New York: Tata Mc Graw-Hill Companies.

18. *Info Dev*. (n.d.). Retrieved from http://www.infodev.org/articles/use-specific-ict-tools-education

19. Jr, R. D. (2001). *An Introduction to Syntax.* Cambridge: Cambridge University Press.

20. Kalra, R. M. (2008). *Science Education- Learning to learn* . New Delhi: PHI Learning Pvt. Ltd.

21. Kasinath, D. H. (2000). *Advanced Educational Psychology.* Gadag: Vidya Nidhi Publications .

22. Education (India) Pvt. ltd.

23. Leon, A. L. (n.d.). *Computers for Everyone.* Chennai: Leon Vikas.

24. http://tic.edu.hk/it-school/php/webcms/files/upload/tinymce// school_document/ lac_handbook_final_16_dec_14_1420533519.pdf

25. http://languagesacrossthecurriculum.com/

26. www.languageinindia.com/sep2006/nationalframework.html

Year	I	Course Code: 1.8	Credits 1	Hours
Semester	I	**PSYCHO SOCIAL TOOLS AND TECHNIQUES**	Marks 25	25

Objective: On the Completion of the Course, the Student Teacher Will,

1. Administer Psychological Tests and Conduct a Case Study.

2. 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.

   o Teaching Aptitude Test

   o Personality Test

   o Interest Test

   o RPM Test of Intelligence

   o Test of Creativity

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 :

1. Agrawal S.P. (1992) *First Handbook of Psychological and Social Instruments*. Concept Publishing Company, New Delhi.

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

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

4. Mangal S.K. (2007). *Advanced Educational Psychology*. Second Edition Prentice Hall of India Pvt. Ltd. New Delhi.

5. Sharma R.A. (2009) *Fundamentals of Educational Psychology*. R. Lall Book Depot. Meerut.

6. Vyas, Kirit B. (2012). *Psychological Testing: History, Principles and Applications*. APH Publishing Corporation, New Delhi

Year	I	Course Code: 1.8	Credits 1	Hours
Semester	I	**MICRO TEACHING AND INTEGRATION**	**Marks 25**	**25**

Objectives: On the Completion of the Course, the Student Teacher Will,

1. Assimilate and Learn New Teaching Skills Under Controlled Conditions.

2. Acquire Mastery In a Number of Teaching Skills.

3. Modify the Teaching Behaviours In The Required Manner.

4. Acquire New Teaching Skills.

5. Acquire Confidence In Teaching.

6. Apply Skill of Observation and Skill of Giving Constructive Feedback.

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 Fluency in Questioning/ Probing questioning.

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 .

C .Peerobservation: 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:

1. A. Ram Babu, S. D. (2010). *Essentials of Micro Teaching.* Hyderabad: Neelkamal Publications Pvt. Ltd.

2. Alsop, S., & Hicks, K. (2003). *Teaching Science.* New Delhi: Kogan page India Pvt. Ltd.

3. Arul Jothi, D. L. (2009). *Computers in Education.* New Delhi: Centrum Press.

4. Arulsamy, S. (2013). *Philosophical and Sociological Foundations of Education.* New Delhi: Neelkamal Publications Pvt. Ltd.

5. Aslam, R. (1992). *Aspects of Language Teaching.* New Delhi: Northern Book Centre.

6. Bali, D. R. (1989). *Introduction to Philosophy.* New Delhi: Sterling Publishers Pvt. Ltd. .

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8. Chiniwar, D. P. (2014). *Techniques of Teaching English.* New Delhi: A.P.H. Publishing Corporation.

9. Dandapani, A. R. (2006). *Micro Teaching.* Hyderabad: Neelkamal Publications Pvt. Ltd.

10. Dandapani, S. (2000). *A textbook of Advanced Educational Psychology.* New Delhi: Anmol Publications Pvt Ltd .

11. Ghoke, M. (n.d.). *Information & Communication Technology*. Retrieved from http://www.tscermumbai.in/resources%20_paper_%204/IV.1_information_and_communication_technology.pdf

12. Gregor, M. (Ed.). (1998). *Immanuel Kant: The Metaphysics of Morals.* Australia: Cambridge University press.

13. Grellet, F. (2008). *Developing Reading Skills.* Cambridge: Cambridge University Press.

14. Gupta, S. D. (n.d.). In P. Saha, *An Introduction to Sociology* . New Delhi : Dorling Kindersley Pvt Ltd .

15. Harlen, W., & Elstgeest, J. (1997). *UNESCO Source Book for Science in Primary Schools.* New Delhi: National Book trust , India.

16. Hurd, S. (2005). *Success With Languages.* New York: Routledge.

17. Hurlock, E. B. (1997). *Child Development* (sixth Edition ed.). New York: Tata Mc Graw-Hill Companies.

18. *Info Dev*. (n.d.). Retrieved from http://www.infodev.org/articles/use-specific-ict-tools-education

19. Jr, R. D. (2001). *An Introduction to Syntax.* Cambridge: Cambridge University Press

20. ಪ್ರಭು ಆರ್. ಈ, (2008). ಸೂಕ್ಷ್ಮ ಬೋಧನೆ. ಗದಗ: ವಿಜೇತ್ ಪ್ರಕಾಶನ.

SEMESTER II

Sem II	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	2.1	Psychology of Learning and Teaching Process	4	20	8	80	32	100
	2.2	Knowledge and Curriculum	4	20	8	80	32	100
	2.3	Education in Contemporary India	4	20	8	80	32	100
	2.4	Techniques, Methods and Approaches of Pedagogy	4	20	8	80	32	100
	2.5	Optional Course	4	20	8	80	32	100
EPC	2.6	ICT Applications	1	25	12			25
	2.7	Fine Arts and Theatres	1	25	12			25
EF	2.8	Simulated and ICT Based Lessons	1	25	12			25
	2.9	School Lessons and Reflective Diary	1	25	12			25
			24					**600**

Year	I	Course Code: 2.1	Credits 4	Hours
Semester	II	**PSYCHOLOGY OF LEARNING AND TEACHING**	Marks 80+20=100	60

Objectives: After Completing this Course the Student-Teachers Will be Able to.

1. Comprehend the Theories of Learning And Their Educational Implications.

2. Analyse the Concept of Creativity Along With Its Measurement.

3. Explain the Concept of Intelligence, Intelligence Theories and Testing.

4. Critically Analyse the Learning Process and Motivation.

5. Describe the Teaching Learning Process and Analyse the Various Aspects Of Effective Teaching.

Unit 1: Human Learning

1.1 Human Learning: Concept, Nature, Process and Transfer of Learning/Training.

1.2 Learning Theories: - Behaviorism: Pavlov, Thorndike, Skinner, -

1.3 Gestaltism: Kohler (Insightful Learning)

Unit 2: Intelligence and Group Dynamics

2.1 Intelligence: Concept and Nature.

2.2 Intelligence Theories: Two-Factor, Gardner's Multiple Intelligence Theory.

2.3 Concept and Calculation of IQ and Testing of Intelligence: Individual and Group Tests, Verbal (Dr Kamat's Test), Non-Verbal (RPM) and Performance (Dr Bhatia's Test) Tests.

2.4 Group Dynamics: Concept, Characteristics of Psychological Group, Sociometry Techniques

Unit 3: Learning Process and Motivation

3.1 Attention: Meaning, Nature and Factors Affecting Attention. Experiments on Division and Distraction of Attention to be Conducted.

3.2 Memory and Retention: Meaning, Types and Techniques to Promote Memory

3.3 Motivation: Concept, Nature, Types, Maslow's Theory and Techniques of Motivating Students.

3.4 Creativity: Meaning, Characteristics, Fostering Creativity.

Unit 4: Psychological Experiments

4.1 Experiments on Learning Curve.

4.2 Transfer of Training.

4.3 Division and Distraction of Attention.

4.4 Experiments on Memory (Short Term and Long Term).

Practicum: Any one

- One Intelligence/Creativity Test to be Administered on at least 5 school students and submit a report

- Any other activity suggested by teacher educator.

Seminar/assignment

- Seminar presentation (5 mins) on a topic assigned by the teacher educator.

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. Thousnad Oaks. Corwin

Year	I	Course Code: 2.2	Credits 4	Hours
Semester	II	**KNOWLEDGE AND CURRICULUM**	**Marks** **80+20=100**	**60**

Objectives: Student - Teachers will be able......

1. Simplifiesepistemological Terminologies and Express Their Similarities and Differences Between Them.
2. Analyse the Changes in Education in the Context of Society, Culture and Modernization.
3. Explore the Social and Knowledge Related Bases of Education.
4. Summerise the Process of Curriculum Development.
7. Clarify the Interrelation among Curriculum, Syllabus & Text Book.
8. Identify the Co-Relation among Power, Principles and Curriculum.

Unit 1 Epistemological Basis of Education

1.1 Knowledge, Information and Skill: Concept and Differences, Facets of Knowledge; Local and Universal, Concrete and Abstract, Theoretical and Practical.

1.2 Teaching and Training: Concept and Differences.

1.3. Rational, Belief and Truth: Concept and Differences.

1.4. Modern child centered education with Following Reference -

A) Activity - Concept, Type and Importance with Reference to Gandhi and Rabindranath Tagore.

B) Discovery - Concept and Importance with Reference to Dewey.

C) Dialogue - Concept and Importance with Reference to Plato.

Unit -2 Social Basis of Education

2.1. Educational Change Because of Industrialization, Democracy, Idea of Individual Autonomy in the Context of Society, Culture and Modernization.

2.2. Education in Relation to Modern Values (Equity, Equality, Individual Opportunity, and Social Justice): with Special Reference to Dr. B. R. Amebedkar.

2.3. Conventional School Activities and Daily Routine of School Class Room with Reference to Multiculturalism.

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

Unit -3 Process of Curriculum Development

3.1. Curriculum: Concept and Importance, Bases of Curriculum.

3.2. Stages of Curriculum Construction.

3.3. Role of Curriculum in Effective Teaching and Learning Process.

3.4. Teacher's Role in Curriculum Construction.

3.5. Curriculum and Discipline.

Unit -4 Vision, Mission in Relation to Rurriculum and Reconstruction of Society

4.1. Various Co-Curricular Activities and its Impact on Reconstruction of Society

4.2. Relationship Between Power, Ideology and Curriculum

4.3. Process/ Steps of Critical Analyses of Textbook, Children Literature, Hand Books and Other TLM.

4.4. Evaluation of Curriculum: Analysis of Karnataka State Text book 6th to $10^{th.}$

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

Reference:

1. Apple. M, W. (2008) Can schooling contribute to more just society? Education citizen and social justice.

2. Apple M, W. and Denne J, A. (2006) Democratic school: Lessons in powerful education Eklavya

3. Dange.Jagannath, K. (2014) Learning and Experiences. LapLambert publications Germany.

4. Dange.Jagannath, K. (2015) Ambedkar's Philosophy of Education. Published by Centre for Dr.B.R.Ambedkar and Buddhist study Kuvempu University.

5. Dewey, John (1921) Reconstruction in Philosophy, University of London Press, London,.

6. Dewey, John (2012) Democracy and Education. start publishing LLC.

7. Dewey, John (1938) Experience and Education. Kappa delta pi publisher.USA

8. Freire, T (2000) Padagogy of continue oppressed continue

9. Krishnmurthy (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 persuation: 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.

Year	I	Course Code: 2.3	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. Explain an Understanding of the Trends, Issues, and Challenges Faced by the Contemporary Indian Education in Global Context.

Unit-1 Policy Framework for Development of Education in India

1.1 Pre-Independance Education Period –

1.1 Education of Vedic Period.

1.2 Education of Buddhist Period.

1.3. Education of Medieval (Islamic) Period of Education. [with Reference to Aims, Objectives, Curriculum, Methodsof Teaching and Teacher Students' Relationship].

1.4. Wood's Dispatch (1854).

1.5. Hunter Commission (1882).

Unit-2 Post-Independence Education Period (Secondary Education)

2.1 Radhakrishnan Commission/ University Education Commission (1948 to1949).

2.2 Mudaliyar (1952-53).

2.3 Kothari Commission (1964 to 66).

2.4. NEP 1986, NEP 2020.

Unit-3 Constitutional Provisions and Current Issues in Indian Education

3.1 Education and Four Pillars (Justice, Liberty, Equality, Fraternity) of Indian Constitution.

3.2 Fundamental & Derived Rights in Relation to Education.

3.3 Equality of Opportunities in Education: Article-4,16,17,19,24,25,26,28,29, and 30 their Issues.

3.4 Education of Disadvantage Groups (SC, ST, OBC & Minorities).

3.5 Directive Principles of 45,48A and 51.

Unit-4 Initiatives of The Government of India and Karnataka

4.1 Samagra Shikshana Karnataka (SSK Quality).

4.2 Mid-Day Meal in India (MDM)- in Karnataka.

4.3 Implementation of R.T.E Act 2009 and Challenges.

4.4 Educational Schemes for Girls of SC ST and Minorities.

4.5 Pandit Madan Mohan Malviya National Mission on Teachers & Teaching. (PMMMNMT).

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. A brief study on interventions of SSK : comparative study of basic schemes of education 1937 success & short comings.

4. The Vedic periods educational framework – a critical study of objectives , curriculum & pedagogical approaches.

Essential Readings:

1. Guha, R. (2007). India

2. WHO manual on Life skills

3. National Education Commission. (1964-66).Ministry of Education, Government of India, New Delhi.

4. National Policy on Education. (1986&92). Ministry of Human Resource

5. Development Government of India, New Delhi.

6. Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.

7. Aggarwal, J.C.(1992).Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.

8. Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.

9. Life skills by CBSE

10. Anand, S.P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.

11. Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.

12. Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.

13. Biswas. A.(1992). Education in India. Arya Book Depot, New Delhi.

14. Biswas. A., & Aggarwal. (1992). Education in India, Arya Book

15. Depot, New Delhi.

16. Chakravarty, S.(1987).DevelopmentPlanning :The Indian Experience.

17. Oxford University press, New Delhi.

18. Chandra, B.(1997).Nationalism and Colonialism, Orient Longman, Hyderabad.

19. Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000, IAE Association, New Delhi.

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Year	I	Course Code: 2.4	Credits 4	Hours
Semester	II	**TECHNIQUES, METHODS AND APPROACHES OF PEDAGOGY**	**Marks 80+20=100**	**60**

Objectives: On The Completion of the Course, The Student Teacher Will be Able to.

1. Explore the Teaching Learning as System.

2. Differentiate Tools, Techniques, Methods and Approaches and Familiarize.

3. Draw Schematic Orientation Towards Class Room Transaction.

4. Analyse the Role of Teacher In Various Contexts.

5. Equip With Abilities for TLM Preparation.

Unit-1: Teaching-Learning System

1.1. Teaching Effectiveness & Teaching Competency: Meaning & Definition.

1.2. Relationship between Teaching Effectiveness & Teaching Competency.

1.3. Teaching Competencies: Components, Significance and its Contextual use.

1.4. Bloom's Taxonomy- Cognitive Domain -Objectives (New Version).

1.5. Krathwohl (Affective) & Harrow (Psychomotor) Domains of Objectives.

Unit-2: Empowering Teacher with Plans and Programmes

2.1. Content Analysis: Meaning, Types & Forms.

2.2 School Academic Plan (SAP), School Development Plan (SDP)

2.3 Designing Teaching Learning System; Planning, Class Room Activities, Field Activities, Evaluation, Time Management.

2.4. Role of Teacher In Terms of Career Counseling.

Unit-3: Teaching and Teacher as Facilitator

3.1. Techniques of Teaching: Questioning, Discussing.

3.2. Simulated Teaching: Concept, Characteristics and Uses.

3.3 Approaches of Teaching: Discovery, Enquiry.

3.4. ICT Initiatives DIKSHA, e-PATHASHALA, NISHTA, PM e-VIDYA

Unit-4: Communication & Models of Teaching

4.1. Communication: Meaning, Types and Components.

4.2. Factors Effecting Communication/ Barriers To Communication- Noise, Attitude, Know, Social System & Cultural.

4.3 Classroom Communication Skills-Meaning & Importance- Flanders Interaction Analysis.

4.4 Models of Teaching & Its Types.

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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Year	I	Course Code: 2.5a	Credits 4	Hours
Semester	II	**OPTIONAL COURSE (ANY ONE)** **GUIDANCE AND COUNSELLING**	**Marks** **80+20=100**	**60**

Objectives: On the Completion of the Course, the Student Teacher Will be Able to,

1. Enumerate the Concept of Guidance & Counseling.

2. Access the Strength and Learning.

3. Collect the Data Using Various Tools Like Case Study, Achievement Test Etc.

5. Apply the Techniques of Guidance and Counseling at Schools.

6. Use Diffierent Career Skills.

Unit-1 Fundamentals of Guidance and Counseling

1.1 Meaning, Definition, Aims and Nature of Guidance and Counseling.

1.2 Need and Importance of Guidance.

1.3 Scope of Guidance: Educational Vocational and Personal.

1.4 Principles of Guidance and Counseling.

1.5 Methods of Counseling: Directive Non- Directive, Electric.

Unit -2 Organization of Guidance Services in Schools.

2.1 Meaning, Definition and Counseling Importance of Personal Guidance.

2.2 School Counselor -Role of Teacher in Guidance Worker, Organizing Guidance Services in Secondary School.

2.3 Role of Psychologist, Social Worker Rehabilitation Worker, Career Master.

2.4 Community Guidance Programmers.

Unit -3 Tools and Techniques of Guidance and Counseling

3.1 TestingTechniques:- Intelligence Test Aptitude ; Achievement Test, Personality Test, Interest and Adjustment Test.

3.2 Non- Testing Techniques: Anecdotal Records Case Study, Autobiography, Cumulative Records, Observation, Questionnaire, Selection of Tests For Placement in Educational and Professional Guidance.

Unit -4 Career Guidance in Secondary Schools

4.1 Career Awareness Skills, Career Information, Career Decisions Making Skills.

4.2 Selection Of School Subjects , Future Training Course And Future Career, Career Bulletin Career Corner And Career Conference.

4.3 Guidance and Counseling for Exceptional Children Gifted, Slow Learners Mentally Challenged Physical Challenged Learning Disabled.Meaning, Definition, Special Needs And Characteristics.

PRACTICUM:

1. Visit to a local Guidance Centre's to collect (2 to 3) case information
2. Preparation of Record of any two exceptional children of secondary School.
3. Conduct a case study of slow leaner / mentally retarded Gifted child. And prepare a report of Guidance &Counseling.
4. Administration scoring & interpretation of any two tests.

5. Preparation of scrap book for Career Counseling.

6. Establishing Career Center .

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Year	I	Course Code: 2.5b	Credits 4	Hours
Semester	**II**	**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. Recognize the Concept and Types of Values.

    2. Apply the Strategies of Inculcation of Values Among Children.

    3. Create wareness About the Different Agencies Working in the Sphere of Value Education.

    4. Use the Skills and Techniques Needed to Teach Value Education.

    5. Give Reasons for Role of the Teacher in Value Education.

Unit-1 Introduction to Values

1.1 Concept, Nature and Importance of Values.

1.2 Meaning, Nature, Objectives of Value Education.

1.3 Different Types f Values- Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and Cultural.

1.4 Basic Human Values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.

1.5 Contemporary Values-Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.

Unit-2 Sources of Values

2.1 Vedas, Bagavatageeta, Shlokas, Poems, Documents, Episodes, Auto Biography, Biography

2.2 Contemporary Value, Environmental Values, Protection of Democracy Values, Value of Secularism,Tolerance Values, Economic Values.

2.3 Moral Values ,Faith ,Honour, Kindness ,Happiness, Purity ,Creativity, Equality.

2.4 National Values , International Values, Cultural Values, Health Values.

Unit-3 Role of Social Agencies in Value Education

3.1 Family & Values.

3.2 Religion & Values.

3.3 Educational Institutions.

3.4 Communities & Values.

3.5 ICT Based Values.

Unit-4 Approaches of Value Education in Secondary Schools

4.1 Direct Approach: Meaning and Strategies – Sharing Reflections on Songs, Scripture Passages, Parables, Stories, 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.

PRACTICUM/ACTIVIT/ASSIGNMENT:

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:

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Year	I	Course Code:2.5c	Credits 4	Hours
Semester	II	**OPTIONAL COURSE HEALTH AND PHYSICAL EDUCATION**	**Marks 80+20=100**	**60**

Objectives: On Completion of the Course the Student-Teachers Will Able to

- Express the Significance of Health Education For the all Round Development.

- Justify the Physical Education & Its Related Fields.

- Apply Teachers for Good Conduct of Physical Education Programme.

- Apply the Knowledge of First Aid, Communicable & Develop Leadership Qualities.

- Organize Sports, Games and Other Physical Education. Activities.

- Systhesize the Process of Assessment of Health and Physical Fitness.

Unit-1 Health Education:

1.1 Meaning of Health & Health Education. Scope, Aims and Objectives of Health Education. Role of a Teacher In Promoting Health.

1.2: Meaning and Definition of Anatomy and Physiology. Its Need And Importance in Physical Education.(Skeleton, Muscular, Respiratory, Circulatory and Digestive Systems)

1.3 Personal Hygiene Importance & Factors Influence Personal Hygiene.

1.4 Communicable Diseases: Meaning. Common Symptoms, Mode of Transmission & Prevention.

1.5 Meaning, Benefits& Importance of Balanced Diet. Important Nutrients, Factors Affecting Diet. Effects of Drugs on an Individual.

Unit-2 Health Services and Safety Education

2.1 Medical Inspection: Meaning, Objectives & Procedure

2.2 Safety Education - Meaning and Significance,

2.3 Fatigue - Meaning, Causes and Remedies. Posture: Values of Good Posture, Causes of Poor Posture, Measures to Prevent Defects.

2.4 Meaning of Health, Wellness, Sports Injuries and First Aid –Importance and Principles, Qualities of First Aider. Basic Items in a First Aid Kit.

2.5 Growth and Development, Factors Affecting   Growth and Development

Unit-3 Physical Education & its Related Fields

3.1 Meaning, Importance, Scope, Aims & Objectives of Physical Education & Relationship with Recreation.

3.2 Methodology of Teaching Physical Activities. Preparation (Parts) of General and Special Lesson Plans.

3.3 National Integration Through Physical Education.

3.4 Physical Fitness-Meaning, Components And Benefits. Effects of Exercise on Various Systems of Human Body.

3.5 Meaning and Importance of Warming Up in Sports.

3.6 Application and Importance of ICT and AI in Physical Education.

Unit-4 Organisation of Physical Education Activities

4.1 Intramural & Extramural Competitions: Meaning. Organization& Benefits

4.2 Tournaments: Meaning, Types, Drawing Fixture & Benefits.

4.3 Olympic Games, Asian Games: Origin & Development of Modern Olympic Games

4.4 Sports Meet: Meaning, Importance & Benefits.

4.5 Camps and Hikes: Meaning, Importance and Organization

4.6 Meaning& Importance of Incentives And Awards, Sports Ethics, Sportsmanship,

PRACTICUM:

1. Conduct of intramural competitions, sports meet, morning assembly.

2. Activities for development of physical fitness. i.e strength, speed, endurance, flexibility and body composition (Fundamental sports skills); Basics of track and field and any two team games.

3. Active Participation in major (any two) and minor games. Ground marking for selected games and sports. Commands, Drill and Marching. Participation in two national festival programs for flag hoisting.

REFERENCES:

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9.Health and Physical Education- S.K.Mangal.

10.Health and Physical Education – L.M.Sharma.

11.Organization, administration and recreation in physical education-Prakash Brothers.

12. 13.Health Education – C.V.Myageri

13. Dhanajoy, S., & Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khal Sahitya Kendra.

14.Health and Physical Education for B.Ed and B.P.Ed students of All Indian Universities- R.S Hiremath.

15. ಆರೋಗ್ಯ ಮತ್ತು ಆರೋಗ್ಯ ಶಿಕ್ಷಣ -ಡಾ. ಆನಂದ ನಾಡಗೀರ & ಡಾ.ಗುರುರಾಜ ಪುರಾಣಿಕ

16. Health and Physical Education, New Delhi, Neelkamal publications

17. ಆರೋಗ್ಯ ವಿಜ್ಞಾನ ಮತ್ತು ಆರೋಗ್ಯ ಶಿಕ್ಷಣ-ಸಿ.ವಿಮ್ಯಾಗೇರಿ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ ಗದಗ

18. ಸಮಗ್ರ ಕ್ರೀಡಾಂಗಣ- ಎಸ್.ಎಂ.ಅರಳಿಮಟ್ಟಿ

19. ಆರೋಗ್ಯ ಮತ್ತು ದೈಹಿಕ ಶಿಕ್ಷಣ- ರಾಜಶೇಖರ ಹಿರೇಮಠ

20. Health Education, Hygiene, First Aid & Sports Injuries, Dr Neeraj Pratap Singh & Dr Ajay Dubey

Year	I	Course Code: 2.5d	Credits 4	Hours
Semester	**II**	**OPTIONAL COURSE (ANY ONE)** **ENVIRONMENTAL EDUCATION**	**Marks** **80+20=100**	**60**

Objectives: On the Completion of the Course, the Student Teacher Will be Able to,

1. Create an Awareness of Problems or Issues of Local And Global Environment.

2. Enumerate the Terms, Concepts, Principles, Relationship, Phenomena Related to Environment.

3. Apply The Knowledge Understanding of the Environmental Concepts, Principles, Etc., to.

4.Give Alternate Solutions to the Problems of Environment and Carry Out Action Oriented Projects.

5. Embrace Desirable Attitudes Towards Environment and Its Conservation.

6. Apply Skills of A) Problem-Solving With Respect to Environmental Problems and Organization of Activities.

7. 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 Andinter-Relationships)

1.4 Natural Resource-Renewable and Non-Renewable Resources (Distribution and Consumption)

1.5 Carrying Capacity of Environment.

Unit -2 Environmental Education & Pollution

2.1 Meaning, Definition and Characteristics of Environmental Education.

2.2. Importance, Objectives, Scope and Principles of Environmental Education.

2.3 Approaches, Methods And Techniques of Teaching Environmental Education.

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.

2.6 Environmental Pollution: Meaning, Definitions & Types.

2.7 Degradation of Environment, Greenhouse Effect & Depletion of Ozone Layer.

Unit -3 Management and Conservation of Environment

3.1 Environment Management – Need, Functions and Characteristics.

3.2 Sustainable Development Concept and Need for Sustainable Development.

3.3 Agenda 21-UNESCO.

3.4 Conservation of Nature & 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/ Bio gas in households.

2. Study of the utilization of electricity and water at home.

3. Study of the effective utilization of 4 R's (Reduce, Recycle, Refuse andReuse) 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 among people in a city or rural locality.8. Conduct surveys to study the following

1. Water pollution 2. Air pollution3. Sound pollution 4. Soil pollution

9. Developing scrap books on environment and environmental issues (including bulletin board Cut-outs, newspaper clippings, environmental messages, photographs with captions etc).

10.Preparation of teaching aids for teaching environmental concepts-charts,models, albums,

11. Preparation of herbarium records, slides and transparencies.

12. Preparing audio-cassettes on important environmental issues and assessing its effectiveness.

REFERENCES :

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3. EEPT, (1998). Environmental Education Modules, CEE South, Bangalore.

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9. Nair, P.K.G., (1993). Principles of Environmental Biology, Himalaya Publishing House, Bombay.

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Year	I	Course Code: 2.6	Credits 1	Hours
Semester	II	**ICT APPLICATIONS**	**Marks 25**	**25**

Objectives: On the Completion of the Course, the Student Teacher Will be Able to,

1. 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.

Course Contents:

Unit-1 Video Conferencing and Video Editing Tools

1. Google Meet & Sign-In.

2. Zoom & Sign-In.

3. Video Editing Tools: Open Shot, VSDC Video Editor, Kinemaster.

Unit -2 ICT Applications

1. Google Forms & Its Usage.

2. Survey Heart & Its Usage.

3. Mentimeter& Its Usage.

4. E-Magazines & Flipbooks.

5. Orientation on MOOC Online Courses Like: SWAYAM, Edx, Coursera and Usages Online Resources.

PRACTICUM:

As per above Unit 1 & 2 teacher educators has to make necessary arrangements for the practical class to conduct the above activities and make them more familiar

FINE ARTS AND THEATER

Sl. No.	Criteria	Marks	Min. to Pass
1	Conducting Drama Games and Reporting	05	
2	Presentation of Skit / Street Play / Mini Play/ Value Based Drama/ Improvisation of Art and Craft	05	
3	Presentation of the Content Using Drama and Art Elements Pedagogy I	05	13
4	Presentation of the Content Using Drama and Art Elements Pedagogy II	05	
5	Visiting to the Theater / Music / Art Related Places and Reporting	05	
	Total	**25**	**13**

FINE ARTS AND THEATER

Marks: 25   **1 Credits**

Contact Hours: 15   **L: T: P**

                                                                              1:0:1

Objectives:

1. To Enable Learners to Have a Practical Experience With Drama and Art.
2. To Introduce Certain Concepts To Enhance The Understanding of Drama and Art.
3. Develop Skills of Organizing Theaters Programme, Singing, Dance, Art & Craft Etc...
4. Developing Aesthetic Sensibility Through Music, Dance, Drama, Art & Craft Etc...
5. To Understand Local Culture and Art Forms.
6. Use "Role Play" Technique in the Teaching Learning Process.

Unit-1 Conceptual Frame Work of Drama and Art

1.1 Art and Drama: Meaning, Elements, Enactment; Physical, External an Psychophysical.

1.2 Objectives of Drama and Art in Education.

1.3 Functions of Drama and Art.

1.4 Integration of Drama and Art in School Curriculum.

1.5 Skill Integration: Communication Skill, Theatre Skill, Musical Skill, Improvisation Skill, Etc...

Unit-2 Drama and Art for Self, Social Intervention

2.1 Drama and Art Theater Games.

2.2 Drama and Art Children with Special Needs.

2.3 Drama and Art Creative Expression.

2.4 Drama and Art for Culture; Global and Local.

Writers and Readers:

1. Kannada Theatre History - K V Akshara, B R Venkataramana Aithal, Deepa Ganesh, Publisher Akshara Prakashana, Hegodu Sagara.
2. Community and Culture - K V Subbarnna. Publisher Akshara Prakashana Hegodu Sagara
3. Epic Rangabhoomi - Bertole Brecht, Publisher Abhinava Prakashana.
4. An Actor Preapares - Stanslavski, Publisher Bloomsbury Publishing India Pvt. Ltd.
5. Abhineta ki Taiyari - Stanslavski, Publisher Bloomsbury Publishing India Pvt. Ltd.
6. ರಂಗದ ಅಂತರಂಗ – ಃ ೱ ರ್ಬ ಣಗ , Publisher Akshara Prakashana Hegodu Sagara
7. ರಂಗಪ ೕಗ – ಃ ೱ ಅಚೇರ, Publisher National Book Trust.
8. ರಂಗ ಪ ಹಂಂಚ – ಃ ೱ ಅಚೇರ, Publisher National Book trust
9. Axelrod H R : Sand Painting for Terrariums and Aquariums. TFH publications -1975.

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

11. Kumaraswamy, Ananda. The Dance of Shiva. New Delhi, Munshiram Manohar Lal, Publishers

12. Pvt. Ltd. -1999.

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14. Foundation, Great Britain, 1967.

15. Das, Varsha, Traditional Performing Arts - Potential for Scientific Temper, New Delhi: Wiley

16. Eastern Limited, 1992.

17. Doshi, Saryu (Ed.), - Marg - A Magazine of the Arts - Trends and and Transition in Indian Art.

18. Mumbai. Marg Publications vol. XXXVI No. 2, 1984.

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20. Mumbai. Marg Publications.1982

21. Frankfort H.: The Art and Articulture of the Ancient Orient. Penguin books, Great Britain, 1954.

22. Ghose, Satidev, Music and Dance in Rabindranath Tagore's Philosophy. New Delhi.

23. ಸಂಗೀ□ ಂ್ಂ ರ – (ಶ□ ಂ೦ೋೕರಂಗ಄) ಆರೆ ರಂಗೈಯಜಿ - ಅಚೇರ ಪ□೨ಶನ. □ ರಂಭಟಗಳೕ - ಇಮಜಾಥಣ - ರಂಭಯಯಯಜಿ ಪ□ ೨ಶನ. □ ನಟ ಮಗ್ರಾ೨ □ತ೨ - ನ ರತನ- ೦೦೪ಒಇದಖ ಪ□೨ಶನ. ** *** **

Revised by:

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Year	I	Course Code: 2.8	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: 2.9	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-III	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	3.1	Inclusive Education	4	20	8	80	32	100
	3.2	Educational Evaluation	4	20	8	80	32	100
	3.3	Subject Specific Pedagogy -1	4	20	8	80	32	100
	3.4	Subject Specific Pedagogy -2	4	20	8	80	32	100
EPC	3.5	Understanding Self, Personality and Yoga	2	50	25			50
	3.6	Research Project	2	50	25			50
EF	3.7	Block Teaching Lessons	2	50	25			50
	3.8	Block Teaching Related Activities	2	50	25			50
			24					**600**

Year	II	Course Code: 3.1	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. Shows Adjustiblebehaviour with Heterogeneous Group in the Class.

2. Adapt with Different School Atmosphere.

3. Co-Operate with Other Disability Learners.

4. Trace the Historical Perspective of Inclusive Education.

5 Distinguish the Concepts of Special Education, Integrated Education and

   Inclusive Education.

6 Justify the Need for Inclusive Education.

7. Analyze Critically the Needs, Problems, Causes and Educational Provisions Meant for Challenged Children.

8. Interpret the Policies and Procedures for Inclusive Education.

9. Critically Review Issues and Challenges in Inclusive Education.

Unit–1 Introduction to Inclusive Education

   1.1 Inclusive Education: Concept and Importance.

   1.2 Principles of Inclusive Education-Access, Equity and Relevance, Participation and
   Empowerment.

   1.3 Differences between Special Education, Integrated Education and Inclusive Education.

   1.4 Challenges of Inclusive Education- Attitudinal, Physical and Instructional.

Unit–2 Differently Abled Children in Inclusive System

2.1 Physically Challenged and Visually Challenged-Concept, Identification, Causes and Educational Provisions.

2.2 Children with Auditory Challenges and Speech Challenges-Concept, Identification, Causes and Educational Provisions.

2.3 Mentally Challenged Children-Concept, Identification, Causes and Educational Provisions.

2.4 Children with Learning Challenges. (Dyslexia, Dysgraphia, Dyscalculia)

Unit–3 POLICIES AND PROVISIONS FOR INCLUSION

3.1 National And State Polices – With Special Reference To Disability Act 1995 and Rehabilitation Council Of India1992.

3.2 International Polices.

3.3 Legal Provisions.

3.4 Role of Functionaries (Teacher, Parents, Peers, Administrators, Community, NGO's, Government and Private Organizations).

3.5 An Introduction to Child with Special Needs (CWSN).

   A) NPE 1986.

   B) UNESCO 2006.

   C) Integration Schools and Normal Schools

   D) Assessment of Knowledge and Skills in Inclusive Classrooms

Unit – 4 Inclusive Education Curriculum and Evaluation Practices

4.1 Early Identification of Differently-Abled Children.

4.2 School and Curricular Adaptation.

4.3 Developing of Teaching Materials, Innovative Practices.

4.4 Evaluation Procedures in Relation to Inclusive Education.

Practicum:

1. A case study of the learners with special needs.
2. Visit to the MR (Mentaly retarded) School & Report.
3. Preparing a report on a visit to an inclusive school set up.
4. Preparing a report on the functions and activities of an NGO working in the field of rehabilitation
5. Report on a sample IEP of any student with disability.
6. Preparing a paper on educational provisions for differently abled children.
7. Conducting an interview with an expert working in the area of learning disability (a detailed report to be submitted)
8. A case study on Migrant Labourers
9. A study on various schemes for different dimensions of inclusiveness
10. A study of the schemes on inclusion given to SC, ST by State and Central Government
11. 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.

REFERENCES:

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2. MaitraKrihna, SazenaVandana – 2008, "Inclusion Issues and Perspectives", Kanishka Publishers, New Delhi.
3. Dhawan, M.L. – 2007, "Education of Children with special needs", Isha books.
4. Rajkumari. N. Alice – D. Rita SugunaSundariEt. AI, 2006, "Special Education", Discovery publishing House, New Delhi.
5. Dr. Reddy Likanandha – 2005, "Education of children with special needs", Discovery publishing House,New Delhi.

6. Kar Chintamani – 1996, "Exceptional Children", Sterling Publishers Private Ltd.

7. Purimadhumitha and Abraham George 2001, "Handbook of Inclusive Education for educators, administrators and planners", Sage publications Ltd.

8. Guha, Aloka (1955), "Compilation of Reading in Special Education", The Spastics Society of TamilNadu, madras, India.

9. Pandey R.S and Advaani L. (1955), "Perspectives in Diability and Rehabilitation", New Delhi, VikasPublication.

10. Prasad Lakshman (1994), "Rehabilitation of the physically handicapped", Konark Publisher Pvt. Ltd.

11. RCI (1998), Bridge Course manual in the field of Locomotor Impairment and Associated disabilities, 23-A, Shivaji Marg, New Delhi.

12. Rehabilitation Council of India. Status of Disability in India2009, Ministry of SJ &E.

13. Kirk, A. Samuel. "Education Exceptional children."

14. Panda B.N Education of Exceptional children.

15. Binod Kuamr Sahu, Education of Exceptional children.

Year	II	Course Code: 3.2	Credits 4	Hours
Semester	III	EDUCATIONAL EVALUATION	Marks 80+20=100	60

Objectives: On the Completion of the Course, the Student Teacher Will Be Able To

1. Analyse Theory Of Evaluation.

2. Use The Quantitative & Qualitative Tools and Techniques of Evaluation.

3. Shows The Skill In Preparing, Administering and Interpreting Achievement Test.

4. Explore With New Trends In Evaluation.

5. Compute Necessary to Computations (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

    A. Relationship Between Objectives, Learning Experiences And Learning Out Comes.

    B. Measurable and Non Measurable Learning Out Comes.

    C. Steps In The Processes of Evaluation.

    D. 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

2.3 Oral Testing, Paper Pencil Testing, Rating Scale, Checklist, Thematic Test, Word Association Test,

2.4 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.

 3.3 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:

1. Dandekar W.N. - Evaluation in Schools

2. Garrett Henry E. - Statistic in Education and Psychology

3. Green, Jorgensen and Gerberich - Measurement and Evaluation in the Secondary Schools.

4. Measurement in Education and Psychology (1992)

5. Evaluation in Schools (3rd ed 1986)

6. Psychological Foundations of Education (revised ed. 1985)

Year	II	Course Code: 3.3a	Credits 4	Hours
Semester	III	SUBJECT SPECIFIC PEDAGOGY 1:KANNADA	Marks 80+20=100	60

ಗುರಿಗಳು: ಬಿ.ಇಡಿ ಅಧ್ಯಯನವು ಮುಗಿಯುವಷ್ಟರಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬ ಶಿಕ್ಷಕ–ವಿದ್ಯಾರ್ಥಿ ಈ ಕೆಳಕಂಡ ನಡಾವಳಿಗಳನ್ನು ತೋರುತ್ತಾನೆ/ತ್ತಾಳೆ.

1. ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣಾಂಶ ಬೋಧನೆಯ ಮಹತ್ವವನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.

2. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯ ಸಂಪನ್ಮೂಲಗಳಾದ ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್–ಶ್ರವಣೋಪಕರಣಗಳ ಪರಿಕಲ್ಪನೆ ಉದ್ದೇಶಗಳು ಮತ್ತು ಬಳಕೆಯ ಬಗ್ಗೆ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.

3. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯದ ಅವಶ್ಯಕತೆ ಮತ್ತು ಕಾರ್ಯ ವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.

4. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕಗಳ ರಚನೆಯ ತತ್ವಗಳನ್ನು ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.

5. ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷಾಕಲಿಕೆಯ ಸಾಧನೆಯನ್ನು ಅಳೆಯುವ ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬಳಕೆಯ ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.

6. ಕನ್ನಡ ಭಾಷಾ ಪ್ರಭುತ್ವದಲ್ಲಿ ವಿವಿಧ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳ ಮಹತ್ವ ಮತ್ತು ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ ತಿಳಿಯುತ್ತಾನೆ/ಳೆ.

7. ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ಸಾಮಾನ್ಯ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ, ಅನ್ಯ ಭಾಷೆಗಳ ಪರಿಚಯ ಮುಂತಾದ ವಿಷಯಗಳ ಜ್ಞಾನ ಹೊಂದುವನು/ಳು.

ಘಟಕ–1 : ಭಾಷಾ ಬೋಧನಾ ವಿಧಾನಗಳು

1.1 ಭಾಷಾ ಕೌಶಲ್ಯಗಳ ಅರ್ಥ, ಮಹತ್ವ ಪ್ರಕಾರಗಳು

1.2 ಗದ್ಯ ಬೋಧನೆ

1.2.1 ಗದ್ಯದ ಪರಿಕಲ್ಪನೆ, ಗದ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

1.2.2 ಗದ್ಯ ಪಾಠದಲ್ಲಿಯ ಐತಿಹಾಸಿಕ, ಭೂಗೋಳ, ವಿಜ್ಞಾನ, ಕಥಾ ವಿಷಯಗಳ ಬೋಧನೆ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವ.

1.3 ಪದ್ಯ ಬೋಧನೆ

1.3.1 ಪದ್ಯ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

1.3.2 ಪದ್ಯ ಬೋಧನಾ ಉದ್ದೇಶಗಳು

1.3.3 ಪದ್ಯ ಬೋಧನಾ ವಿಧಾನಗಳು ಖಂಡ ವಿಧಾನ, ಅಖಂಡ ವಿಧಾನ ಮತ್ತು ಸಮನ್ವಯ ವಿಧಾನಗಳ ಅರ್ಥ ವಿಧಾನ ಮತ್ತು ಮಹತ್ವ.

1.3.4 ಪದ್ಯದಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆ

1.3.5 ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಭಾವಾನುವಾದ

1.4 ವ್ಯಾಕರಣ ಬೋಧನೆ

1.4.1 ವ್ಯಾಕರಣದ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳು

1.4.2 ವ್ಯಾಕರಣದ ಪ್ರಕಾರಗಳು: ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ

1.4.2.1 ಸಾಂಪ್ರದಾಯಕ ವ್ಯಾಕರಣ

1.4.2.2 ಪ್ರಾಯೋಗಿಕ/ವ್ಯವಹಾರಿಕ ವ್ಯಾಕರಣ

1.4.3 ವ್ಯಾಕರಣ ಬೋಧನಾ ಪದ್ಧತಿಗಳು: ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ

1.4.3.1 ಅನುಗಮನ ಪದ್ಧತಿ

1.4.3.2 ನಿಗಮನ ಪದ್ಧತಿ

1.4.3.3 ಸಂಪೂರ್ಣ/ಸಮನ್ವಯ ಪದ್ಧತಿ

ಘಟಕ–2 : ಭಾಷಾ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು

2.1 ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಪುಸ್ತಕ: ಪರಿಕಲ್ಪನೆ ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ

2.2 ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳು

2.3 ಪ್ರಸ್ತುತ 8, 9 ಮತ್ತು 10ನೇ ತರಗತಿಗಳ ಪಠ್ಯ ಪುಸ್ತಕಗಳ ವಿಮರ್ಶೆ: ಪಠ್ಯಪುಸ್ತಕದ ರಚನಾ ತತ್ವಗಳನ್ನಾಧರಿಸಿ.

2.4 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳ ಮಹತ್ವ.

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

2.6 ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಭಾಷಾ ಬೋಧನೆಯಲ್ಲಿ ಇದರ ಅನ್ವಯ.

ಘಟಕ–3 : ಮೌಲ್ಯಮಾಪನ

3.1 ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಮಹತ್ವ/ಪ್ರಯೋಜನಗಳು

3.2 ಭಾಷಾ ಪರೀಕ್ಷೆಯ ರಚನೆಯ ಸಾಮಾನ್ಯ ತತ್ವಗಳು

3.3 ಮೌಖಿಕ ಪರೀಕ್ಷೆ, ಲಿಖಿತಪರೀಕ್ಷೆ ಮತ್ತು ಕಾರ್ಯನಿರ್ವಹಣಾ ಪರೀಕ್ಷೆ

3.4 ಘಟಕ ಪರೀಕ್ಷಣಗಳು: ಪ್ರಬಂಧಪರೀಕ್ಷೆ, ವಸ್ತುನಿಷ್ಠ ಪರೀಕ್ಷೆಮತ್ತುಸಂಕ್ಷಿಪ್ತಉತ್ತರಪರೀಕ್ಷೆ,

ನೀಲನಕ್ಷೆತಯಾರಿಕೆ (3ಆಯಾಮಗಳು) : ಪ್ರಶ್ನೆಪತ್ರಿಕೆ ತಯಾರಿಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ರಚನೆ

3.5 ನೈದಾನಿಕಪರೀಕ್ಷೆ: ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ, ನೈದಾನಿಕ ಪರೀಕ್ಷೆಯ ರಚನಾ ಹಂತಗಳು.

ಘಟಕ–4 :ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕ ಮತ್ತು ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು

4.1 ಕನ್ನಡ ಬೋಧಕನ ಸಾಮಾನ್ಯ, ಶೈಕ್ಷಣಿಕ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು

4.2 ಸಹೋದ್ಯೋಗಿಗಳೊಡನೆ ಸಂಬಂಧ, ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ.

4.3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನಿಗೆ ಇತರೆ ಭಾಷೆಗಳ ಪರಿಚಯದ ಅಗತ್ಯತೆ ಮತ್ತು ಸಂಪನ್ಮೂಲ ವ್ಯಕ್ತಿಯಾಗಿ ಕನ್ನಡ ಶಿಕ್ಷಕ.

4.4 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

4.5 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಪ್ರೌಢ ಶಲೆಯಲ್ಲಿ ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆ.

4.5.1 ಕವಿ ಜಯಂತಿ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ

4.5.2 ಕವಿಗೋಷ್ಠಿಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ

4.5.3 ಸ್ಪರ್ಧೆಗಳು, ಚರ್ಚಾಸ್ಪರ್ಧೆ, ಭಾಷಣ ಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ ಸ್ಪರ್ಧೆ, ವಾಚನ ಸ್ಪರ್ಧೆ, ಕವನವಾಚನ ಸ್ಪರ್ಧೆ, ಪ್ರಬಂಧ ಸ್ಪರ್ಧೆ

ಮತ್ತು ಹಾಡುಗಾರಿಕೆ ಸ್ಪರ್ಧೆ ಇತ್ಯಾದಿ.

4.5.4 ಏಕಪಾತ್ರಾಭಿನಯ, ಭಾವಾಭಿನಯ ಮತ್ತು ಮೂಕಾಭಿನಯ.

ಬೋಧನಾಕಾರ್ಯ ವಿಧಾನಗಳು (Mode of Transation)

ಉಪನ್ಯಾಸ, ಸೆಮಿನಾರ, ಟ್ಯುಟೋರಿಯಲ್, ಚರ್ಚೆ

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು/ದತ್ತ ಕಾರ್ಯಗಳು (Practicum/Assignments)

1. ನಿಮ್ಮಆಯ್ಕೆಯಗದ್ಯ ಪಾಠಕ್ಕೆ ಪಾಠಯೋಜನೆ ರಚಿಸಿ ಅದಕ್ಕೆಘಟಕ ಪರೀಕ್ಷೆಗಳನ್ನು ಕೀ ಉತ್ತರ ಸಹಿತ ಬರೆಯಿರಿ.

2. ಪದ್ಯ ಪಾಠ ಬೋಧನೆಯಯೋಜನೆ ರಚಿಸಿ ಅದಕ್ಕೆಘಟಕ ಪರೀಕ್ಷೆಗಳನ್ನು ಕೀ ಉತ್ತರ ಸಹಿತ ಬರೆಯಿರಿ.

3. ಸಂಧಿ ಪ್ರಕರಣದವಲ್ಲ ಸಂಧಿಗಳನ್ನು ಸಾಂಪ್ರದಾಯಕ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ವ್ಯಾಕರಣ ಪ್ರಕಾರಗಳನ್ನು ಅನ್ವಯಿಸಿ ಯೋಜನೆ ರಚಿಸಿರಿ.

4. ಉತ್ತಮ ಪಠ್ಯಪುಸ್ತಕದರಚನಾ ತತ್ವಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪ್ರಸ್ತುತ 8, 9 ಮತ್ತು 10ನೇ ತರಗತಿಗಳ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಿಸಿರಿ.

5. ನಿಮ್ಮಆಯ್ಕೆಯಘಟಕಕ್ಕೆ ಸಾಧನಾ ಪರೀಕ್ಷಣಗಳನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಕೀ ಉತ್ತರ ಸಹಿತ ಬರೆಯಿರಿ.

6. ನಿಮ್ಮಆಯ್ಕೆಯಕವಿಯೊಬ್ಬರ ಕವಿ ಜಯಂತಿಆಚರಣೆಯ ಉದ್ದೇಶಗಳನ್ನು ಮತ್ತು ಕವಿ ಜಯಂತಿಆಚರಣೆಯ ವಿಧಾನವನ್ನು ಬರೆಯಿರಿ.

7. ನಿಮ್ಮಆಯ್ಕೆಯ ವಿಷಯದಚರ್ಚಾಸ್ಪರ್ಧೆಯಯೋಜನೆ ತಯಾರಿಸಿ, ಚರ್ಚಾಸ್ಪರ್ಧೆ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.

8. ನಿಮ್ಮಆಯ್ಕೆಯ ವಿಷಯದಏಕಪಾತ್ರಾಭಿನಯಯೋಜನೆ ರಚಿಸಿ, ಸ್ಪರ್ಧೆ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.

9. 8 ಅಥವಾ 9ನೇ ತರಗತಿಯಗದ್ಯ ಮತ್ತು ಪದ್ಯ ಪಾಠ ಬೋಧನೆಯಲ್ಲಿ ಬಳಸಬಹುದಾದದೃಕ್, ಶ್ರವಣ ಮತ್ತುದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳ ಕಲಿಕಾ ಪ್ರಯೋಜನಗಳನ್ನು ಸಚಿತ್ರವಾಗಿ ವರದಿ ರೂಪದಲ್ಲಿ ಬರೆಯಿರಿ.

10. ನಿಮ್ಮಆಯ್ಕೆಯ 8 ಅಥವಾ 9ನೇಯ ತರಗತಿಯ ಪಾಠಕ್ಕೆಘಟಕಯೋಜನೆ ರಚಿಸಿ.

11. ನಿಮ್ಮಆಯ್ಕೆಯ 8 ಅಥವಾ 9ನೇಯ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಸಂಪನ್ಮೂಲ ಘಟಕಯೋಜನೆ ತಯಾರಿಸಿರಿ.

ಆಧಾರ ಗ್ರಂಥಗಳು / ಆಕರ ಗ್ರಂಥಗಳು

1. ಅನಂತರಾಮು, ರಾ. (1983) 'ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ' ಮೈಸೂರು: ಭಾರತೀ ಪ್ರಕಾಶನ, ಸರಸ್ವತಿಪುರಂ.

2. ಕೊಂಗವಾಡ, ಎಸ್.ಬಿ. (1999) 'ಭಾಷೆ ಮತ್ತುಕನ್ನಡ ಬೋಧನೆ', ಗದಗ: ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ.

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8. ಪರಗಿ, ಅನಸೂಯ ವಿ. (1990) 'ಮಾತೃಭಾಷೆತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ' ಮಧುಗಿರಿ ಪುರವರ: ಅನಸೂಯ ಪ್ರಕಾಶನ.

9. ರಮಣ, ಬಿ.ವ್ಹಿ. (1979) 'ಕನ್ನಡ ನುಡಿ ಬೋಧನೆ' ವೀರಾಜ ಪೇಟೆ: ಸರ್ವೋದಯ ಬುಕ್ಡಿಪೋ, ಚಿಕ್ಕಪೇಟೆ.

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11. Jahangira N.K. and Singh, Ajit (1982) 'Core Teaching skills: Micro Teaching Approach' Delhi: NCERT.

Year	II	Course Code: 3.3b	Credits 4	Hours
Semester	III	SUBJECT SPECIFIC PEDAGOGY :ENGLISH	Marks 80+20=100	60

Objectives: On the Completion of the Course, the Student Teacher Will Be Able To

1. Illustrate Knowledge of The Nature, Structure And Components of English Language.
2. Appreciates the Role of English In India as a Second Language And Library Language.
3. Practice Listening, Speaking, Reading and Writing Skills.
4. Take the Responsibilities of an English Teacher in School Community
5. Prepare Lesson Plans For Teaching of Prose, Poetry And Vocabulary
6. Employs Different Approaches and Methods For Teaching Prose, Poetry Grammar And Vocabulary Etc.,

Unit-1 Acquisition of Language Skills

1.1 **Listening:** Sub Skills of Listening, Importance of Listening In English, Approaches to Develop Aural–Oral Skill, Materials and Resources for Developing The Listening Skill.

1.2 **Speaking:** Sub Skills of Speaking, Importance of Speaking Skill, Pronunciation, Articulation, Stress, Rhythm, Intonation, and Ways of Developing Correct Speech Habits. Materials and Resources for Developing the Speaking Skill.

1.3 **Reading:** Sub Skills of Reading, Importance of Oral And Silent Reading In English, Intensive, Extensive Reading, Skimming, Scanning, Refering Dictionary, Encyclopaedia.

1.4 **Writing:** Sub-Skills of Writing, Importance and Characteristics of Good Handwriting, Ways of Improving Handwriting. 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 Direct Method-Meaning and Procedure

2.2 Bilingual Approach, Meaning, Principle and Procedure.

2.3 Structural Approach- Meaning and Principles, Selection and Gradation of Structures, Ways of Teaching Structures.

2.4 Communicative Approach- Meaning and Principles, Procedures Followed In Communicative Approach.

2.5 Constructive Approach Its Meaning and Procedure.

Unit-3 Methods and Ways 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.

3.5 Techniques – Discussion, Role play, Dramatization, Extempore.

Unit-4 Maxims of Teaching and Assessment in English

4.1 Unit Test - Concept, Construction & Administration.

4.2 Diagnostic Test and Remedial Teaching.

4.3 Evaluation – Meaning, Importance and Types.

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.

7. Preparation of Unit test and Diagnostic test in practicing schools.

REFERENCE:

1. Anderson, Ann and Lynch Tony : Listening, Oxford University Press, 1988
2. BaruahT.C : The English teachers Handbook, Sterling publishers Pvt.,Ltd. 1984
3. Billows F.L: The Techniques of English Language Teaching, Longman Group Ltd., London 1961
4. Bright, J.A., and McGregor G.P: Teaching English as a Second Language, ELBS London, 1972.
5. Gordon B.S : The Teaching of English in free India, Christian Literature society, Madras, 1960.
6. Harris: Testing English, Tata McGraw Hill, Bombay, 1974
7. Hornby : Stage 1,2,3 & 4 Teaching of Structural words, Sentence patterns ELBS & OUP, London 1959 & 61.
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9. Menon &Patel: Teaching of English as a Foreign Language, Acharya Book, Depot, Baroda 1957.
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16. Allen. Teaching English Language as a Second Language Mc Graw hill
17. Bose K. Teaching of English Language A Modern Approach Doaba House Book Sellers & publishers, New Delhi (1979)
18. N.P. Pahuja. Teaching of English Anmol publications pvt ltd, New Delhi.

19. V.K. Nanda. Teaching of English Anmol publications pvt ltd, New Delhi.

20. Sathish C. Chadha Art and Science of Teaching English Surya publications, Near Govt Inter College, Meerut.

21. Prem Shankar. Teaching of English APH publishing corporation, New Delhi.

22. Menon& Patel, Educational Evaluation.

23. K VenugopalRao, Method of Teaching English Neel Kamal publications Pvt ltd, Hyderabad

24. Namitha Roy Choudhary Teaching English in Indian Schools APH Publication, New Delhi

25. Venkateswaran. Principles of Teaching English Vikas Publishing House, Pvt.Ltd.

Year	II	Course Code: 3.3c	Credits 4	Hours
Semester	III	**SUBJECT SPECIFIC PEDAGOGY: HINDI**	**Marks** 80+20=100	60

Objectives: On the Completion of the Course, the Student Teacher Will Be Able To,

1) Use Common Grammatical Points in Comparison With Other Relative Language.
   Know The Technique of Correction of Composition.

2) Participate in Translation From Hindi to Mother Tongue Other Languages and Vice-Versa.

3) Explore Effective Means of Evaluation/ Assessment Work Pertaining to Hindi at Varied Stages.

4) Determine the Responsibilities as a Language Teacher and to Pursue Towards Professional Growth.

5) Appreciate Hindi Teaching and Energizing Aesthetic Sense of Hindi.

Unit-1 Technique and Methods of Teaching Hindi

हिंदीकीशिक्षणविधियाँऔरयुक्तियाँ

1.1 Lecture method, Inductive and Deductive methods.

व्याख्यानपध्दति, आगमनतथानिगमनविधि

1.2 Structural Method – Meaning, characteristics, Merits & Demerits

गठनविधी/ रचनाविधी– अर्थ, विशेषताऍं , गुणऔरकमजोरियाँ

1.3 Bilingual Method – Meaning, characteristics, Merits & Demerits

द्विभाशिकविधी–अर्थ,िवशेषताऍं, गुणऔरकमजोरियाँ

1.4 Direct Method – Nature, Characteristics, Merits & Demerits

प्रत्येक्षविधी– स्वरूप, विशेषताऍंगुणऔरकमजोरियाँ

Unit-2 Composition रचना

2.1   Meaning, Objectives, Importance and Types of Teaching Composition.
अर्थ, उद्देश, महत्वऔररचनाशिक्षणकेप्रकार

2.2   Characteristics of Teaching Composition
रचनाशिक्षाकेगुणलक्षण

2.3   Methods of Teaching Composition
रचनाशिक्षाकेविधियाँ

2.4   Techniques of correction of Composition
रचनाकेसुधारिततंत्र

Unit-3 Curriculum and Evaluation
पाठ्यक्रमऔरमूल्यांकन

3.1   Principles of Construction of Hindi Curriculum
हिन्दीपाठ्यक्रमकेनिर्माणिततत्व

3.2   Meaning and Types of Evaluation
मूल्यांकनकाअर्थऔरप्रकार

3.3   Examination – Meaning, Types, Difference between Examination and Evaluation
परिक्षा – अर्थ, प्रकार, परिक्षाऔरमूल्यांकनमेंअंतर

3.4   Unit Test and Preparation of Blue print
घटकपरीक्षाऔरनीलेछापकीतैयारी

3.5   Diagnostic Test – Meaning, Aims and Methods
नैदानिकपरीक्षा – अर्थ, उद्देश्यऔरविधियाँ

Unit 4: Maxims, Techniques and Translation teaching in relation to Hindi Language

हिंदीशिक्षाकेसंबंधितसिद्धांतसूत्र, तंत्रऔरअनुवाद

4.1 Maxims of teaching. शिक्षाकेसूत्र

4.2 Technique – Discussion, Assignment, interview, Role playing, Team
   teaching. प्रकारतंत्र– चर्चा, प्रदत्तकार्य, ,साक्षात्कार (संदर्शन), भूमिकानिर्वहण,
   समूहअध्यापन,

4.3 Dramatization, Explanation. नाटकीकरण, विवरण

4.4 Translation – Meaning, Importance, Characteristics and Types

अनुवाद– अर्थ, महत्व, गुणलक्षणऔरप्रकार

4.5 Measures to improve the position of Hindi Teacher
   हिन्दीशिक्षककेस्थितीसुधारनेकेउपाय

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.

  7.Critial review of 6th to 9th Hindi text book (Any one class)

REFERENCES:

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1. Sage Publications.

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

3. Armstrong, T. (2001). Multiple Intelligence in the Classroom. Washington D.C: ASCD.

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5. Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.

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9. Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York: Teachers College, Columbia University.

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18. Sharma, S. (2005). Advanced Educational Psychology. New Delhi: Anmol Publications.

19. Tiwari Bholanadh.(2006). Rajbhasha Hindi.New Delhi: Prabhat Publication.

Year	II	Course Code: 3.3d	Credits 4	Hours
Semester	III	**SUBJECT SPECIFIC PEDAGOGY: URDU**	**Marks** **80+20=100**	**60**

Objectives: On the Completion of the Course, the Student Teacher Will Be Able To

1. Organizes Curricular and Co- Curricular Activities of Urdu Language.

2. Explain the Contributions of Eminent Centre of Urdu Language.

3. Describe the Competencies of Urdu Teacher and Teaching.

4. Rewrite of Instructional of Teaching Urdu Language Materials.

5. Apply the Competences Planning & Methods of Teaching Urdu Language.

Unit -1 Curriculum and Co-Curricular Activities

1.1 Curriculum: Meaning, Definition, Elements of Curriculum.

1.2 Factors Affecting On Curriculum.

1.3 Principles of Curriculum Construction.

1.4 Co-Curricular Activities: Meaning, Types, Need and Importance.

Unit -2 Eminent Centres of Urdu Language and Instructional Materials.

2.1 National Council for the Development of Urdu Language [New Delhi].

2.2 Library Centres: Salaar Jung Museum Hyderabad, Adabeeyatcentres Hyderabad, Maulana Azad National Urdu University Hyderabad.

2.3 Instructional Materials.

2.3.1 Text Book: Meaning and Importance.

2.3.2 Characteristics of Good Urdu Language Textbook.

2.4 Teaching Learning Materials, Concept, Need and Importance.

2.5 Types of Teaching Learning Materials Audio, Video, Audivideo.

2.6 Importance of TLM in Classroom Teaching.

Unit-3 Urdu Teacher and Teaching Practices

3.1 Professional Development of Urdu Teacher:-Seminar, Conferences and Workshops.

3.2 Steps of Teaching Prose.

3.3 Steps of Teaching Poetry.

3.4 Steps of Teaching Grammar.

Unit-4 Planning and Methods of Teaching Urdu Language

4.1   Lecture Method: Meaning, Importance, Advantages and Limitations.

4.2   Textbook Method: Meaning, Importance, Merits and Demerits.

4.3   Phonetic Methods: Meaning, Importance, Advantages and Disadvantages.

4.4   Sentence Formation Methods: Meaning, Importance, Advantages and Disadvantages.

4.5   Unit Plan and Unit Test: Meaning Steps and Importance.

4.6   Resource Unit Plan:- Meaning and Importance.

Practical Assignment:

1   Write Autobiography of Two Eminent Person Related to Prose And Poet.
2   Critically Analyze Any One Prose And Poetry of Secondary School Level.
3   List Out Any Four Activities Related To Phonetic Methods.
4   Conduct an Interview of Urdu Teachers Teaching Issues Write Their Remedial Measures.

References:

1   Rasheed Ahmad: Zubanaur Grammar National Council of Development of Urdu Language (New Delhi)
2   Omkakul Masood Siraaj : Urdu, Asnafki Teaching National Council Of Development Of Urdu Language (New Delhi: 2003)
3   Dr. Najamusshar, Dr.Sabeerasayeda Urdu Teaching Premiere Publication House Hyderabad.
4   Mainuddin Urdu Language Development Of Teaching, Urdu Bureau (New Delhi)

5   Dr.Riyazahamad, Current Methods of Urdu Teaching And Takaaze.
Maktabjamiamiliaislamia New Delhi.

Year	II	Course Code:	Credits 4	Hours
Semester	III	**Subject Specific Pedagogy** **Urdu**	**Marks** 80+20=100	60

مقاصد:

اس کورس کے دوران معلم طلباء مندرجہ ذیل مقاصد حاصل کریں گے

1۔ تدوین نصاب کے اُصول سے واقفیت حاصل کرنا

2۔ اُردو زبان کے فروغ میں معاون ہم نصابی سرگرمیوں سے واقفیت حاصل کرنا

3۔ اُردو زبان کے فروغ میں معاون مختلف اداروں کے بارے میں معلومات حاصل کرنا

4۔ ایک مؤثر معلم کی عمومی خصوصیات اور معلم کے خصوصی اوصاف سے واقفیت حاصل کرنا

5۔ درسی کتاب کے مفہوم اور اس کی ظاہری و باطنی خصوصیات سے واقفیت حاصل کرنا

اکائی 1۔ نصاب اور ہم نصابی سرگرمیاں

1.1۔ نصاب۔ مفہوم، معنی، نصاب کے اجزاء

1.2۔ نصاب کو متعین کرنے والے عوامل

1.3۔ اُردو نصاب کی تدوین کے اصول

1.4۔ ہم نصابی سرگرمیاں۔ مفہوم، اہمیت، ضرورت، مختلف اقسام۔

اکائی 2۔ اُردو زبان کے فروغ میں معاون ادارے اور تدریسی آلات۔

2.1۔ نصاب۔ مفہوم، معنی، نصاب کے اجزاء

2.2۔ قومی کونسل برائے فروغ زبان اُردو (نئی دہلی)

2.3۔ اہم کتب خانے اور ادارے جن میں سالار جن میوزیم حیدرآباد (حیدرآباد) دارالترجمہ مولانا آزاد نیشنل اُردو یونیورسٹی

2.4۔ تدریس آلات

2.4.1۔ درسی کتاب۔ مفہوم و اہمیت

2.4.2۔ ایک معیاری درسی کتاب کی خصوصیات

2.5۔ تدریسی آلات۔ مفہوم، ضرورت و اہمیت

2.6۔ تدریسی معاون اشیاء کے اقسام۔ مفہوم، سمعی، بصری، سمعی و بصری

2.7۔ کمرہ جماعت میں اشیائے امدادی کا مؤثر استعمال

اکائی 3۔ معلم اُردو اور مشقی تدریس

3.1۔ معلم اُردو کے خصوصی اوصاف

3.2۔ تدریس نثر، مختلف مراحل

3.3۔ تدریس نظم، مختلف مراحل

3.4۔ تدریس قواعد، مختلف مراحل

اکائی 4۔ تدریسی اُردو کی ترکیبیں اور طریقے

4.1۔ لیکچر کا طریقہ: معنی، اہمیت، فائدے اور نقصانات

4.2۔ نصابی کتب کا طریقہ: معنی، اہمیت، فائدے اور نقصانات

4.3۔ صوتی طریقہ: معنی، اہمیت، فائدے اور نقصانات

4.4۔ جملہ بندی کا طریقہ: معنی، اہمیت، فائدے اور نقصانات

4.5۔ اکائی منصوبہ بندی اور اکائی ٹسٹ (جانچ)، معنی، مراحل، اہمیت

4.6۔ وسلہٴ اکائی منصوبہ بندی: معنی، اہمیت

تفویضات

1) اُردو کے مشہور و معروف مصنف اور شعراء کے سوانح حیات پر روشنی ڈالیں

2) ثانوی سطح کے کسی ایک نظم یا نثر کا تنقیدی جائزہ

3) اُردو معلم کے تدریسی مسائل کو مد نظر رکھتے ہوئے مسائل کو انٹرویو (Interveiw) کے ذریعہ حل کرنے کے تدابیر لکھئے

4) صوتی طریقہ کے متعلق کوئی چار سرگرمیاں تیار کریں

شفارش کردہ کتابیں

1) رشید احمد زبان اور قواعد قومی کونسل برائے فروغ اُردو زبان نئی دہلی۔

2) اوم کاکول، سعود سراج، اُردو اصناف کی تدریسی قومی کونسل برائے فروغ اُردو زبان نئی دہلی (2003)

3) ڈاکٹر نجم السحر، ڈاکٹر صابرہ سعید تدریسی اُردو پرائمری پبلیشنگ ہاؤس، حیدرآباد

4) معین الدین اُردو زبان تدریسی ترقی اُردو بیورو، نئی دہلی

5) ڈاکٹر ریاض احمد اُردو تدریس جدید طریقے اور تقاضے، مکتبہ اسلامیہ نئی دہلی

Year	II	Course Code: 3.3e	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. Recall 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. Makes Planning and Organization of Teaching Marathi.

5. Incorporate The Technique, Methods of Teaching Hindi.

6. 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 Marathiin 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 Teacher& Their Challenges.

Unit-3 Techniques and Methods of Teachingmarathi

3.1 Lecture Method, Inductive and Deductive Methods.

3.2 Integration of Content and Methods.

3.3Teaching 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: 3.3f	Credits 4	Hours
Semester	III	**SUBJECT SPECIFIC PEDAGOGY:SANSKRIT**	**Marks** 80+20=100	60

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

1) Describe Importance and Place of Sanskrit In School Curriculum.

2) Analyse 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.

7) Analyse Curriculum, Syllabus, Text-Book And Content of The Subject Sanskrit.

8) Integrate Content, Method and Lesson-Plan With Reference to Approach.

Unit-1 Basic History and Nature of Sanskrit Language

1.1 Background and History of Sanskrit Language

1.2 Sanskrit Language during the Vedic Period

1.3 Nature of Sanskrit Language

1.4 Sanskrit as Amrita Language

1.5 Sanskrit is the Mother of all Indian Languages. Classical Status of Sanskrit Language

Unit-2 Methods of Teaching Sanskrit Language

2.1 Traditional Methods, Gurukula System of Education.

2.2 Adoption of Sanskrit Language, Curriculum at High School Level.

2.3 Lecture Method, Teaching Method of Sanskrit Language,

Unit-3 Sanskrit Teaching Techniques

3.1 Aims and Objectives of Prose Education.

3.2 Aims and Objectives of Poetry Education.

3.3 Sanskrit Grammar Teaching Methods.

3.4 Lesson Planning and Assessment.

Unit-4 Teaching in Relation to Sanskrit

        4.1 Discussion, Interview, Use of Different Teaching Aids

        4.2 Use of Hearing Aids

        4.3 Panchasopanas in Learning Sanskrit.

PRACTICUM:

1. Collect information about Sanskrit scholars and pundits.

2. Organizing ten days Sanskrit conversation camps in high schools and making notes on it.

3. Planning on Sanskrit language development among students.

4. Visit a Sanskrit school or college and study

5. Collect Perceptions of Sanskrit language among high school students

References:

1. Apte D.G.Dongre.P.R. (1960) teaching of Sanskrit in secondary school, acharya book

2. Depot Barod.

3. Bokil V.P.ParasnisN.R.(1956) New approach to sanskrit, Chitrashala press, Pune)

4. Chaturvedi sitaram (1990) Sanskrit shikshanpaddhati, Nandkishor, Banaras,

5. Dr.H.R.Vishwash Sanskrit Bharati,

6. KoushalBhodhini

7. Huparikar C.S. (1947) problems of Sanskrit teaching, Bharat book stall, Kolhapur.

8. Safaya R.M.(1962) Teaching of Sanskrit (Sanskrit shikshanvidhi) Jullender. Punjab.

9. Dr LaxmiNarayan, Kerala Sanskrit BhodhanaPaddati.

10. Shanbhag D.N. (2000) Subhoda Sanskrit Vyakarana. Dharwad: Bharat Book Depot &

11. Publications.

12. Hulkerikar. G.S. (1998) The problems of Sanskrit Teaching. Kolhapur. Bharat Book

13. Depot.

14. 10) Patnayak.P.(1997) Language Curriculum, Mysore: CIIL. Publications.

Year	II	Course Code: 3.3g	Credits 4	Hours
Semester	III	**SUBJECT SPECIFIC PEDAGOGY 2: PHYSICAL SCIENCE**	**Marks 80+20=100**	**60**

Objectives:

On The Completion of the Course, the Student Teacher Will Be Able To,

1. Express The Approaches and Methods of Teaching Physical Sciences.

2. Explain Physical Science Curriculum.

3. Uses The Various Resources of Teaching Physical Science.

4. Organizes Activities in 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, Laboratory Method (All The Methods To Be Dealt With Reference To Characteristics, Steps, Merits And Demerits).

1.4 Models of Teaching: Schumann's Inquiry Training Model and Bruner 'S Concept Attainment Model.

Unit-2 Physical Science Curriculum

2.1 Curriculum: Meaning and Principles. Approaches to Curriculum Transaction: Disciplinary, Interdisciplinary, Integrated Approach

2.2 Organization of Content: Topical, Spiral, Logical, Psychological

2.3 Different Approaches of Curriculum Construction: NCERT, CBSE, ICSE, and PSSC. Nuffield Science,

2.4 Recommendationsmadebynpe-1986,NCF–2005,NCFTE-2009

Unit-3 Resources of Teaching Physical Science

3.1 Physical Science Text Book, Critical Review of Present Karnataka State Secondary School Science Text Book with Special Reference to Physical Science.

3.2 Teacher Hand Book, Student Work Books

3.3 Laboratory: Importance, Design and Planning, Maintenance and Safety Precautions, Laboratory Manuals and Writing Journals

3.4 Unit Plan, Unit Test, Resource Unit.

Unit-4 Activities in Physical Science

4.1 Techniques–Discussion, Assignment, Supervised Study, Team Teaching,

4.2 Special Competencies of Science Teacher

4.3 Science Magazine: Meaning, Importance and Types

4.4 Science Clubs and Its Activities-Exhibition, Field Trip, Science Fair, Science Museum

Practicum/Assignment: **Any two of the following:**

1. Identifying the laws, principles, facts, concepts, etc in physical science content of VIII, IX and X Standards of Karnataka secondary school level.

2. Identifying and writing all possible instructional objectives on any topic of physical science.

3. Preparation of programmed instruction material (20-25 frames) on any topic of physical science.

4.. Prepare a report on any one Model of teaching (Schumann's inquiry training model or Bruner 's concept attainment model) along with a lesson plan.

5. A comparative study on different approaches of curriculum construction: NCERT, CBSE, ICSE

6. Critical Review of present Karnataka state secondary school science text book of with special reference to physical science.

7. The college is free to introduce any other relevant content and useful activity related to CCM Physical Science.

8. Conduct any one technique (Discussion, Assignment, Supervised Study, Team teaching) at school and submit a report.

References:

1. Ahmed, Shaikti R. (1983) Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration, New Delhi; NIEPAMimeo.

2. Bhandula & Chand (1986) Teaching of Science, Prakash Brothers, Ludhina

3. Bose, A. H. Sood, J.K. and Vaidya, N. (1970), Strategies in Science Education.

4. RegionalInstitute of Education, Ajmer.

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25. Brandwein Paul, F. (1955). The Gifted as Future Scientist, New York, EarcourtDcace and WorldInc. CBSE; ICSE – SCIENCE TEXT BOOKS.

26. Chemistry Text Book,(1964).Lab Manual and Teacher's Guide Book.NewDelhi: NCERT.

27. Discovery teaching in science – Columbus, Ohio; chalesE.Merrill Books, Inc.,

28. Falvery, P. Holbrook, J. & Conian, D. (1994). Assessing Students, Longmans Publications, Hongkong.

29. Gage N.L(ed).Hand book of Research in teaching .....

30. Husen, T.& Keeves, J.P. (Eds.). (1991). Issues in Science Education, Oxford: Pergamon Press.

31. Narendra Vaidya.( ) Impact of Science teaching –

Year	II	Course Code: 3.4a	Credits 4	Hours
Semester	III	**SUBJECT SPECIFIC PEDAGOGY : SOCIAL SCIENCE**	**Marks** 80+20=100	60

Objectives: On the Completion of the Course, the Student Teacher Will Be Able To

1. Extend 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. Indicate the Language of History & Reconstruction of Past
5. Apply Their Knowledge of Techniques to Reconstruct the Past
6. Employ the Concept of Differentiated Teaching for History Prepare Differentiated Lesson Plan in History & Political Science
7. Explain 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.

Unit -1 Understanding History Nature of History

1.1 Concept of History And Political Science (Nature, Scope, Definition, Importance)

1.2 Historical Thinking Concepts (Big Six Historical Thinking Concepts Peter Sexias & Morton),

1.3 Objectives of Teaching History & Political Science at Secondary Level.

1.4 Correlation of History & Political Science: Internal and External. (Literature,Science, Mathematics, Geography, Economics,Craft)

Unit -2 Constructing Social Science

2.1 Difference between Facts and Opinions & Arguments.

2.2 Sources of History and Its Types: Evidence Based Interpretation: Difference between Primary Source and Secondary Source, the Importance of Source Analysis.

2.3 Collingwood's Approach to Recons Historical Imagination, Contributions of Indian Historians.

2.4 Social Science Teacher -Characteristics and Responsibilities

Unit-3 Pedagogies of Teaching History and Political Science

3.1 Process, Merits and Limitations

3.2 Conventional Pedagogies- Story-Telling Lecture-Cum-Discussion, Interactive.

3.3 Constructive Pedagogues- Project Based Learning, Social Enquiry, Dramatization

3.4 Cooperative Learning Strategies (Think Pair Share, Round Robin, Buzz,), Social Science Lab: Objectives and Importance.

3.5 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 -4 Maxims of Teaching in Relation to Social Science

4.1 Maxims of Teaching.

4.2 Technique – Discussion, Assignment, Supervised Study Interview, Role Playing, Team Teaching Programmed Learning.

4.3 Explanation, Field Visit, Map Reading

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.

References:

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8. Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson 2014

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3. http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf

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

6. http://www.theewc.org/uploads/content/archive/History_teaching_today_manual_1.pdf

7. http://faculty.marianopolis.edu/c.belanger/quebechistory/Howtoanalyzeanhistoricaldocument.html

8. http://www.huffingtonpost.com/matthew-lynch-edd/culturally-   responsivepedagogy
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9. https://sheg.stanford.edu/historical-thinking-chart

Year	II	Course Code: 3.4b	Credits 4	Hours
Semester	**III**	**SUBJECT SPECIFIC PEDAGOGY : BIO SCIENCE**	**Marks** **80+20=100**	**60**

Objective: On the Completion of the Course the Student Teacher Will Able to

1) Explore The Transactional Planning of Bio Science.

2) Describe Different Reforms and Curriculum Frame Work of Bio Science.

3) Use the Advanced and Creative Techniques, Approaches And Methods of Teaching Bio Science.

4) Practices Knowledge of Practical Evaluation Skills of Bio Science.

Unit-1 Transactional Planning in Teaching Bio-Science

1.1 Constructivism - Meaning, Nature, Importance

1.2 Lesson Plan - Meaning, Characteristics, Importance, 5E Elements and Format

1.3 Unit Plan & Unit Test: Meaning, Importance, Steps

1.4 Resource Unit: Meaning, Components and Importance

1.5 Question Bank: Meaning, Features, Preparation and Uses

1.6 Planning Special Programmes With Reference To NTSE, NSEJS and KVPY.

Unit-2 Curriculum of Bio-Science

2.1 Curriculum: Meaning & Principles

2.2 Organisation of Curriculum: Psychological & Spiral

2.3 Curriculum Frameworks: POA-1992, NCF-2005, NCFTE-2009, NEP-2020, NCFFS-2022.

2.4 Latest Curriculum Reform: Project 2061: Benchmarks for Science Literacy.

Unit-3 Approaches & Methods of Teaching Biology

3.1 Criteria for Selection of Methods / Approaches (Level of Class, Strength, Time, Subject)

3.2 Approaches: Deductive, Inductive, Investigatory, Structural & Functional, Type - Specimen Approaches.

3.3 Methods:

3.3.1 Teacher Centred: Lecture Cum Demonstration

3.3.2 Learner Centred: Laboratory, Project, Problem Solving

3.4 Indian Learning Standards in Bio-Science

3.5 Developing and Maintaining Student Portfolio in Bio-Science: Meaning Purpose and Importance.

Unit-4 Evaluation in Bio-Science

4.1 Diagnosing Learning Difficulties & Misconception in Bio-Science

4.2 Process & Product Assessment in Bio-Science

4.3 Assessment of Practical Skills in Bio-Science

4.4 Tech- Savvy Science Teacher Programs

4.5 Practical &Pedagogical Training Programs

4.6 Bio-Science Teacher Membership to Organizations–NSTA.IPA, IAPT, INSC, NCERT Publications & Journals.

Practicum/assignments:

1. Preparation, construction and administration unit test, Unit Plan, Resource unit, Question Bank of School level

2. Conduction of diagnostic test in biological science.

3. A study on identification of talented students at schools.

4. A study on professional qualities/professional competencies/professional growth of biological science teacher.

5. Critical analysis of any one 6th to 9th Bio Science curriculum

6. Write a report on planning special programmes with reference to NTSE, NSEJS and KVPY

7. Write a report on assessment of practical skills in Bio Science.

8. Write a report onTech- Savvy Science teacher Programs

   (The college is free to provide any relevant practicum works)

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5) Myageri C V. (2007). Teaching of life science. Vidyanidhiprakashana.

6) P. Ameeta. (2012). Methods of teaching biological science. Neelkamal Publication.

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8) Rama Chandra Dhir &Sunakar Das (2019). Pedagogy Of Biological Science. Kalyani
Publishers.

9) S Girish. (2018). Content & Pedagogy of Biological Science. Hallur Prakashana.

10) S.P. Kulshreshtha & Arun Kumar Kulshreshtha (2016). Pedagogy Of Biological Science. R
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11) Singh Y. K. (2005). Teaching of botany. APH Publishing corporation.

12) Vinayak Malhotra (2007). Methods of teaching botany. Crescent publishing corporation

13) Yadav M S. (2007). Teaching of science. Anmol publications.

Year	II	Course Code: 3.4c	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. Describe the Nature, Structure, Scope and Relations of Mathematics with Other Disciplines.
2. Explain the Various Curriculum of Mathematics.
3. Extend the Approaches and Methods of Teaching Mathematics.
4. Identify the Learning Experiences Appropriate to the Objectives of Teaching Secondary School Mathematics.
5. Use & Appreciate the Digital Resources in Mathematics

Unit-1 Introduction to Teaching and Learning of Mathematics

Aims and Objectives of Teaching Mathematics:

1.1 General Aims of Teaching Mathematics at the Secondary School Level; Instructional Objectives: Meaning, Writing Instructional Objectives According to Bloom's Revised 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: Characteristics and Professional Competencies; Need and Measures for Professional Growth For A Mathematics Teacher.

Unit-2 Construction of Mathematics Curriculum

2.1 Meaning of Curriculum:

2.2 Principles of Curriculum Construction

2.3 Concept of Syllabus & Text Book With Reference To CBSE, ICSE & IGCSE

2.3 Historical Perspectives of Mathematics Curriculum With Reference to NPE (National Policy of Education) – 1986 NCF (National Curriculum Framework) – 2005, NCFTE – 2009

Unit-3 Methods and Approaches of Teaching Mathematics

3.1 Learner Centered Approaches – Inductive, Deductive, Analytic, Synthetic, Laboratory Method.

3.2 Activity Centered Approaches – Heuristic Approach, Project Method, Programmed Instruction.

3.3 Devices in Teaching Mathematics- Oral Work Written Work, Drill Work and Review.

3.4 Models Of Teaching -Meaning, Characteristics of Models– Bruner's Concept Attainment Model

3.5 Techniques – Discussion, Assignment, Supervised Study, Role Playing, Team Teaching,etc.

3.6 Unit Plan & Unit Test – Concept construction & administration.

3.7 Resource Unit.

Unit -4 Integration of ICT with Mathematics

4.1 Introduction to Online Open Educational Resources (Oers), and MOOC-Massive Open Online Courses-Introduction, Significance & Usage for Mathematics Teacher

4.2 Introduction & Meaning of Graphical Tools In Creating Visual Aids, Geogebra, Cabri, Sketch Pad , Robo Compass ,

4.3 Concept of AI Tools-Chatgpt, Photo Math, Math Way Etc.

4.4 Preparation of Power Point on Any Mathematics Topic Using AI.

PRACTICUM/ACTIVITIES: (ANY ONE)

1. Preparation of Question bank and answer keys, study of mathematics text book of 8th or 9th standard.
2. Preparation of diagnostic and remedial test in mathematics.

3. Preparation of TLM using Programmed Instruction/Computer Assisted Instruction (CAI)/ICT based learning materials.

4. Web resources in teaching mathematics.

5. The college is free to introduce any other relevant activities.

6. Preparation of Power point on any mathematics topic using AI

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2. Ashlock Si Herman (1970): Current Research in Elementary School Mathematics, Macmillan,London.

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14. London Mathematics Association: Report on the Teaching of Arithmetic, Algebra & Geometry, B.Bell& Sons.

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Year	II	Course Code: 3.4d	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 Understand Different Reforms and Curriculum Frame Work of Geography.

3. To Develop an Understanding of Different Methods and Techniques of Teaching Geography.

4. Understand the Transactional Strategies in Geography.

5. To Develop the Understanding of Evaluation and Assessment in Geography.

Unit -1 Geography as a Subject

1.1 Epistemological Framework (Evolution and Major Contributors (Carl Ritter, Alexander Von Humboldt, Eratosthenes & Ptolemy).

1.2 Nature, Scope and Importance of Geography.

1.3 Aims of Teaching Geography.

1.4 Geo-Literacy: Concept, Need and Ways to Create Awareness.

Unit-2 Essential of Teaching Geography and Curriculum Construction

2.1 Principles of curriculum Construction in Geography.

2.2 Correlation with other School Subjects —History, Language, Science & Mathematics.

2.3 Approaches of Curriculum Construction: Concentric, Topical, and Cylindrical.

Unit -3 Approaches and Methods of Teaching Geography

3.1 Criteria for Selection of Methods / Approaches.

3.2 Approaches: Inquiry Based, Concept Based Traditional, Demonstration, Field Trif.

3.3 Methods: Teacher Centered & Learner Centered.

3.4 Devices in Teaching Geography.

3.5 Unit Plan, Unit Test, Resourse Unit.

Unit -4 Assessment Process in Geography Learning

4.1 Assessment and Evaluation in Geography.

4.2 Formative & Summative: Continuous and Comprehensive Assessment Strategies and Formats.

4.3 Assessment Analysis: Port Folio, Statistical Interpretation of the Assessment

Practicum/Assignments/Seminar

- Prepare report on geographical thinkers.
- Brief analysis of curriculum construction in geography.
- Preparation of Resources unit in geography.
- Participate infield visit/virtual tour of any geographical place and write brief report

References:

1. Majid Husain: Husain, M. (2020). Fundamentals of Physical Geography. XYZ Publishers.

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Year	II	Course Code: 3.4e	Credits 4	Hours
Semester	III	**SUBJECT SPECIFIC PEDAGOGY : COMMERCE AND ECONOMICS**	**Marks 80+20=100**	**60**

Objectives:

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. Prepare the 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. Employ Skill to use Various Evaluation Techniques and to interpret the Results.

Unit-1 Nature, Scope and Economics

1.1 Meaning, Nature, Scope and Importance of Teaching Economics.

1.2 Aims and Objectives of Teaching Economics at Different Level.

1.3 Recent Developments in Economics and Commerce.

Unit-2 Recent Developments in Economics and Commerce

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-3 Commerce and Society

3.1 Understanding Ethics and Values.

3.2 Contemporary Business Environment and Commerce Education.

3.3 Techniques for Development of Attitudes in Commerce Education.

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:

1. Aggarwal, J.C., Teaching of Economics-A Practical Approach, Vinod Pustak Mandir, Agra, 2005.

2. Dr. N. Husen, Teacher"s Manual in Economics, Regional College of Education, Ajmer.

3. Mukherjee, Sandhya, Teaching of Economics, Prakashan Kendra. Lucknow

4. Sharma, Seema, Modern Teaching Economics, Anmol Publication Pvt. Ltd.,New Delhi-2004

5. Sexena, N.R., Mishra, B.K., Mohanty, R.K., Teaching of Economics, A. Lall Book Depot, Meerut, 2004

6. Singh, Yogesh, ArathaShasterSikshan, Ashish Publication, New Delhi, 2005.

7. Yadav, Arnita, Teaching of Economics, New Delhi: Anmol Pub., 2005.

Year	II	Course Code: 3.5	Credits 2	Hours
Semester	III	EPC- 4 :UNDERSTANDING SELF, PERSONALITY AND YOGA	Marks 50	30

Objectives: On the Completion of the Course, the Student-Teachers Will Be Able To:

1.Appreciate the Origin and History of Yoga in India.

2. Understand the Concept And Importance of Yoga For General Health and Quality Life Style.

3. Integrate the Practice of Yoga And It's Asanas For Better Self Concept And Esteem-Personality.

4. Practice as Central Aspect the Importance Of Theory To Practice Should Be 1:1

Unit-1 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-2 Yoga Excercises and Health.

2.1 Need of Yoga for Good Health.

2.2 Yogic Principles for Healthy Living.

2.3 Integrated Approach of Yoga For Management of Health.

2.4 Some Selected Yoga Practices.

2:4 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. Shavasana11. Niralambasana12. Daudasana13. Ardha Padmasana 14. Swastikasana15. Shashankasana.

PRACTICUM: Activities to be decided by the Teacher Educators.

REFERENCES:

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2.Anantharaman,T.R(1996)'Ancient yoga and modern science',New Delhi nushiramnarohavalal publishers pvt Ltd.

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5.Devi,I(1987) 'yoga,The techniques of health and happiness',Bombay:jaico publishing house.

Year	II	Course Code: 3.6		Credits 2	Hours
Semester	III	**EPC-7 RESEARCH PROJECT**		Marks 50	30

Objectives: On Completion of Course the Student Teacher Will Be Able To –

1. Explore the Concept of Action Research in Education and the Potential in Holds For ihe Improvement in the Performance of the School.

2. Identify and Formulate Suitable Problems For Action Research.

3 Use Descriptive Statistical Techniques in Action Research And

4. Apply Skills of Planning, Executing, Evaluating and Reporting an Action Research Project.

Unit – 1 Research and Education

1.1 Research in Education; the Need, and Importance of Research in Education.

1.2 Action Research Methodology: Steps of Action Research. Importance of Action Research in Teaching- Learning Process.

Unit - 2 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 Quartil Deviation;

2.2 Normal Probability Curve - Properties and Uses.

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

Unit – 3 Writing Research Report

3.1. Format, Style, Typing, Pagination, Tables, Figures, Graphs, Review Of Related Literature, 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

Iii) Case Study Of Children With Some Special Needs

Iv) SDMC Community Participation In School Development.

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1. 1.Arya, D. et al.: Introduction to Research in Education. Holt Rinehart and Winston, New York, 1972.

2. 2.Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.

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   Pustak Mandir, Agra, 1979.

Year	II	Course Code: 3.7	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 Deliver2 Lessons (One per Pedagogy Subject)

Peer Observation: Student Trainees Have to Observe Forty Lessons (Twenty lessons Per Pedagogy Subject)

Year	II	Course Code: 3.8	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-IV	Course Code	Course Titles	Credits	Int-Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	4.1	Gender , School and Society	4	20	8	80	32	100
	4.2	Educational Administration and Management	4	20	8	80	32	100
	4.3	Advanced Pedagogy of Specific Subjects	4	20	8	80	32	100
	4.4	Life Skills Education	4	20	8	80	32	100
EPC	4.5	Reading and Reflecting	1	25	12			25
	4.6	Teacher Placement & Cet Classes	1	25	12			25
EF	4.7	Field Work and Immersion	2	50	25			50
	4.8	Test Lesson I and II	2+2			50+50	25+25	100
			24					**600**

Year	II	Course Code: 4.1	Credits 4	Hours
Semester	IV	**GENDER, SCHOOL AND SOCIETY**	**Marks** 80+20=100	**60**

Objectives: On Completion of Course the Student Teacher Will Be Able To –

    1. Explore The Different Issues of Gender.

    2. Explain the Various Social Construction of Gender With Respect to Identities and Localities.

    3. Enumerate the Relation Between Gender and School.

    4. Analyze the Constitutional Provision and Gender.

    5. Summarize the Place of Gender With Respect to Modern Society.

Unit -1 Gender Bias

    1.1 Gender And Sex: Concept and Differences

    1.2 Patriarchy, Power, Resources and Opportunities,

    1.3 Feminist Theories: Radical, Liberal, Psychoanalyst And Socialist

    1.4 Gender Discrimination and Empowerment.

Unit -2 Social Construction of Gender

    2.1 Socialization in the Family and At School In Relation To Gender

    2.2 Stereotypesaboutgirls and Women Prevalent In the Society, Media and Literature;

    2.3 Gender and Its Intersection with Poverty, Religion, Disability, and Region (Rural, Urban and Tribal Areas)

    2.4 Brief Life History and Social Contributions: Akkamahadevi, Savitribai Phule.

Unit -3 School and Gender Equality

    3.1 Issues Related to Gender in School, Sexual Abuse.

    3.2 Perception of Safety at School, Home and Beyond.

    3.3 Gender Equality, Role of Schools in Reinforcing Gender Equality

    3.4 Role of Teachers and Peers in reinforcing gender equality

.Unit -4 Constitutional Provisions and Legal Support

4.1 Constitutional Provisions for Girl Child Education.

4.2 Legal Support for Girl Child Uplift.

4.3 Important Legal Decisions Related To the Women Protection

4.4 Male, Femaleandthirdgender; Constitutional

Provisions for LGBT (Lesbian Gay Bisexual Transgender)

Practicum:

1. Identify at least two Students (Boys/Girls) having gender bias attitude and develop strategies for gender sensitization .

2. Survey on Gender Equality Status of Women and girls in the family and Community.

3. Preparing sensitization material and creating awareness on Gender issues with   the help of Students in a Village.

4. Poster making on Gender Equality Empowerment.

5. Observation of practice of inequality between male & Female Students in Rural   School & Report writing.

References:

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11. Hasan, Zoya and Menon, Ritu.. 2005. Educating Muslim Girls: A Comparison of Five Indian Cities Delhi: Women Unlimited

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

Year	II	Course Code: 4.2	Credits 4	Hours
Semester	IV	**EDUCATIONAL ADMINISTRATION AND MANAGEMENT**	**Marks 80+20=100**	**60**

Objectives: On the Completion of the Course, the Student-Teachers Will Be Able To:

1. Explain Concept and Concerns of Educational Organization, Administration and Management.

2. Apply the Educational Administration and Management at Different Levels and Their Functioning.

3. Critically Analyze the Role of Headmaster and the Teachers in School Management: Supervision and Inspection

4. Evaluate Control Measures in School Management

5. Apply The Skills In Preparing and Maintaining The School Records.

6. Apply the Practical Skills in Organizing the School Programmers and Activities

7. Appreciate The Healthy School Climate In The Institution.

Unit -1 Educational Administration and Management: Conceptual Framework.
1.1 The Concept and Importance of Organization, Management, and Administration.
1.2 The Concept and Importance of Educational Administration and Management.
1.3 Distinction between Educational Administration and Management.
1.4 The Objectives, Nature and Scope of Educational Management
1.5 Educational Management as a System: Concept and Importance, Educational Institution as a System, Human Resources and Other Resources.

Unit-2 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 Dept of Education. Advisory Bodies to the Central Government on Education: UGC, CABE, NIEPA, NCTE, NCERT.

2.2 Administration and Management Of Education At State. He 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-3 Management of School and Supervision

3.1 Basic Components of the Educational 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 -4 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 Procedings.

4. School records and their maintenance

5. Co-curricular activities in the school

6. Development of Appraisal Pro-forma

7. School Plant Maintenance

8. School Library Maintenance

9. Time management and School activities

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Year	II	Course Code: 4.3	Credits 4	Hours
Semester	IV	**ADVANCED PEDAGOGY OF SPECIFIC SUBJECTS**	Marks 80+20=100	60

Objectives: On The Completion of the course, the student-teachers will be able to:

1. Explore the concept of Advanced Pedagogy with Reference to Facilitating Learning in their Respective Pedagogies.

2. Apply Innovative Practices of Teaching and Learning.

3. Explain The Concept, Importance, Characteristics and Types of Instructional Materials in Relation to their Respective Pedagogies.

4. Use 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.

2.2 Strategies of Instructional Designs: Metacognitive Strategies, Autonomous Learner Model, Situated Learning, Advance Organizer Model of Teaching, Experiential Learning – Theoretical Perspective, Steps and Application.

Unit-3 Higher Secondary School Teacher and Professional Growth

3.1 Qualities and Qualification of Higher Secondary School Teacher.

3.2 Need for Professional Growth and Professional Ethics.

3.3 Professional Growth of Teacher: Pre-Service, In-Service Training.

3.4 Competencies of Higher Secondary Teacher, becoming a member of Different Organization.Continuation of Education for Enhancement of Professional Growth.

Unit -4 Teaching – Learning Materials and Extension Activities

4.1 Self Learning Materials - Concept and Importance, Steps for Writing SLM

4.2 Improvised Apparatus and Low-Cost Teaching Materials- Meaning, Types And Uses.

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

4.4 Community Resources-Meaning, Types and Importance.

Assignments Are As Follows:

1. Visit Educational Institutions which are giving Education for Enhancement of
2. Professional Growth and write a Report.
3. Write a Report on Organizations and its Functions.
4. Conduct a Seminars, Workshops, Talks, Debates, and write a Report.
5. Prepare Articles On Different Issues of Education and Publish in College
6. Journal/Magazines.
7. Try to Attend nearby Seminars, Conferences, Talks Etc., and Present a Paper, Submit the Same.
8. Visit CTE, BEO, DDPI, JD, DSERT and other Concern Offices, Collect In-Service Trainings.
9. Information and write a Report.
10. List Out The Programmes for Professional Growth and Professional Ethics, Write a Report.

11. Write a Report on Professional Growth which was discussed in some Committees and Commission.

12. Conduct A Programme for Professional Growth in Pre-Service Training: Extension Lecture,

13. Guest Lecture, Personality Development Programmes Etc.

14. Visit In-Service Programme Centers, Interact with Resource Persons, Discuss and write a Report.

15. 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.

16. Analyze a Topic from XI/XII Class in terms of Information, Concepts, Theories,

17. Application and Evolve a Design to Provide Self-Learning Material. Class Room Transaction for Higher Level Content, Individual Assignment. Try Out, Reflect And Report.

18. Analyze Performance of any Five Low Achievers Of XI/XII Class Based on your

19. Pedagogic Subject, Identify the Constraints Provide Remedial Measures.

20. 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.

21. Analyze a Class Result of XII STD of any one Institute and Evolve a Report of their Performance, Inputs, Learner Study Habit, and Processes.

22. 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:

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Year	II	Course Code: 4.4	Credits 4	Hours
Semester	IV	LIFE SKILL EDUCATION	Marks 80+20=100	60

Objectives:

1. Utilize the Interpersonal Skills and Adopt Good Leadership Behavior for Empowerment Of Self and other.

2. Understand the Soft Skills, Hard Skills And Social Emotional Learning.

3. Make Use of Communication Skills and Different Modes of Writing Skills in Real Situation.

4. Demonstrate Interview Skills, Critical Thinking and Creative Thinking Skills.

5. Practice the Universal Human Values in their day today life.

Unit-1 Social-Emotional Learning

1.1. Skill Development: Hard Skills and Soft Skills, Social Emotional Learning (SEL) Components of SEL- Benefits of Practicing Social Emotional Learning.

2.1. Ways to Integrate Social Emotional Learning in the Classroom-Emotional Skills: Coping with Stress and Dealing with Emotions-Importance and benefits of Life Skills-Humanistic Curriculum Design and Personal Curriculum Design.

Unit -2 Cognitive and Professional Skills

2.1. Cognitive Skills: Self-Awareness, Critical Thinking, Creative Thinking, Decision-Making and Problem-Solving.

2.2. Career Skills: Resume Skills, Interview Skills, Group Discussion Skills and Exploring Career Opportunities.

2.3. Team Skills: Presentation Skills, Trust and Collaboration, Listening As Team Skill, Social and Cultural Etiquettes and International Communication.

Unit-3 Social Skills

3.1. Communication Skills: Listening, Speaking, Reading and Writing – Different Modes of Writing.

3.2. Digital Literacy-Effective Use of Social Media and Non-Verbal Communication-Communication Techniques.

3.3. Interpersonal Skills: Components, Types, Dimensions of Interpersonal Relationship-Methods to Enhance Interpersonal Relationship-Selman's Stages of Interpersonal Reasoning.

3.4. Empathy: Types, Dimensions, Teaching Strategies for Enhancing Empathy-Practices for Fostering Empathy- Service Learning and Social Curriculum Design

Unit- 4 Leadership and Management Skills

4.1. Leadership Skills and Managerial Skills: Time Management- Components, Techniques of Time Management and Strategies for better Time Management.

4.2. Entrepreneurial Skill, Innovative Leadership and Design Thinking- Ethics and Integrity-Social Reconstruction Curriculum Design.

PRACTICUM:

1. Suggest some Activities Develop Listening and Speaking Skills

2. Present a Report on Social-Emotional Learning.

3. Present a Report on Ethics People are following

4. Have a Seminar on Leadership and Management Skill

5. Have a Discussion on Cognitive and Professional Skills.

References:

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3. James, Larry. (2006). The first book lifeskills. Mumbai. Embassy Books.

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Year	II	Course Code: 4.5	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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- Shashikala, A. (2017). *Reflective Reading and Writing – Teaching and Learning Material.*Mangaluru: Alampu Pustaka

Year	II	Course Code: 4.6	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: 4.7	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 teachershall select one programme in operation, such as: School Day, PratibhaKaranji, Ba Shalege, National festival day, etc and document the event, assess the status and present a report for its improvement.

6. The student teachershall 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 teachershall organize an educational exhibition or quiz or mock parliament and present a report along with photographic evidence

8. The student teachershall 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: 4.8	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,   **5**

   Learning Aids, Learning Activities, Techniques and Evaluation.

2. Initiation Phase:

Use of previous learning, Sequence of ideas, Relevance, Devices,   **5**

Linking Initiation to the Presentation of Learning Points.

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, and 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   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

(Note: At present there is no co-ordination Committee. In future if necessary it can be framed by following these guidelines)

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 <u>objective, democratic and transparent</u>. 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 evolvement.

3. Master ledger:

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

4. Assignment and test evaluation sheets. :

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

5. Master score list: The evaluation cell teachers will prepare a consolidated list for all the subjects and the test. They maintain the master list along with evaluation sheet file. This cell

work throughout year and build required records. Such will not make college tensed at the last minute to prepare required sheets for submission to coordination committee.

6. Correspondence with school and student allotment file:

Every college has to interact with schools and correspond. Each school will be allotted with a group of student teachers. All such relevant documents need to be filed and has to be procured from group leader-student. The files and records so produced may also be handed over to the principal at the end of the semester/year.

7. School wise record file:

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

8. Teachers Student Teaching Observation Dairy:

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

9. File with CBT Data:

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

ISSUES INVOLVED IN IA MARKS RECORDING:

Transparency and Democracy: The principal should create openness and confidence with all the members without making any member feel that certain things are by passed and some people have high handedness. In fact many of the problems in the colleges getting in to miscreant activities and some teachers indulging in to activities culmination in to aquarelle some leakages,

manipulation of marks and student unrest are due to this reason. The democratic system can be maintained by having various sub teams for various activities such as Practice teaching unit, assignment teats unit, CBT unit, Teaching aid evaluation unit, test and assignment unit, with different group of teachers. This will make every teacher equally important. Further the responsibility may be rotated from year to year so that everyone should get the pain and pleasure of all the works equally experienced.

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

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

CONDUCT DURING COORDINATION COMMITTEE VISIT:

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

During coordination visit, the records of each student should stack in each beehive separately in the display hall. All students should be made to assemble in assembly hall. The student should not be made to sit in the hall for hours together. The principals should get the timings of visitors arrival and make the student assemble about an hour before the team visits. This makes the students to face the coordination committee with liveliness and comfort. There are many instances where in students faint during the visit. Some colleges are in the habit of

making student teachers stand outside the gate in two rows in scotching 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 othersprivileges. 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.

*******************END***************