



KARNATAKA STATE WOMENS UNIVERSITY VIJAYAPUR

**TWO-YEAR (1st And 2nd Semester) B.Ed. PROGRAMME
(AS PER NCTE ACT – 2014)**

Effect from 2015-16 Onwards

DEPARTMENT OF EDUCATION

**Karnataka State women's University, Janashakthi
Campus, Torvi ,
VIJAYAPUR-586108
2015**

COURSE STRUCTURE FOR THE TWO-YEAR B.Ed. PROGRAMME
SEMESTER WISE DISTRIBUTION OF THE COURSE

Semester 1

Sl.No.	code	Papers	Credit 14	Internal Marks		External Marks		Total
				Max	Min	Max	Min	
Course 1	Ed-1	Childhood and Growing up	04	20	08	80	32	100
Course 2	Ed-2	Contemporary India and Education	04	20	08	80	32	100
Course 3A	Ed-3A	Knowledge and Curriculum - Part-1 (½)	02	10	05	40	15	50
Course 4	Ed-4	Assessment for Learning	04	20	08	80	32	100
	1) EPC-I	: Reading and Reflecting on Texts (½) (Activities based Assignments)		50	20	--	--	50
	2)	Pre – Internship: I Semester		25	10	--	--	25
		Total		145		280		425

(Engagement with the Field: Tasks and Assignments for Courses 1, 2, 3A, & 4)

Semester 2

Sl.No.	code	Papers	Credit 14	Internal Marks		External Marks		Total
				Max	Min	Max	Min	
Course 5	Ed-5	Learning and Teaching	04	20	08	80	32	100
Course 3B	Ed-3B	Knowledge and Curriculum - Part II (½)	02	10	05	40	15	50
Course 6	Ed-6	Understanding Disciplines and Subjects (½)	02	10	05	40	15	50
Course 7	Ed-7	Language across the Curriculum (½)	02	10	05	40	15	50
Course 8A	Ed-8A	Pedagogy of School Subject 1 –Part-1(½)	02	10	05	40	15	50
Course 9A	Ed-9A	Pedagogy of School Subject 2 –Part-1(½)	02	10	05	40	15	50
	1) EPC-2	Drama and Art in Education (½) (Activities based Assignments)		50	20	--	--	50
	2)	Pre - Internship-II Semester		25	10	--	--	25
		Total		145		280		425

Engagement with the Field: Tasks and Assignments for Courses Ed- 5, 3B, 6, 7, 8A & 9A) **Total= 425**

DETAILED SYLLABUS
SEMESTER -I
Ed.I: CHILDHOOD AND GROWING UP

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

- Understand children of different ages by interacting and observing them in diverse social, economic and cultural context rather than through an exclusive focus on psychological theories of child development.
- The study of childhood, child development and adolescence.
- Understand learning as divergent process.
- Make aware about the importance of healthy living and preventing disease.
- Introduce psychological trials of learners.
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- Penetrate health awareness among prospective teachers.
- Understand the role of the family and the school in the child's development.

Unit – 1 : Childhood and Child Development

- Childhood: Meaning, concept and characteristics.
- Social and emotional development of child (with special reference to diverse social, economic and cultural backgrounds).
- Physical & intellectual development of child.
- Development of concept formation, logical reasoning, problem-solving and creative thinking & language development.
- Effect of family, schools, neighbourhoods and community on social and emotional development of child.

Unit – 2 : Adolescent Development

- Adolescent: Meaning, concept and characteristics.
- Cognitive, Physical social, Emotional and moral Development patterns and characteristics of adolescent's learner.
- Social and emotional construction of adolescence, various social-cultural and political dimension associate with its positioning and development in society.
- Impact of urbanization and economic change on adolescent. Issues of marginalization of difference and diversity and stereotyping.

Unit – 3: Learning:

- Learning: Meaning, concept and Nature of learning, factors influencing learning.
- Process and outcome of learning.
- Domains of learning, cognitive, Affective and psychomotor.
- Maturation and learning.
- Learning skills.

Unit – 4: Physical and Mental Hygiene

- Mental health & Hygiene: Meaning, Concept and Factors affecting mental Health & Hygiene.
- Development of Good mental Health, characteristics of mentally healthy teacher, to improve mental health of Students.

- Personal and environmental hygiene, Family and school health/prevention of accident, Health information, disease prevention and health information.

Psychological – Trials & Test

- Emotional Intelligence & Intelligence
- Personality
- Creativity
- Cognitive development of learner.
- Test of Mental health

Practicum

- Organize creative activities for children of diverse socio- cultural background with aim to learn to communicate and relate with them.
- Create child based new activity to learn to listen to children with attention and empathy.
- Project on your experiences to be had with adolescence of diverse contexts such as orphan, backward Classes and street children, interact with them(special reference to their physical, mental and emotional development)
- Seminar or workshop for student teacher to observe, interact with and study adolescents of different ages in and outside the school, in diverge social-economic, cultural, linguistic and regional contexts.
- Observing learners, in natural setting to study play patterns and write a report on their domain of learning, the report present class in the presence of teacher education.
- To study children of diverse economic and societal & cultural context for understanding learners' thinking and learning and prepare a report.
- Examine the physical hygiene of school and any social place in order to make critical appreciation.
- Conduct an awareness program in school by the pupil teacher on physical and mental health after getting training on prayer, yoga and meditation.
- Apply any five Psychological tests on upper primary to senior secondary students (any one) and on the basis of the conclusion, make a comprehensive profile,(at least ten students for each test).

References

- Shrivashra D.N, VermaPreeti 2007, Child Psychology: Child Development Vinod Pustak Mandir, Agra.
- Pareek Prof Matworeshwar, 2002, Child Development and Family Relah Onship, Research Publication, Jaipur.
- Mangal S.K, Mangal Shubhra, 2005, Child Development, Arya Book Depot New Delhi.
- Sharma, R.k, Sharma, H.S, Tiwari, Aryana, 2006, Psychological Foundation of Child development, Rodha Prakashan Mandir, Agra.
- Singh. D. P, Talang. Amritanshy, Prakash Ved. 2002 psycho- social basis of learning and development, research publication, jaipur.
- Shrivasha. D.N. Verma, Verma, Preeti 2010, Modern Experimental Psychology and Testing, Shri Vinod Pustak Handir, Agra.
- Dr. N.B. Kongwad, 2016, Childhood & growing up Vidyandidhi Prakshan, Gadag.

- Mathur, s.s. 2007-08, Development of learner and Teaching learning process, Agrawal publication, Agra.
- Mishra. R.c. 2010, child psychology. A.P.H publishing corporation, New Delhi.
- Piaget, J. (1997) development and learning. in M gauvarin & M. Cole (Eds.) readings on the development of children. New York. WH freeman & company

Ed.II : CONTEMPORARY INDIA AND EDUCATION

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

- Evolve a deeper understanding of its purpose and its relationship with society and Humanity.
- Contextualize contemporary India and education.
- Understand the classroom as a social context.
- Provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.
- Critically analyze human and child rights.
- Equips the teacher with proactive perspective and sense of agency.
- Learn about policy debates overtime the implementation of policies and actual shaping of school education.

Unit – 1: Diversity in Society & Education

- 1.1. Education: Meaning, concept, Nature and Functions
- 1.2. Social & Cultural diversity: Meaning, concept and their impact on Education.
- 1.3. Meaning & concept of: Pluralistic culture, identity, gender equality, Poverty and Gender sensitization and their relation with education.
- 1.4. Social, Cultural, Economic and Political perspective of society and Education.
- 1.5. The role of educational institution for creating new social orders.

Unit – 2: Issues of Contemporary Indian Society & Constitutional Provision

- 2.1. Concept of inequality, discrimination, marginalization (Govinda, 2011) and their impact on education and society (the PROBE Team, 1999)
- 2.2. Preamble, Fundamental rights and duties of citizens, and directive Principles of state policies.
- 2.3. Constitutional provisions on human & child right, and values.
- 2.4. Education for marginalized group like women, Backward class
- 2.5. Role of NCPCR (National Commission on Protection of Child Right)
- 2.6. National Integration and National Security

Unit – 3: School as a Social Context

- 3.1. Social order: Meaning, Concept and its impact on school
- 3.2. Role of Education in sustaining a democratic social order.
- 3.3. Role of education in developing Socialistic patterns.
- 3.4. Rights for gender equality and their implication for social change.
- 3.5. School and community relationship.
- 3.6. Class room as a social context: Pedagogical and curricular shift of 1990s to at present, mid-day meal programme and role of legislative Action by order of Supreme Court.

Unit – 4: Emerging Indian Concerns and their Educational Implications

- 4.1. Meaning, Concept and impact on Education of Liberalization, Globalization, Privatization.
- 4.2. Stratification of Education: concept and process.
- 4.3. Contemporary issues related policies in the pre-independence period
- 4.4. Right to Education (GOI 2009, Raina 2010), SSA, Policies for UEE, Nayee Taleem
- 4.5. Kothari Commission recommendations and their implementation in The context of planned Industrialization and Education.
- 4.6. National Policy on Education 1986, and programmed of action 1992 And its impact on education (w.r.t.context of Liberalization and Globalization of Indian Economy)

Practicum

- Project on tracing the process by which a consumer product is made available from its raw form to a finished product and studying the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another.
- Match people's experiences about their and others' culture and diversity.
- Prepare a report after studying the major characteristics of India's pluralistic society, which select in or out school.
- To organize stage show or play to demonstrate cultural diversity of India / regional.
- Observe mid-day meal of a school to assess its nutritive value and social integral value (when children from various socio-cultural background religion, caste etc. come together)
- Conduct an awareness programme on Child Rights with students, parents and community.
- Draft a report with the help of field interview while studying the issue of reservation as an equalitarian policy.
- Write a survey based report on financial allocations/field conditions/policies/imperatives of schools.
- Conduct a special camp for children or women of tribal/nomad/illiterate/remote area to make them literate or skilful or/to provide knowledge about hygiene.
- Draft a report on above special camp and present it in classroom seminar.
- Examine policy and constitutional provision on equality and right to education.
- Make a report after critical study of any earlier policies (Nayee Taleem or universal elementary education) to integrate life, work and education the context of community participation and development.
- Train students in any five handicrafts on the basis of the Nayee Taleem. And other related to cottage industries.

References

- Anand C. L. *et al.*, (1993) *Teacher and Education in the emerging Indian society* NCERT New Delhi.
- Dewey S (1956) *Democracy in Education* New York: Macmillan.
- Gandhi M. K. (1956) *Basic Education*, Ahmedabad Nalijiban.
- Government of India (1952) *Report of the Secondary Education Commission*, New Delhi:- Ministry of Education.
- Government of India (1966) *Report of Education Commission* Ministry of Education, New Delhi.
- Government of India MHRD (1986) (Revised 1992) *National Policy of Education*. New Delhi.
- Government of India (1992) *Report of Core Group on Value Orientation of Education Planning Commission*.
- Mani R S. (1964) *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.
- Mathur S.S. (1988) *A Sociological Approach to Indian Education*, Agra. Vindo Prakashan.
- Mukherjee S. N. (1966) *History of Education in India*, Baroda. Acharya Book Depot.
- Naik J. P. and Syed N (1974) *A Student's History of Education in India*, New Delhi. Macmillan Co.
- Naik J. P. (1975) *Equality, Quality & Quantity: The Elusive Triangle of Indian Education* Bombay : Allied Publishers.
- NCTE (1988) *Gandhi on Education* , New Delhi
- Salamaliha(1979) *Education in Social Context*. New Delhi. NCERT.

Ed.III (A): KNOWLEDGE AND CURRICULUM – (PART I) (½)
(50 MARKS)

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

- Understand the Knowledge Generation.
- Critically analyse various samples of textbook.
- Identify various dimensions of the curriculum and their relationship with the aims of Education.
- Discuss the basics of modern child centered education.
- Identify relationship between the curriculum framework and syllabus.
- Understand the relationship between power, ideology and the curriculum.
- Help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual understanding.
- Understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity.

Unit – 1 : Knowledge Generation

- Concept & Meaning of Education, Distinction between knowledge and skill, Teaching and Training, Knowledge and information.
- Chronological review on Knowledge generation, myth based faith and logical based knowledge, various structures of society and knowledge and their linkage and relationship.

Unit – 2 : Child- Centered Education

- Modern Child-Centred Education,: meaning, concept and its basis.
- Educational Thoughts on child centred Education of Gandhi & Tagore, Dewey (2004) and Plato and Buber.

Unit – 3 : Society, Culture, National Issues and Modernity

- Society, Culture and Modernity: - Meaning, Concept and relationship, Historical Changes introduced by Industrialization, democracy and ideas of individual autonomy.
- Education in relation to modern values, equality, individual opportunity and social justice and dignity of labour.
- Meaning & Concept of nationalism, universalism and secularism and their interrelationship with Education (With Special reference to Tagore (2003) and Krishnamurti (1992)

Unit – 4 : Text Book and Curriculum

- Idea of Meritocracy: - The relationship between power, ideology and curriculum (Apple, 2008) Power, ideology and curriculum: Meaning, concept and importance.
- Text book – Criteria of selection and critical analysis of Text Book, Children's literature and teacher's handbooks, Method of Assessment. Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher. (Develop meaningful strategies keeping in view the needs of the learners.)

Practicum

- Organize a stage play /a drama on educational thought of Mahatma Gandhi/Rebindranath Tagore.
- Organize child centred activity for enhancement of children education and values.
- Make a presentation on Folk songs, Folk culture and Customs to find out modern values.
- Organize a debate on Social equality.
- Organize a poster designing competition for awareness of girl's education and Female infanticide.
- Contact the people of nearby area of school for social issues and conduct survey.
- Contact rural people and collect information related to Folk songs, Folk culture and Customs.
- Practice of Poems/Songs/Parodies on nationalism, universalism and regionalism.
- Formation and administration of attitude scale on Nationalism, Universalization and secularism and prepare a report.
- Organize a quiz contest on Nationalism, Universalization and secularism and prepare a report.
- Organize a seminar on relationship among power, ideology and Curriculum.
- Critical review or analysis of the text book at upper primary and senior secondary level.

Reference.

- Letha Ram Mohan (2009). Curriculum instruction and evaluation. Agerwal publication, Agra.
- Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledge falmes, m.y.
- Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.

- Shulman L. S. (1986) those who understand: knowledge growth in teaching. educational researcher, 4-14
- Sinha, S. (2000) Acquiring literacy in schools, seminar, 38-42
- Sternberg, R.J. (2013). intelligence, competence, and expertise, in A.J. Elliot & C.S. Dweck (Eds), handbook of competence and motivation (pp
- Tagore, R. (2003) Civilization and progress. in crisis in civilization and other essays. New Delhi: Rupa & co.

Ed.IV: ASSESSMENT FOR LEARNING (100 MARKS)

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

- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- To provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child's overall development.
- To introduce student teachers to the history of evaluation and current practices.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques. Analyse, Manage and interpret assessment data.
- Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
- Develop critical understanding of issues in assessment and explore, realistic, comprehensive and dynamic assessment process which are culturally responsive for use in the classroom.
- Develop enabling processes which lead to better learning and more confident and creative learners.
- Understand the critical role of assessment in enhancing learning
- Critiques the traditional purpose of assessment (as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of expertise that can be displayed on papers, assessment as a selective and competitive act and achievement as an outcome of individual's innate factors.)

Unit – 1: Concept of Assessment

- Meaning & concept of assessment, Measurement, and Evaluation and Their Interrelationship, Purpose of Assessment (Prognostic, Monitoring of Learning, Providing Feedback, Promotion , Diagnosing. Principles of Assessment, and Perspectives.)

Unit – 2: Type of Assessment

- Classification of assessment: Base on purpose (Prognostic, Formative, Diagnostic and Summative), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude, etc.), Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written, Nature of interpretation (norm referenced, criteria referenced).
- Assessment of cognitive learning : Types and levels of Cognitive learning, understanding and application, thinking skills – convergent, divergent, critical, problem solving and decision making, items and procedures for their assessment .

Unit – 3 : Continuous and Comprehensive Evaluation

- Assessment of affective learning: attitude and values, interest, self – concept items and procedures for their assessment.
- Grading: Concept, types and Application, Indicators for grading Psycho-Social and Political dimensions of assessment.
- Continuous and Comprehensive Evaluation: Concept, Need and Process.
- School visits followed by presentation on evaluation practices in schools

Unit – 4 : (A) Assessment Devices

- Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
- Assessment of Group Processes – Cooperative Learning and Social Skills.
- Self, Peer and Teacher Assessment.
- Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false, etc.) reflecting - Problem solving, creative and critical thinking, enhancing imagination and environmental awareness.
- Feedback to/from students, parents and teachers.

(B) Assessment Practices

- Construction and Selection of items, Guidelines for Construction of test items, assembling the test items, Guideline for administration.
- Scoring procedure – Manual and e-assessment.
- Analysis and interpretation of student's performance processing test, performance, calculation of percentage, central tendency measurement, graphical representations.
- Recording and reporting of forums for engagement with community work.
- Relationship of assessment with self-esteem; motivation and identity as learner, assessment of fixed and growth mindsets.

Practicum

- Observe the teaching learning process in class room and prepare a report and feedback on it.
- Prepare a diagnostic test of any subject at upper primary to senior secondary, give suggestions for improvement.
- Organize a group discussion to assess thinking skills of students.
- Conduct a competition amongst students, giving them any topic and asking them to make a response oral or written. On the basis of response evaluate their personality or skills; ask them to take remedial measure too.
- Presentation of papers on examination and evaluation policies.
- To organize a drama/short play on value based topic.
- To assess self-concept of the students in class room and provide them feedback for it.
- Conduct a summary to express the feeling of students about parents, teacher and peers.

- Organise a group activity (like competition/ story telling/reading/ writing) and get it assessed by self, peer and teacher.
- Draft a report on variation among assessment.
- Seminars on contemporary issues of assessment and measurement.
- School Visits followed by presentation on evaluation practices in schools.
- Conduct a community work with involvement of children, students, teachers and society, and evaluate the work.
- Prepare an annual plan for continuous and comprehensive evaluation at upper primary to senior secondary level any subject.
- Debate on merits and demerits of manual and electronic scoring procedure.
- Construction, administration and interpretation of self-made achievement text.

Reference

- Paul, Black (2012). Assessment for learning McGraw.
- East, Lorna M. Assessment as learning Sage Pub. 2010
- Ecclestone, Kathryn. Transforming formative assessment in life long learning. McGraw Hill. Eng.2010

SEMESTER - I

COURSE EPC 1: READING AND REFLECTING ON TEXTS (½)

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

- Students will also develop Meta cognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
- This course will enable student teacher to enhance their capacities as readers and writers by becoming participants in the process of reading.
- To engage students with the readings interactively – individually and in small groups.
- To provide opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.
- Course Content:

Activities I: - Reading of Texts

- Teacher Educator will give a topic (related to empirical, conceptual and historical work, policy documents) for reading, after intensive reading in group or individual pupil teacher will discuss their view on the given topic of reading.
- Teacher educator will examine/observe the grappling with diverse texts of the student and remedial suggestions will be given.

Activities II: - Skill and Strategies

- Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc.) of reading & written work.
- Narrative texts, expository texts from diverse sources, autobiographical narratives, field notes, and ethno graphics could also include addressing different types of reading skills and strategies.
- Teacher Educator will set goals for learning, monitoring, comprehension and self-reflection.

Activities III: - Reading Assignment

- Student could read empirical, conceptual and historical work, policy documents, and studies about schools, teaching, learning and about different people's experiences for discussion or creative writing.
- Submit reading reflection after completing reading assignment and before coming to class. In each reflection students should summarize the important concept of the reading and describe what was interesting, surprising or confusing to them.

Activities IV: - Observation & Discussion

- Pupil teachers will observe the activities of peer group also.
- Teacher educator will motivate pupil teachers to thinking about and regulating one's own thinking in the learning process.
- Critically analyse activities of own and group during reading, discussion and writing.

Activities V: - Evaluation & Reflection

- Reflective journal will be developed by pupil teacher for trapping experience, observation and views of participant (with the help of teacher educators)
- Teacher Educator will critically analyse entire activities on the basis of reflective journal.

Note: - Pupil Teacher will draft a report on entire activities.

Reference

- Reflecting on Literacy in Education. Peter Hannon. Routledge Publication
- Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication
- Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.
- Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
- Fostering Reflection and Providing Feedback: Helping Others Learn from .By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
- Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication.
- Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, and Charlene Fleener. Cinage Learning

Semester – I : Pre-Internship for Two Weeks

Assessment is based on the following activities –	
* Micro Teaching (5 Skills) (Both Teaching Subjects) (Each Skill of 1 Mark)	5
* Lesson plan, Unit Plan and year plan format & Demonstration lessons	5
* One week, regular observation of regular teacher (at the beginning of practice teaching.)	5
* Content Analysis and mode of transaction (Assignment in each teaching subject, 2 X2.5)	5
* Creating and maintaining teaching learning material for the school (which can become valuable resource for the regular teachers of the school. a) TLM in each teaching subject (2 X2.5)	5
Total Marks	25

* Undertaking an activity is mandatory.

Engagement with the Field: Tasks and Assignments for Courses 1, 2, 3A, & 4:

SEMESTER -II

Ed.V: LEARNING AND TEACHING

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

- To develop scientific attitude for the process of teaching & learning.
- To develop understanding about the relationship of cognitive, social and emotional development with learning process.
- To provide an overall view on teaching & learning style and ideas to enhance these activities.
- To introduce student – teachers with teaching skill, component and parameters of effective teaching.
- To develop insight for perfect teaching by with its overall perspectives in detail.

Unit -1: Psychological Domains of Teaching & Learning

- Cognition and Cultural cognitive Psychology: - Meaning, concept, Important, domains and its relationship with Learning & Teaching.
- Social development - Meaning, Importance, Social process and its effect on Teaching & Learning, theory of social construction(Bruner)
- Emotional development: - Meaning, Process, Need to Study and its effect on Teaching and Learning Process.

Unit – 2: Effective Teaching

- Effective Teaching : Meaning, Component and Parameters of Effective Teaching, Identification of Teaching Skills, Principles of Teaching, Classroom instruction strategies, Teacher as a Learner, Responsibilities of Teacher.
- Teaching for culturally diverse students, theory of culturally relevant pedagogy (Landson Billing 1995 and Plato, 2009).
- Values & personal relationship between Teachers and Learners relationship among learners, self-esteem and freedom experienced by learner.

Unit – 3 : Learning

- Learning - Meaning, and characteristics, learning factors, influencing factors, Kind of learning, Tradition and changes in view of the learning process a shift from teaching to learning.
- Principles of learning, Quality of learning.
- Discovering learning-Meaning, concept, Principle to assess quality of learning.
- A learning Cycle for discovery, classroom Instruction Strategies Theories supporting the new view of the learning process.
- Learning as construction of knowledge (NCERT, 2005) Learning in and outside school and its relationship with learners' motivation learning in diverse socio-cultural condition.

Unit – 4: Learning Teaching Style

- Diversity among learners and learning needs (with reference to special needs) multilingual background concept and Philosophy of inclusive education. Learning Style: - concept, Types and importance in Teaching –Learning process, factor effecting on learning style, concept of thinking style and its relationship with learning style.
- Teaching Style: - Concept, Types and effect on learners’ learning process, factor effecting on Teaching Style.
- Effective Teacher Behaviour, Role of Hemisphere city in Thinking, Learning and Teaching Style.
- Teaching as profession, effective classroom management.

Practicum

- Critical analysis of School situation in terms of its role in promoting learners cognitive and non-cognitive learning outcome and report on entire activities.
- Preparation of learners profile based on cognitive and non cognitive characteristics to depict inter and intra individual differences.
- A Survey based report on an effective Teacher behaviours or class room Instruction Strategies of effective Teacher.
- Analysis of record or Teaching and Learning by Video recording of your own lesson.
- Analysis of classroom teaching episode in the light of teaching skill/strategies.
- Study of a case and prepare a report on influential factors of learning.
- On the basis of regular visit (one week) to same class and student, analysis of influential factors of learning.
- Present the report in class workshop.
- Identify learning style of at least 5-student at primary to secondary level. (Any one)
- Through active involvement with students(playing, storytelling, puzzle-games, reading etc.) observe differential learning needs of the learners with regard to learning styles and draft a report for presentation.
- Draft a report on Teachers’ Teaching Style by one week Classroom observation of two teachers (One may be Rural and One may be Urban)
- Make your own lesson Plan by studying Teacher’s diaries.
- Analysis of classroom teaching episode in the light of classroom management.
- Create facilitative learning environments through enhancing motivation, positive emotions, collaborative and self-regulated learning, examine the effect on learning level.(Through pre and post-test of learners treatment should at least of one week)
- Present the report of entire programme in class.

References

- Aggarwal, J.C. *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House Pvt Ltd., 1995.
- Allen, D.W. and Ryan, K.A. *Microteaching*. Massachusetts: Addison Wesley, 1969.
- Anderson, L.W. (1984) *An Introduction to Time and School learning*. Great Britain, Croom Helm Ltd.,
- Flander, N.A. (1970) *Analyzing Teaching Behaviour* Reading Massachusetts. Addison – Wesley.
- Gage, N.L. and Berliner, D.C. *Educational Psychology*, Chicago: Rand McNally College Publishing Company, 1975.
- Hurt, H.T., Scott M.D., and McCroskey J.C. *Communication in the Classroom*. California: Addison Wesley Publishing company, 1977.
- Jangira, N.K. and Singh, A. *Core Teaching Skills – The Microteaching Approach*. New Delhi: National Council of Education Research and Training, 1982.
- Joyce, B. and Weil, M. *Models of Teaching*. New Delhi: Prentice-Hall India Pvt. Ltd., 1997
- Passi, B.K. *Becoming Better teacher*. Ahemedabad: Sahitya Mudranalaya, 1976.
- Singh, L.C. *Microteaching – An Innovation in Teacher Education*. Agra: National Psychological Corporation, 1979.
- Travers, R. M.W. *Second Handbook of Research on Teaching*. Chicago: Rand McNally College Publishing Company, 1973.

SEMESTER -II

Ed.III (B): KNOWLEDGE AND CURRICULUM (PART-II) (1/2) 50 MARKS

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

- Understand the epistemological, sociological and the psychological basis of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches.
- Compare and analyze the NCF over the years with respect to their foundation Considerations, concerns, priorities and goals.
- Understand linkage among curriculum framework and critical issues which directly and indirectly are related with learning.
- Analyse curriculum framework, in the light of learners' need, and understanding in the light of characteristics.

Unit – 1: Introduction to Curriculum

- Meaning of curriculum, four perspectives of curriculum – Traditionalist, Conceptual – Empiricist, Re-conceptualists, Social Constructivists.
- Concept of core curriculum, Hidden curriculum, Spiral curriculum and their relevance.
- Analyse the influence of school, community and state on the content and curriculum of primary to secondary/senior secondary.

Unit – 2 : Curriculum Framework & Learner

- Curriculum framework: -meaning, concept, need and importance; ramification of curriculum framework into curriculum, syllabus and text books.
- Nature of learner and learning process: developmental characteristics of learners: developmental tasks; behaviouristic, cognitive and social learning (and their relevance to curriculum development.) learning approaches.

Unit – 3: Basis of Curriculum

- Epistemological basis of curriculum: Epistemology: Meaning, concept-and forms of knowledge.
- Sociological basis societal needs and aspirations, culture and values, social changes, knowledge explosion /national concerns and goals.
- Globalization, localization and privatization, political ideology and technological inferences, economic necessities in reference to curriculum.
- Cultural context of students: - multicultural, multilingual aspects/ critical issues: Environmental concerns, gender differences, and inclusiveness.

Unit – 4 : Society and Features of Curriculum Framework

- Curriculum: meaning, concept purpose, characteristics.
- Types: Subject- centred; learner- centred; community centred; Environmental centred; humanistic curriculum:
- Social constructionist curriculum- meaning, characteristics & purpose. Role of teacher.
- The salient features of national curriculum framework 2005 and NCFTE 2010. Analyse of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations.

Practicum

- On the basis of any textbooks (VI to XII), prepare a list of topics and activities given on: (i) Language and gender (ii) Language and peace and write a report on their reflection in the textbooks.
- Organize a workshop related to curriculum Structure/framework.
- Case study on school students to understand Nature of learner and learning process.
- Content Analyse of any subject school level book in the light of gender issues/values.
- Organize tree plantation program with the involvement of community members and school.
- Organize awareness campaign for cleanliness in nearby school and at home.
- To organize street theatre/play on environment awareness.
- Organize an orientation program for school teachers on NCF2005 and NCFTE 2010.

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Ed.VI: UNDERSTANDING DISCIPLINES AND SUBJECTS (1/2)

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

- Understand chronological evolution of knowledge.
- Understand theory related to human needs change with time.
- Reflect on the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts in the nature of disciplines with some discussion on the history of teaching of subject areas in schools.
- Historically review on sea change in disciplinary areas, especially social science, natural science and linguistics.
- Understand methods of study and validation of knowledge in changing scenario.
- Understand how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it.
- Study govt. policies on teaching of subjects after independence and its impact.

Unit – 1: Disciplinary Knowledge

- Knowledge: - definition, its genesis and general growth from the remote past to 21st century.
- Nature and role of disciplinary knowledge in the school curriculum, the paradigm shifts in the nature of discipline
- History of the teaching of subject areas in schools.
- The role of such disciplinary areas like language, maths, social science, science in the overall scheme of the School curriculum (from philosophical point of view John Dewey)

Unit – 2 : Disciplinary Areas

- Redefinition and reformulation of disciplines and school subjects over the last two centuries (in particular social, political and intellectual contexts)
- Sea change in disciplinary areas (especially social science, natural science and linguistic) during last fifty years :-Science from 15th century up to 21st century
- Linguistic from 15th century up to 21st century
- Advances of knowledge : teaching from 15th century up to 21st century
- Evolution of knowledge: humanities from 15th century up to 21st century.
- Landmarks of knowledge: social science from 15th century up to 21st century.

Unit – 3: Content of Discipliner

- Theory of content: need theory, hygiene theory and Maslow's theory
- Selection criteria of content in the syllabus.
- Transformation of content for construction of learners own knowledge through it,
- Criteria of inclusion or exclusion of a subject area from the school curriculum.

Unit – 4 : Development and Designing in Disciplines

- Recent developments in science, maths and philosophy in school level curriculum.
- Post independence era govt. policies on teaching of science, math and social science.
- Modes of thinking: meaning, concept and factors effecting it.
- Positivistic, speculative and authority centered modes of thinking: their impact on pure & applied sciences, social sciences and humanities.
- Differentiate among curriculum, syllabus and text books.
- Designing of curriculum, syllabus and text books.
- Criteria of selection good text books, magazine and journal.
- Importance of practical, community and intuitive or tacit knowledge in design of school subjects.
- Issues of social reconstruction selected to design school subjects.

Practicum

- Conduct an activity from school subject which is essential for further life at upper primary to senior secondary level.
- Conduct a play on life history of eminent persons, so that students can follow or accept as role model.
- Seminar on scheme of school curriculum.
- Assign tasks to students to collect information from their grandparents about change in life style, then with the help of student analyse the reason of these changes. (Due to advancement in science and technology) and present the report in assembly.
- Conduct a play on advances of knowledge in teaching/education from 15th century to 21th Century.
- Workshop on "writing a paper for book, magazine and journal. "
- Workshop on transformation of content for construction of learners own knowledge according to present need.
- Debate on criteria of inclusion or exclusion of a subject area from school curriculum.
- Select any appropriate topic of your subject at school level and organize a play in which - community, student and teachers will have actively evolved.

- Critical review of post-independence era govt. policies and its implementation on teaching of science/maths/social science/ language.
- Draft a report after deep study on recent developments in science/maths/philosophy in school curriculum.
- Analyse the Periodicals like newspaper, Magazine, Journals etc. in the light of social needs of science/social science/maths etc.
- Critical review of a text literature of your subject area.
- Make a project related to farming, horticulture or hospitality by which student may acquire knowledge of multidiscipline.
- Write about a book, which is the best, with logic and justification.

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Ed.VII : LANGUAGE ACROSS THE CURRICULUM (1/2)

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

- understand the language background of students as the first or second
- Language users.
- Create sensitivity to the language diversity that exists in the classroom.
- Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- Understand the nature of reading comprehension in the content area & writing in specific content areas.
- Understand interplay of language and society.
- Understand function of language and how to use it as a tool.
- Understand language and speech disorder and make remedial measure, too.

Unit – 1: Language and Society

- Rule governed system: meaning, concept and use in language.
- Relationship of language and society: identify, power and discrimination.
- Nature of multilingualism: differential status of Indian classroom language.
- Dialect; deficit theory (Eller, 1989) and discontinuity theory.

Unit – 2: Language Development

- Theories of language development and its implementation in teaching, psychological basis of language.
- Social stimulation: gestures, emotional facial expression, posture and movements, articulate speech, physiognomy language development in different ages
- Speech defects: - lisping, slurring, stuttering and stammering and role of teacher in its resolution.

Unit – 3: Language Acquisition

- Language acquisition: - stages, language and thought
- Language acquisition and cognitive development, Biology of language acquisition language in different contexts
- Meta- linguistic: meaning, concept & awareness, listening, speaking, reading, comprehension and writing for varying context, language proficiency of teacher.

Unit – 4: (A) Classroom and Language

- Classroom discourse: nature, a meaning and medium.
- Discussion as a tool for learning.
- Questioning in the classroom -type of questions and teacher control (Thwaite & Rivalland, 2009)
- Function of language: In the classroom and outside the classroom.
- Classroom as a Language laboratory
- Role of literature in language learning, learners' role on understanding literature.

(B): Reading, Writing & Analysis

- Reading in the content areas: - social science, science and maths.
- Nature of expository texts vs. narrative texts, transactional vs. reflective texts.
- Scheme theory: text structures and examining content area.
- Textbooks: reading strategies for children –note making, summarizing making; reading and writing connection, Process writing: Analyse children's writing to understand their conception: writing with a sense of purpose writing to learn and understand.

Practicum

- Conduct a survey in secondary school to study academic achievement in overall or in specific subject of diverse linguistic students.
- Discuss the report in workshop or give a presentation in the class.
- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a teaching strategy.
- Identify speech defects of primary level student and make a remedial strategy for resolution.
- Draft a report on entire activity and present in class among pupil teacher and teacher education.
- Draft a report by Participatory transaction for building language acquisition skill of students in school.
- Take views from parents / teachers on language acquisition of different age group in diverse situations.
- Draft a report and present it in classroom discussion.
- Organize an activity based game to motivate students for creative questioning.
- Classroom interaction and draft a report on type of questions asked by teacher and students in class from diverse background.
- Close and critical reading of selective texts under discussion & readings in small groups.
- Students to go through experiential process for transacting some topics such as process writing & reading.
- Make a systematic report of entire activities with action plan for further improvements.

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Ed -VIII (A) Pedagogy of School Subject 1 -Part-1 (1/2)

ವಿಷಯಾಧಾರಿತ ಭಾಷಾ ಬೋಧನೆ (ಭಾಗ-I)

PEDAGOGY OF KANNADA LANGUAGE (PART-I)

50 MARKS

ಉದ್ದೇಶಗಳು:

01. ಪೀಠಿಕೆ ಅಥವಾ ಪರಿಚಯ, ಸಂಕ್ಷಿಪ್ತವಾಗಿ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.
- 02) ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಗುರುತಿಸುವುದು «ಪಾಠ್ಯಕ್ರಮದ ಉದ್ದೇಶಗಳು».
- 03) ಪೀಠಿಕೆ ಅಥವಾ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು «ಪಾಠ್ಯಕ್ರಮದ ಉದ್ದೇಶಗಳು».
- 04) ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಪೀಠಿಕೆಯಲ್ಲಿ ಸೂಚಿಸಿರುವ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.
- 05) ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಪೀಠಿಕೆಯಲ್ಲಿ ಸೂಚಿಸಿರುವ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.

ಘಟಕ-01 ಕನ್ನಡ ವ್ಯಾಕರಣ,ಭಾಷೆ,ಸಾಹಿತ್ಯ,ಸಂಸ್ಕೃತಿ ಹಾಗೂ ಚರಿತ್ರೆಯ ಪರಿಚಯ.

- 1.1 ಪೀಠಿಕೆಯಲ್ಲಿ «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು. «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.
- 1.2 ಪೀಠಿಕೆಯಲ್ಲಿ «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು. «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.
- 1.3 ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಗುರುತಿಸುವುದು «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.
- 1.4 ಪೀಠಿಕೆಯಲ್ಲಿ «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.

ಘಟಕ-02 ಭಾಷೆಯ ಉಗಮ,ವಿಕಾಸ ಮತ್ತು ಪ್ರಾಮುಖ್ಯತೆ.

- 2.1 ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಗುರುತಿಸುವುದು «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.
- 2.2 «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.
- 2.3 «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.
- 2.4 «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.

ಘಟಕ-03 ಭಾಷಾ ಕೌಶಲ್ಯಗಳ ಅರಿವು ಮತ್ತು ಅಭಿವೃದ್ಧಿ :

- 3.1 «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.
- 3.2 «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.
- 3.3 «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.
- 3.4 «ಕನ್ನಡ ಭಾಷೆ»-ಯ ವಿಷಯವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸುವುದು.

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- ПЕРҚА аААЗАА аАПгА аАВЎА ЎАгИЎАИА ПАА «ААААА, w.ЕА.ЗЎАРАИАИ
- ПР ПАИ ВЕАЗБУМА-ЎАгАМЎЕАВ.А.ф.

PEDAGOGY OF ENGLISH LANGUAGE PART-I (50 MARKS)

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

- Understand the different roles of language;
- Understand the relation between literature and language;
- Develop creativity among learners;
- Understand the role and importance of translation;
- Understand the use of language in context, such as grammar and vocabulary;
- Develop activities and tasks for learners;
- Understand the importance of home language and school language and the role of mother tongue in education;
- Use multilingualism as a strategy in the classroom situation;

Unit – 1: (a) Role of Language

- Language and Society: Language and Gender; Language and Identity; language and class (Society).
- Language in School: Home language and School language; Medium of understanding (child's own language); language across the curriculum; language and construction of knowledge; difference between language as a school- subject and language as a means of learning and communication; critical review of medium of instruction; ; multilingual classrooms; multicultural awareness and language teaching.
- Constitutional provisions and Policies of Language Education: Position of languages in India; Articles 343-351,350A; Kothari Commission (1994-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

(b) : Position of English in India

- Role of English Language in the Indian context: ; English as a language of knowledge; position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

Unit – 2 : An Overview of Language Teaching

- Different approaches, Philosophical, social and psychological basis of approaches to language acquisition and language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J.Piaget, L.Vygotsky, Chomsky, Krashen)
- Grammar cum translation method, Direct method, structural- situational method, Audio-lingual method, Natural method; Communicative approach, Thematic Approach (inter-disciplinary).

Unit – 3 : Nature of Language

- Aspects of Linguistic Behaviour: Language as a rule-governed behaviour and linguistic variability; Pronunciation- linguistic diversity, its impact on English, pedagogical implication; speech and writing.
- Linguistic system: The organization of sounds; The structure of sentences; the concept of Universal grammar; Basic concept in phonology, morphology, syntax and semantics; Discourse.

Unit – 4 : Acquisition of Language Skills

- Grammar in context; Vocabulary in context
- Acquisition of language skills: listening, speaking, reading and writing.
 - Listening and Speaking: Tasks; materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, and multimedia resources
 - Reading: importance of understanding the development of reading skills; reading aloud and silent reading; Extensive and intensive reading; study skills, including using thesauruses, dictionary, encyclopaedia, etc.
 - Writing: Stages of writing; Process of writing; Formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement,; reference skills;

Practicum

- Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse: Does the language clearly convey the meaning of the topic being discussed?
 - Is the language learner-friendly?
 - Does it help in language learning?
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English subject classroom.
- On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.
- Materials (textbooks) used in the classroom
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
- Prepare two lesson plans on different methods, then demonstrate them in school and find the effectiveness of the method.
- Have a discussion on the topic 'Difference Between Spoken and Written Language'.
- Collect ten contextual examples of Grammar from English Textbooks of Classes VI to VIII and have a group discussion.
- Keeping in view the needs of the children with special needs, prepare two activities for English teachers.

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SEMESTER - II

COURSE 7 a: PEDAGOGY OF SCHOOL SUBJECTS (PART- I)

PEDAGOGY OF HINDI LANGUAGE PART-I (50 MARKS)

- Objectives:** After completion of the course, student-teachers will be able to:-
- Know the importance of teaching Hindi as second and third language.
 - Understand the different roles of language.
 - To acquire the basic skills of language learning.
 - Help the students to understand the aims and objectives of teaching Hindi.
 - Know the different methods of teaching Hindi.
 - Make them realization of their responsibility as language teacher.
 - Develop an understanding of the nature of the language.
 - Understand the importance of home language and school language and the role of mother tongue in education.

Unit - 1: Hindi Language

- Language meaning, nature and importance
- Meaning, nature and importance of Hindi language
- Position of Hindi in India and the place of Hindi in secondary schools curriculum in Karnataka.
- Aims and objectives of teaching Hindi.
- Psychological principles of learning Hindi as a second language
- Three language formula.

Unit - 2: teaching methods in Hindi

- Grammar and translation method.
- Communication method.
- Bi-Lingual method.
- Structural method.

Unit - 3: Acquisition of Language skills.

- Listening: importance and activities for its development.
- Speaking: importance and the importance of flawless clear speaking, need for correct pronunciation, defects in pronunciation and remedial measures of vocabulary.
- Reading: meaning, importance and kinds of reading-silent reading importance and objectives, loud reading importance and objectives.
- Composition : importance and objectives and types : oral and written composition

Unit - 4 : preparation of lesson plan in Hindi

- Micro teaching: concept, cycle and the knowledge of different skills under micro teaching.
- Lesson plan: setting objectives, preparing lesson plan and demonstration.

- Unit plan: concept, importance and preparation of unit plan and unit test.
- Construction of question paper and designing of blue print

Practicum/ assignment (any one)

- Conduct an interview of any two Hindi author of your local area and prepare a report.
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the school.
- Revolutionary impact of mass media on teaching and learning Hindi.
- Write the life history and achievement of any five gyanapeetha awardees.
- Special abilities for Hindi teacher in non Hindi speaking area.

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The trainee teacher of Hindi methodology must complete lessons in practice of teaching in schools

- Prose -7
- Poem -3
- Grammar -2

Karnataka state women's university Bijapur
Bachelor of Education (BED)

Course 7A: - Pedagogy of school subjects PART I)
Pedagogy of URDU Language Part I(50-Marks)

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

1. To know the importance of teaching the mother tongue (the first language).
2. To Understand the aims & objectives of Urdu Teaching
3. To acquire the basic skills of language learning.
4. To know the importance of curricular & co - curricular activities.
5. To understand the use of language in context such as grammar & literature & vocabulary

UNIT -1: Nature and Significance of language Urdu:-

- 1.1) Language its meaning, origin development and uses.
- 1.2) Special feature of Urdu language
- 1.3) Urdu as the mother tongue.
- 1.4) Urdu as a first language, medium of instruction, and link language.

UNIT-2: Aims and Objectives of teaching Urdu.

- 2.1) aims and objectives
- 2.2) practical-Details
- 2.3) Cultural
- 2.4) Literacy.

UNIT-3: Development of language Skills:

3.1) Listening – importance – activities for its developments

3.2) Speaking ability – activities for the development of flowness, clear and coherent pronunciation, the role of learning by heart, dialogues, role play extempore and prepared speeches debates and language Games-defeats in pronunciation and Remedial

3.3) Reading – Mechanic of Reading.

3.3.1) Objectives, different kinds of Reading

3.3.2) silent and alone, intensive and extensive theory uses, methods of teaching reading Alphabetic, words, sentences look and say and story methods

3.4) Writing:

3.4.1) Hand Writing, importance of good Handwriting and its qualities, specialties of the Urdu script, letter, shapes, How to write them spelling copy writing, transcription and dictation.

UNIT-4: Teaching aids and co-curricular activities

4.1) linked in teaching ~~need~~ audio visual and visual aids ^{need and importance} ~~in teaching urdu~~ ^{in teaching urdu} ~~language~~ ^{language} ~~on~~ ^{different} occasion for their uses, preparing improving/ selecting

4.2) teaching aids for effective language laboratory.

4.3) different co-curricular activities which promote learning language

4.4) teaching aids used by a teacher ⁱⁿ (library) school, Dictionary, Black Board.

UNIT-5: Teaching of Urdu Literature and Grammar.

5.1) Teaching of prose & poetry

5.2) Objectives – Mastery over – language vocabulary building comprehension, appreciation, (criticism) Recitation, Summarizing Methods of teaching prose, Essay, story, play, detailed prose (text) poetry, traditional and Modern Methods, lecture methods, text book methods, deductive and inductive methods, question and answer methods, project methods.

5.3) Biography of famous authors and poets Dr. Mohammed Iqbal, Mirza Ghalib M. Altaf Husain Hali, Sir sayed Ahmed Khan, Moulana Abul Kalam Azad.

5.4) Teaching of Grammar: Aims and objectives ^{of} formal and functional methods of teaching

5.5) Composition – its importance, objectives, types and written picture, composition, written composition, types ^{of} dialogue, paragraphs, writing story, letters.

5.5.1) punctuation, importance, uses, connection of composition.

Practicum:-

1. To Study the Urdu poets of local area.
2. Preparation of scrap book for teaching language skills.
3. Preparation of the manuscript magazine in practicing school.
4. Solving the grammar exercise given in the secondary school text books.
5. Visit ^{to} five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.

Unit I मराठी भाषेचे महत्त्व

- 1.1 भाषा - भाषेच्या अर्थ, उगम, विकास आदी कार्ये
- 1.2 मराठी भाषेचा विकास व स्थिती
- 1.3 मराठी भाषा - शिक्षणाचे सर्वांगीण माध्यम
- 1.4 मराठी भाषेचे महत्त्व व अर्थ

Unit II मराठीच्या अध्यापनाची उद्दिष्टे आणि भाषा क्षेत्र

- 2.1 अध्यापन क्षेत्राचे काय ?
- 2.2 उद्दिष्टे - भाषिक उद्दिष्टे - अठरात्मक उद्दिष्टे, प्रादेशिक अठरात्मक उद्दिष्टे
- 2.3 वाङ्मयीन उद्दिष्टे - साहित्यिक उद्दिष्टे, सांस्कृतिक उद्दिष्टे
- 2.4 भाषा क्षेत्र - भाषा, वाचन, भाषा, लेखन

Unit III अध्यापनाचे नियोजन

- 3.1 वार्षिक नियोजन
- 3.2 छोटकरी नियोजन
- 3.3 छोटकरी नियोजन
- 3.4 पाठ नियोजन

Unit IV मराठी अध्यापनाच्या सुपरवा

- 4.1 अध्यापनाच्या पारंपारिक पद्धती
- 4.2 अध्यापनाच्या आधुनिक पद्धती
- 4.3 पाठ्यपुस्तक निर्मितीचे तत्त्व
- 4.4 पाठ्यपुस्तकाचे गुणधर्म

Reference books

- ① मराठी भाषा अध्यापन पद्धती - डॉ. सुखदेव कुर्दशी
- ② मराठीचे अध्यापन - म. व. कुंडल
- ③ मराठी भाषा अध्यापन पद्धती - डॉ. सुखदेव कुर्दशी

PEDAGOGY OF PHYSICAL SCIENCE (PART- I) (50 MARKS)

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

- Gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning.
- Appreciate that science is a dynamic and expanding body of knowledge;
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- Identify and relate everyday experiences with learning physical science;
- Appreciate various approaches of teaching-learning of physical science;
- Understand the process of science and role of laboratory in teaching-learning situations;
- Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of physical science;
- Integrate in physical science knowledge with other school subjects;

Unit – 1 : Nature of Physical Science

- 1.1 -Science as a domain of enquiry, as a dynamic and expanding body of knowledge; Science as a process of constructing knowledge; Science as interdisciplinary area of learning (Thermodynamics, Bio-molecules, Surface Chemistry, etc.); Facts, concepts, principles, laws and theories—their characteristics in context of physical science (citing examples for each);
- 1.2- Physical science for environment, health, peace, equity; Physical sciences and society;
- 1.3- Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V. Raman, Albert Einstein, Bhatnagar, Chandrashekar Subramanyam, C.N.R Rao. Homi Jahangeer Bhabha, RajaRamanna,

Unit – 2 : Aims and Objectives of Physical Science: Aims and Objectives of Physical Science at Secondary/ Higher Secondary

- 2.1- Developing scientific attitude and scientific temper, Nurture the natural curiosity, aesthetic senses and creativity in Science (secondary stage)/ Physics and Chemistry (higher secondary stage);
- 2.2- Acquire the skills to understand the method and process of science/physical science that lead to exploration, generation and validation of knowledge in science/physical science; Relate Science/Physics and Chemistry education to the environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society;
- 2.3- Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment, Solving problems of everyday life;
- 2.4- Know the facts and principles of science/physics and chemistry and its applications consistent with the stages of cognitive development of learners, (e.g. Mechanics, Heat, Electricity, Magnetism, Light, Acids Bases and

Salts, Thermodynamics, Metallurgy, Physical and Chemical Changes, Nature and States of Matter, etc.); Specific objective of different content areas in Science/physics and chemistry.

Unit – 3 : Approaches and Strategies of Learning Physical Science

- 3.1- Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method—observation, enquiry, hypothesis, experimentation, data collection, generalization. Illustrate with examples from specific contents of science/physics and chemistry, such as Solutions, Colloids, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refraction, Wave Optics etc.);
- 3.2- Communication in Science/Physical science, Problem solving, investigatory approach, concept mapping, collaborating learning and experiential learning in physics science facilitating learners for self-study.

Unit – 4: School Science Curriculum and Exploring Learners, Assessment and Evaluation (Physical Science)

- 4.1-Trends in Science curriculum; Consideration in developing learner-centered curriculum in physical science, Analyse of science/physics and chemistry syllabi and textbooks of NCERT and States (at upper primary, secondary and higher secondary stage).
- 4.2- Generating discussion. Involving learners in teaching-learning process; Encouraging learners to raise questions, appreciating dialogue amongst peer group: Role of learners in negotiating and mediating learning in physical science.
- 4.3- Characteristics of Assessment in Physical Sciences: Types of questions best suited for examining/assessing/ aspect of Physical Sciences; Questions for testing quantitative skills, Questions for testing qualitative Analyse; Open-ended questions.
- 4.4- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- 4.5- Blue print: and Unit Test-Meaning, concept, need and construction.
- 4.6- Open-book tests: Strengths and limitations
- 4.7- Continuous and Comprehensive Evaluation (CCE) in Physical Sciences.

Practicum

- Conduct a play on life history and innovation process of eminent scientist.
- Organize a quiz contest on Science as a process of constructing knowledge.
- Role playing activities in relation to solving problems of everyday life.
- Practical work with the help of low cost material in schools.
- Development of a science kit with the help of low cost material.
- Field projects related to physical science to develop knowledge of scientific methods in learners.
- Group discussion in peer groups, on the problems related to physical sciences.
- Debate on merits and demerits of school curriculum of physical science.
- Workshop on Trends in Science curriculum.

- Analyse physical science textbooks in the light of the syllabus and from the perspective of the child.
- Construction, administration and interpretation of an achievement test of any standard of school.
- Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure, too.
- Mark the student with less than 60% in physics, diagnose the difficulties and give appropriate remedial measure too.

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Ed -IX (A) Pedagogy of School Subject 2 -Part-1 (1½)

PEDAGOGY OF TEACHING History and Civics (PART- I) (50 MARKS)

Objectives: The student teacher will be able to

- Acquire knowledge of meaning, nature and scope of History and Civics.
- Acquire knowledge of aims and objectives of teaching History and Civics.
- Acquire skills in planning lessons in history and civics.
- Acquire the knowledge of values of teaching history and civics.
- Acquire the knowledge of history and civics and application of them in class room.
- To construct and administer unit test in teaching history and civics.
- Develop proficiency in correlating history and civics with other subjects.
- Acquire the knowledge of principles of curriculum construction in history and civics.
- Cultivate the qualities of a good history and civics teacher.
- To construct and administer unit test.
- Make use of Audio-visual aids about history and civics.
- Understanding and prepare the different types of test items for the evaluation of students performance in history and civics.

Unit – 1 : Introduction to History and Civics

- Meaning, nature, importance and scope of History & civics.
- Modern concept of history –History is a science or an art.
- Kinds of history based on time and space.
- Concept of Social Science.

Unit – 2 : Aims and Objectives of Teaching History and Civics

- Meaning, importance of aims of teaching history and civics.
- Aims of history:-Moral training, Patriotism, National Integration, International Understanding and Transmission of culture.
- Aims of civics: Democratic citizenship, civic sense, political consciousness, and understanding of structure and functions of government at various levels, Functional awareness of rights and duties of citizen, awareness of human rights.
- Objectives of teaching history and civics:- Knowledge, Understanding, Application, Critical thinking, Skills, Attitude, Interest, analysis of these objectives in terms of specific behaviour of learners.
- Values of teaching history and civics: Meaning of values in teaching history and civics.
 - Importance of teaching values in secondary schools.
 - Inculcation of values:- Moral, spiritual, social, cultural and aesthetic values.

Unit – 3 : Instructional Planning for Teaching of History and Civics

- Lesson Plan: Meaning, importance, characteristics and format of lesson plan
- Unit Plan: Meaning, importance, characteristics and format
- Unit Test: Meaning, importance, and steps for construction
- Resource Unit: Meaning, importance and format
- Instructional Kit – Importance & uses

Unit – 4 : Methods, Techniques and Models of Teaching History and Civics

- Methods of teaching History-Discussion, Project, source, storytelling, problem solving
- Methods of teaching Civics- Survey, Observation and demonstration
- Techniques of teaching History and Civics - Dramatization, Role play
- Models of teaching History and Civics - Jurisprudential, Enquiry, Concept Attainment
- Uses of Technology in teaching History & Civics – Multimedia Packages, Computer Assisted Instruction (CAI)

Activities

- Preparing a report about international leaders (freedom fighters, social reformers)
- Preparing a report on implementation of human rights.
- Collection of Patriotic songs related to India
- Collection of different countries flags with information.
- Collection of Historical / political articles.
- Survey of teaching aids available for teaching history in different schools.

Note: - Apart from the above teacher educator can select any other relevant assignment.

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- ಸಭಾಹಿತ-ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ
- ಕೆ. ತಿಮ್ಮರೆಡ್ಡಿ-ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ
- ರಾಮಚಂದ್ರ ಜೋಯ್ತ-ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ
- ಎಂ.ಸಿ.ಮೂರ್ತಿ -ಇತಿಹಾಸ ಬೋಧನೆ
- ದಕ್ಷಿಣಾ ಮೂರ್ತಿ -ಇತಿಹಾಸ ಮತ್ತು ಪೌರನೀತಿ ಬೋಧನೆ

PEDAGOGY OF GEOGRAPHY (PART- I) (50 MARKS)

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

- Acquire knowledge about the geographical facts, concepts, terms and principles.
- Acquire knowledge about nature, need scope & importance of geography & Economics in school curriculum.
- Acquire knowledge and understanding of the aims, objectives and values of Teaching geography & Economics.
- Understand and employ different methods of teaching of geography & Economics
- Develop efficiency in preparing lesson plan, unit plan, and resource unit is teaching geography & Economics.

Unit – 1: Basic concepts of Geography and Economics

- Evolution of the Earth – Tidal & Planetismal Theory
- Motions of Earth and its Effects
- Meaning of Solar system – Planets and satellites
- Regional Planning- Regional concept in Geography its application to planning, concept of planning region, regional imbalance.
- Basic concepts of Economics and forms of Economic systems

Unit – 2: Introduction to Geography & Economics

- Meaning and Importance Geography & Economics
- Nature, scope & functions of geography
- Contributions of great geographers like Van Humboldt, Carl Ritter, Fredrick Ratzel and Vidal-de-la-blache
- History of geographic Thought' German' British, American Schools

Unit – 3: Aims and Objectives of Teaching Geography and Economics

- Aims of teaching geography & Economics at secondary level
- Objectives of teaching geography – knowledge, understanding application, attitude, interest and skill
- Values of teaching geography & Economics.- intellectual, Economical, cultural, utilitarian, Aesthetic.

Unit – 4: Lesson Planning and Methods of Teaching in Geography & Economics

- Meaning, importance, characteristics and format of lesson planning.
- Unit Plan – Meaning and importance.
- Resource Unit – Meaning, steps and importance.
- Methods of teaching Geography & Economics – Lecture, demonstration, descriptive, observation, excursion, discussion, & project method.

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PEDAGOGY OF MATHEMATICS (PART- I) (50 MARKS)

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

- Develop insight into the meaning, nature, scope and objective of mathematics education;
- Learn important mathematics: mathematics is more than formulas and mechanical procedures;
- See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;
- Pose and solve meaningful problems;
- Appreciate the importance of mathematics laboratory in learning mathematics;
- Stimulate curiosity, creativity and inventiveness in mathematics;
- Develop competencies for teaching-learning mathematics through various measures.

Unit – 1: Nature and Scope of Mathematics

- 1.1- Meaning and building blocks of mathematics, As Science of Logical reasoning the nature of mathematical propositions, truth values, compound propositions; Truth tables; open sentences; truth sets; Venn diagram; logically valid conclusions; Use of quantifiers, implications – necessary and sufficient conditions;
- 1.2- A mathematical theorem and its variants- converse, inverse and contra positive, proofs and types of proofs, Difference between proof and verification; Deductive nature of mathematics;
- 1.3- History of mathematics with special emphasis on teaching of mathematics, contribution of Indian experience variables identified by Birkhoff and their relation, three aesthetics of precision and beauty in mathematics; scope of mathematics-Relation with School Subject, Use in Daily life and other disciplines, engineering, Agriculture and Medicine.

Unit – 2 : Aims and Objectives of Teaching School Mathematics

- 2.1- Need for establishing general objectives of teaching mathematics study of the aims (Disciplinary, Intellectual, Aesthetic values)and general objectives of teaching mathematics Vis-a Vis the objectives of school education;
- 2.2- Writing specific objectives and teaching points of various content areas in mathematics like algebra, geometry , trigonometry, etc.

Unit – 3 : School Mathematics Curriculum

- 3.1- Concept and Objectives of curriculum, organisation of content of curriculum, principles for designing curriculum,
- 3.2-Designing curriculum at different stages of schooling, some highlights of curriculum like vision of school mathematics, main goal of mathematics education, core areas of concern in school mathematics, curriculum choices at different stages of school mathematics education,
- 3.3- Construction of syllabi in various disciplines of mathematics, pedagogical

Analyse of various topics in mathematics at various level of schooling-arithmetic

- 3.4- Development of number systems, algebra, trigonometry, statistics and probability, etc. Study of SMSG,NMP, MME, and SMP.

Unit – 4 : Approaches and Strategies in Teaching and Learning of Mathematical and Assessment and Evaluation Concepts

- 4.1- Nature of concepts, concept formation and concept assimilation, moves in teaching a concept-defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason.
- 4.2- Comparing and contrasting; giving counter examples; non-examples; planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, mensuration, etc; problem posing and solving, discovering or exploring various options for solving the problems,
- 4.3-Formulation of conjecture and generalizations through several illustrations; difference between teaching of mathematics and teaching of science, concept mapping, CAI, Analytical and synthetic methods of Teaching Maths.
- 4.4- Meaning, concept and construction of Achievement test, Unit Test, diagnostic and remedial test.
- 4.5- Blue print: Meaning, concept, need and construction.
- 4.6- Open-book tests: Strengths and limitations
- 4.7- Continuous and Comprehensive Evaluation (CCE).
- 4.8- Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/ aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative Analyse; Open-ended questions.

Practicum

- Study learning difficulties of students of primary to secondary level.
- Prepare a model of Venn diagram or Pythagoras theorem.
- Playing mathematical game like puzzles, tables to enhance mental ability and understanding of maths.
- Draft a report on role of mathematics Teachers' association and its utility for rural teacher. After report writing conducts an awareness programme in rural area (or lab school) under mathematics teachers association.
- Analyse of mathematics curriculum at different level with the help learners' group.
- Organize maths fair with the help of school students.
- Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.
- Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess creativity, problem-solving and experimentation/activity performance; appreciating evaluation through overall

- performance of the child; self and peer evaluation.
- Construction, administration and interpretation of an achievement test of any standard of school.
 - Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure, too.
 - Mark the student with less than 60% in Mathematics, diagnose the difficulties and give appropriate remedial measure, too.

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PEDAGOGY OF BIOLOGICAL SCIENCE (PART- I) (50 MARKS)

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

- Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching- learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Identify and relate everyday experiences with learning of biological science.
- Appreciate various approaches of teaching- learning of biological science.
- Explore the process skill in science and role of laboratory in teaching- learning.
- Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of biological science.
- To understand meaning, concept and various types of assessment.
- Integrate the biological science knowledge with other school subjects.
- Analyze the contents of biological science with respect to pots, process skills, knowledge organization and other critical issues.
- Develop process-oriented objectives based on the content themes/units.
- Identify the concepts of biological science that are alternatively conceptualized by teachers and students in general.

Unit – 1 : Nature and Scope of Biological Science

1.1: Concept, Nature, Need &Importance of Biological science.

1.2: Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge: Biological science for environment and health, peace, equity: history of biological science, its nature and knowledge science independent of human application: origin of life and evolution, biodiversity, Biogas and Bio fuels, observations and experiments in biological sciences: interdisciplinary linkages, biological sciences and society.

1.3: Photosynthesis, factors affecting the process of photosynthesis, respiration in plants and animal, transportation in plants, phytoplankton and zooplankton, Reproduction in Plants and Animals

Unit – 2 : Aims and Objectives of Biological Science

2.1: Scientific attitude and scientific temper: Nurture the natural curiosity, aesthetic senses and creativity in biology: essential skills, methods and process that lead to exploration: Generalization and validation of scientific knowledge in biological science: Relate biology education to environment (natural environment, artefacts and people) and issues at the interface of science technology and society: Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment:

2.2: Solving problems of day today life, food chain and food web, facts and principles of biology and its applications consistent with the stages of cognitive development of learners: Specific objective of different content areas in biology.

Unit – 3 : Innovative methods of learning

3.1: Biology discussion,

- (a) Involving learners in teaching-learning process,
- (b) Encouraging learners to raise questions, dialogue amongst peer groups, materials from local resources and waste/low cost material.
- (c) Develop / fabricate suitable activities in biological science (individual or group work
:) Role of learners in negotiating and mediating learning in biology.

3.2: Team teaching, project method, problem solving method, programme instruction, investigatory approach, concept mapping, collaborative learning, and experiential learning in biological science: Facilitating learners for self-study.

Unit – 4 : School Science Curriculum and Assessment and Evaluation (Biological Science)

4.1: Trends in science curriculum: Consideration in developing learner-centred curriculum in biology: Analyse of textbooks and biology syllabi of NCERT and states/ UTs at upper primary, secondary and higher secondary stages: Analyse of other print and non-print materials in the area of biological science used in various states.

4.2: Principles of constructing Biology curriculum at Senior Secondary Level.
Modern trends in Biology curriculum: BSCS, Nuffield Biology - 0 & A level.

4.3: Meaning, concept and construction of Achievement test, diagnostic and remedial test.

- (a) Blue print: Meaning, concept, need and construction.
- (b) Open-book tests: Strengths and limitations
- (c) Continuous and Comprehensive Evaluation (CCE)
- (d) Characteristics of Assessment : Types of questions best suited for examining/assessing/ aspect of Sciences; Questions for testing quantitative skills, Questions for testing qualitative Analyse; Open-ended questions.

Practicum

- Conduct a health awareness programme in community with the help of student (Programme may be based on knowledge of biological science.
- Poster presentation/drama on origin of life and evolution for awareness about biodiversity.
- Planning and organizing events on special days related to biological science such as earth day, environmental day, cancer and DIV AID & science day.
- Examine the water samples for qualitative Analyse of phytoplankton and zooplankton.

- Organize and plan excursions with school students of scientifically significant local areas.
- Participation in health related national campaign such as pulse polio campaign.
- Organization of exploratory activities to develop scientific attitude and temper.
- Talk to the students about Indian traditional *sanskrit* and find out the scientific basis or hidden concern for life and preservation of environment.
- Collection and identification of common plants and animals around the locality to construct food chain and food web.
- Conduct any activity among students for linking child's natural curiosity with natural phenomena like weather, flora and fauna; contexts.
- Preparation/ designing programme instruction to facilitate learners for self-study.
- Prepare a lesson plan by using fusion method of teaching; give logic or reasoning your view why it is the best method. Write a report on its effectiveness.
- Organize activities with school level students to discuss their experiences of life; pupil teacher will give only clues and prompt them to enhance their activities.
- Teacher-learner will design learning experiences using each of these approaches.
- Prepare a low cost or waste material based experiment for secondary/ senior secondary schools.
- Content Analyse of the syllabus of biological science in the light of peace values.
- Write a report after critical reading of school textbooks.
- Prepare a write up on incorporation of current scientific innovation in existing syllabi of science at secondary to senior secondary level.
- Construct, administer and interpret an achievement test for any standard of school.

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- Bhar, Suraj Prakash (2006) teacher training lotus press, New Delhi
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SEMESTER – II
COURSE – EPC 2 : DRAMA AND ARTS IN EDUCATION (1/2)

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

- Fulfil an individual's potentials through fine art.
- Create a whole experience of being fully present and working with all of one's faculties and being in relationship with others and nature.
- Help appreciate the interconnectedness of an individual's physical, emotional health with that of social, environmental health of the human and natural community.
- Help connect these two with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them; we can hope to create harmonious individuals and a harmonious world.
- Develop ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.
- Critique the current trends in art education and develop a possible scenario for art for change.
- Understand the range of traditional art forms in the light of National Integration.
- Develop an appreciation for diverse music forms and the role of music in human cultures.
- Create and present pieces of art: using visual arts and crafts
- Create and present pieces of performance art using music and movement
- Evolve collective art projects incorporating different art media – into a public festival/ event.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
- Enable student-teachers to use drama processes to examine their present knowledge.
- To generate new knowledge, understanding and perceptions of the world.
- To train, enhance some theatre skills that will later help them be creative and enlightened teachers.

Activities – I

- Drama as a process that draws our physical, emotional, intellectual and other faculties together in a moment (e.g. life itself) makes for worthwhile, far reaching, holistic learning. It is important to stress that drama is not about the self alone or self-expression alone.
- The process of drama is a social experience. It is about the richness of understanding that can be generated by a group about society, self and the interconnections. The understanding generated within a group is internalized and is carried forward by the individual in diverse personal and social contexts.

The focus of drama is on the student- building her/his creative capacities through theatre.

- (These activities will be conducted in school in the presence and under guidance of teacher educator.)

Activities – II

- Draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises to build imagination and concentration of the body and mind of pupil teachers.
- Structured exercises for coordinating, enhancing and translating imagination into physical expression.
- (Theatre techniques are used to help stretch, enhance and challenge the student-teacher in terms of her/his body, imagination and perceptions.)
- By participating in group drama explorations structured and guided by the teacher, the student-teachers would enhance their critical awareness of the world and themselves in it. The focus is not the self alone but the social world that the self-lives in.

Activities – III

- Pupil teacher will learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathize by Teacher educator, then transfer their learning in school.
- Teacher educator will identify and develop the creative potential of Pupil Teacher through creative dramas. (In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher.
- Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. "How should I look at the others what does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities, Ways of seeing situations, social structures and communities.
- To sharpen observation and to learn to continuously ask probing questions while investigating situations.

Activities – IV

- Pupil Teacher will learn to identify areas that are best suited for drama exploration, planning and organization of drama.
- Any theme of drama will choose by pupil teacher with discussion or involvement of students such as girl feticide, women education, child abasement etc., and plan and organize the drama.
- Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of secondary school students. By these activities pupil teachers will examine (with the help of teacher educator) to develop the capacity to look at some situations from different perspectives, Learning to recognize contradictions within situations with the aim of grasping a better understanding of the situations rather than wanting to look for solutions.
- Finding connections between the particular and the universal. And how larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised dalit woman seeking medical help is connected with the larger world of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.

Activities – V

- Teacher educator will illustrate Fine Arts component as to understand interconnections between arts, crafts, drama, culture, aesthetics, health and livelihoods. The aim is also to appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their ability to recognise beauty and harmony as essential aspects of a life of quality.
- For Art, Art appreciation and Art education: Visit places like crafts museums, bal-bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation.
- Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
- Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colours, paper and crayon, colour pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colours, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, newspaper etc.

Note: - Pupil Teacher will draft a report on entire activities.

Semester- II : Pre-Internship for Two Weeks

*Make lesson plan at least 10 (5+5) in respective methods. student could develop their own method (fusion based) with the help of teacher educator.	5
*Delivery of 4 lessons (2+2, in each teaching subject) in school (After each lesson of practice teaching student teacher need to discuss with subject teacher on their pedagogy) (2x2)	4
*Peer group teaching in each subject (Two lesson plans, 2X2)	4
*Draft a report based on: - continuously and comprehensively evaluating students' learning for feedback into curriculum and pedagogic practice.	8
*Observation of day-to-day * school activities and report of an in-depth study of two activities.(2X2)	4
	25

* Note: Any of the above activity may be replaced as per the need of the course

Suggested School Activities

- Organisation of cultural activities, organization of literary activities
- organization of games/reports
- Framing of time table
- Attending and organizing morning assembly
- Maintenance of School discipline
- Maintenance of School Records
- Guidance and Counselling
- Organising science fair, exhibition, science club, nature study
- Maintenance of School library
- Maintenance of School laboratories
- Role of community for school improvement
- School mapping
- Gardening
- Water resource management
- Voluntary services
- Mass awareness of social evils and taboos
- Literacy activities
- Any other activity/s decided by the institute

Engagement with the Field: Tasks and Assignments for Courses 5, 3B, 6, 7, 8A & 9A)