Sarada Vilas Teachers College
K.M. Puram, Mysore-04

1.2.1 QNM DE
3 UOM Pedagogy and Electives List

1-2-1 (2)

CONTENT LIST

REGULATION

	Regulation	
	Blue Print	

Semester-I

	Childhood and Adolescence	
	Philosophical and Sociological bases of Education	
	Educational Technology	
	Understanding Discipline and pedagogy: Languages	
	Understanding Discipline and pedagogy: Social Science	
	Understanding Discipline and pedagogy: Sciences	
	Understanding Discipline and pedagogy: Mathematics	
	Understanding Discipline and pedagogy: Commerce	
	Understanding Disciplines and school subjects	
	ICT- Basic	
	Psycho-social tools and techniques	
	Language across the school curriculum	
	Microteaching and Integration of Skills	

Semester-II

	Learning,Teaching and Assessment	
	Knowledge and Curriculum	
	Contemporary Education in India	
	Techniques, Methods and Approaches of Pedagogy	
	ICT - Applications	
	Understanding Self, personality and Yoga	
	Simulated and ICT based lessons.	
	School Visits and reflective Dairy	

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Semester-III

	Inclusive Education	
	Educational Evaluation	
	Optional Courses: Guidance Counseling	
	Optional Courses: Value Education	
	Optional Courses: Health and Physical Education	
	Optional Courses: Women Education	
	Optional Courses: Human Rights	
	Pedagogy of School Subject : Kannada	
	Pedagogy of School Subject: English	
	Pedagogy of School Subject : Hindi	
	Pedagogy of School Subject : Urdu	
	Pedagogy of School Subject: Sanskrit	
	Pedagogy of School Subject: History	
	Pedagogy of School Subject : Geography	
	Pedagogy of School Subject : Physics	
	Pedagogy of School Subject : Chemistry	
	Pedagogy of School Subject : Biology	
	Pedagogy of School Subject : Mathematics	
	Pedagogy of School Subject : Commerce	
	Understanding Drama and Art in Education	
	Research Project	
	Reflective Reading and writing	
	Teacher placement and CET (Common Eligblity Test)	

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

The Post Graduate candidates have the option to take higher secondary level subject according to their PG qualification along with one of the secondary school subject. This specialization exists for the III Semester and IV Semester. For the second semester there are no pedagogic paper specialized to any school subject. The pedagogic subject for the first semester will be on any two of the followings, one each from any two groups:

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Semester I

	Course Code	Course Titles	Credits	Internal -Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	Per-C1	Childhood And Adolescence	4	20	8	80	32	100
	Per-c2	Philosophical And Sociological Bases of Education	4	20	8	80	32	100
	Per-c3	Educational technology	4	20	8	80	32	100
	Ped-c:1& Ped-c:2	Understanding Discipline and pedagogy (Any two)	2+2	10+10	4+4	40+40	16+16	50+50
EPC& EWF	EPC-1	ICT Basic	2	50	25			50
	EPC-2	Psycho Social Tools and techniques	2	50	25			50
	EPC-3	Language across the School Curriculum	2	50	25			50
	EWF-1	Micro teaching and Integration of skills	2	50	25			50
			24					600

Semester II

	Course Code	Course Titles	Credits	Internal -Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	Per-C4	Learning and teaching and Assessment	4	20	8	80	32	100
	Per-C5	Knowledge and Curriculum	4	20	8	80	32	100
	Per-C6	Contemporary Education in India	4	20	8	80	32	100
	Ped-c:3	Techniques, Methods and Approaches of Pedagogy.	4	20	8	80	32	100
EPC	EPC-4	ICT applications	2	50	25			50
	EPC-5	Understanding Self, Personality and Yoga	2	50	25			50
EWF	EWF-2	Simulated and ICT based lessons	2	50	25			50
	EWF-3	Schools Visit and reflective diary	2	50	25			50
			24					600

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Semester III

	Course Code	Course Titles	Credits	Internal -Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	Per-C7	Inclusive Education	4	20	8	80	32	100
	Per-C8	Educational Evaluation	4	20	8	80	32	100
	Ped-c:4& Ped-c:5	Pedagogy of School Subjects(Any two)	2+2	10+10	4+4	40+40	16+16	50+50
	OPC	Optional Course (Any one)	4	20	8	80	32	100
EPC	EPC-6	Understanding Drama and Art in Education	2	50	25			50
	EPC-7	Research Project	2	50	25			50
	EPC-8	Reflective Reading and writing	2	50	25			50
	EPC-9	Teacher placement and CET	2	50	25			50
			24					600

Semester IV

	Course Code	Course Titles	Credits	Internal -Marks		Ext-Marks		Total
				Max	Minimum to pass	Max	Minimum to pass	
Theory	Per-C9	Gender , School and Society	4	20	8	80	32	100
	Per-C10	Educational Administration and Management	4	20	8	80	32	100
	Ped-c:6 & Ped-c:7	Advanced Pedagogy of School Subjects (Any two)	2+2	50+50	25+25	x	x	50+50
EPC	EWF-4	Unit plan based Lessons	2	50	25			50
	EWF-5	Block Teaching	2	50	25			50
	EWF-6	Field work and Immersion Programme	4	100	50			100
	EWF-7	Practical Examination Lessons I & II	4 (2+2)	-		50+50	25+25	100
			24					600

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BLUE PRINT OF TWO YEAR B.Ed COURSE PROPOSED FOR KARNATAKA STATE

COMPONENTS	SEMISTER-I			SEMISTER-II			SEMISTER-III			SEMISTER-IV			GRAND TOTAL
	COURSE	CREDITS	MARKS	COURSE	CREDITS	MARKS	COURSE	CREDITS	MARKS	COURSE	CREDITS	MARKS	
PERSPECTIVES IN EDUCATION	Childhood And Adolescence	4	100	Learning and teaching Processes	4	100	Inclusive Education	4	100	Gender , School and Society	4	100	1100
	Philosophical And Sociological Bases Of Education	4	100	Knowledge and Curriculum	4	100	Educational Evaluation	4	100	Educational Management and Organization	4	100	
	Educational technology	4	100	Education in Contemporary India	4	100	Subject Specific pedagogy (Any two)	4	100				
PEDAGOGIC COURSES	Und, Disc and pedagogy (Any two)	4	100	Pedagogic tools ,techniques and approaches	4	100	Optional Course (Any one)	4	100	Advanced Pedagogy of Specific Subjects (Any two)	4	100	400
ENHANCING PROFESSIONAL CAPACITIES	ICT Basic , Psycho Social Tools and techniques	2 2	50 50	ICT applications	2	50	Fine Arts and Theatres	2	50	Reading and Reflecting	2	50	450
	Language across the subjects	2	50	Understanding Self, Personality and Yoga	2	50	Research Project	2	50	Teacher placement and cet plan	2	50	
ENRICHMENT WITH FIELDS AND SCHOOL INTERNSHIP	Micro teaching and Integration	2	50	Simulated and ICT based lessons	2	50	Field Assignments	2	50	Field work and Immersion	4	100	250
				School Visits and reflective diary	2	50	School lesson(Unit based) and reflective Dairy	2	50	Practical Examination lesson I and II	2+2	100	200
		24	600		24	600		24	600		24	600	2400

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Understanding Discipline and pedagogy: Language

Contact Hours: 30 **Marks: 50**

2 Credits

Objectives

To enable the student teacher ----

1. To understand the language background of students.
2. To understand the language policies.
3. To understand the nature of classroom
4. To understand the mother tongueand other language importance's.
5. To understand the components of Reading,writing etc
6. To understand the nature of writing in specific content areas.

Unit 1: General Introduction on Language

What is Language? Various components of language; Functions of language; How different are different languages? Critical analysis of the following terms: Dialect, Formal and Informal language, classical; Characterizing mother tongue, first language and second language, bilingual.

Unit 2: Language Policies and Politics

Language Policy in India; Language as a medium of instruction and debates about English as a medium of instruction; the recommendation of NCF-2005 on language education.

Unit 3: Language and Literacy in the Context of School

Language Learner's profile: language environment at home, at school and outside the classroom; characterizing bilingualism; Notions about interference or bridge: Mother tongue on other tongue or other tongue on other tongue.

Unit 4: Language Acquisition

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

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Unit 5: Language Processes and the Classroom Context

Oral language: components, process, activities to develop, Reading: components, process, activities to develop, Writing: components, process, Activities to develop, instantaneous writing, Problem solving in language teaching and learning : Issues of non-comprehension; lack of independence in language use; examining the role of school context in creating difficulties for language "disability" and the language teacher's role in dealing with it.

Activities

Review of textbooks,

Review of Use of literature in language textbooks,

Critical analysis of exercises and Moving beyond the textbook:

Collection Children's literature for different age groups;

Survey on Classroom practices in India.

Readings

1. Agnihotri, R. K. (1996). KaunBhashaKaunBoli. Sandarbh 13, 37-43

2. Agnihotri, R. K. (2009). Language and dialect.Learning curve, 13.

3. Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, laursamaj.Deshkal Publications.

4. Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth:.Heineman.

5. Kunwar, N. (2015). 'Right writing' in Indian clasroom: learning tobe artificial. Language and language teaching.Vol 4, No. 1, Issue 7.

6. Rai, M. (2015). Writing in Indian schools: the product priority.Language and language learning.Vol 4, No 1, Issue 7, 32-36

7. Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and

8. Language Teaching, 1:1. 22- 26.

9. Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, Contemporary Education.

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Understanding Discipline and Pedagogy: Social Science

Contact Hours: 30 **Max marks :50**

Credits: 2

Objectives of the Course

To enable the prospective teachers to address the following questions:

1. What is the nature and philosophy of Social Science?
2. What is his/her reflective understanding of contemporary society and the relevance in teaching of social science in schools?
3. What is the status of learning social science at secondary school level?
4. What are the issues and challenges in articulating the nature of social science curriculum and its pedagogical practices?
5. How does one evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers?

Unit I Evolutionary Framework of Social Science :

An Overview of the Foundations of each Discipline:

a) History and Geography- Temporal and Spatial Dimensions.

b) Political science and Economics – The Systems and Processes of Society.

Specialised Knowledge versus Inter Disciplinary Knowledge

Trajectory of Social Science Evolutionary Process:

Philosophical and Theoretical discourses

Concept of Social Science and Social Studies

Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.

Unit II Social Science in Schools

Challenges in the development of Social Science Curriculum

General Approaches in the construction of social science curriculum: thematic organization: Interdisciplinary, multi disciplinary and fused frameworks

Cross Cultural perspectives and issues in social science

Teaching of Social Science:

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Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives in Social Sciences: Social, Historical, Environmental, Economic and Constitutional perspectives

Unit III Pedagogical practices in Social Science Curriculum

a) Social Science and Indian School Curricula in search of new Directions.

b) Review different Commissions/Committees Reports

c) National Curriculum Frameworks-1975,1988,2000 and 2005

d) Critical Review of Social Science Text books from class 6th to 10th

e) Concerns in Teaching Social Science: Diversity, Gender and Special Needs

Suggested Readings

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

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

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

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

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

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

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

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

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

10. Hamm, B. (1992).Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).

11. Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.

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

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

14. Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.

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

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

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

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

19. UNESCO-World Social Science Report (2013)

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

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

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

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

24. Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London.

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Understanding Discipline and Pedagogy: Sciences

Contact Hours: 30 **Marks: 50**

2 Credits

Course Objective

This course would enable the pupil teachers to understand Science as a discipline through its philosophical and epistemological perspectives. The insights into the nature of science and how children construct knowledge science would help in developing a critical understanding about the curriculum in science and how it unfolds through the transactional processes at the various levels of school education. Thus, this course aims to lead the pupil teachers from an understanding about science discipline to a holistic understanding about science-education situated in learner context and social realities.

Unit I : Nature of Science and Science Education

a) The nature of science- science as a process and science as a body of knowledge, as a social enterprise; Science-Technology-Society-Environment (STSE) Interface.

b) A historical perspective: the development of science as a discipline; awareness of the contributions of Popper and Kuhn.

c) A critical understanding of science as a subject at the various levels of school education and thereby of the purpose of science education at the various levels of school education.

d) Development of Scientific Temper, public understanding of science, ethics of science; science education in the context of a developing country.

Unit II: The learner Context

a) Children's conceptualisation of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions (with linkages to learning at the primary level); Misconceptions and 'alternative frameworks' in science.

b) Understanding children's fear of science addressing their inabilities to correlate the observed phenomena with micro level processes and with their symbolic/mathematical representations.

c) Construction of knowledge in science: conceptual schemes, concept maps.

d) Role and limitation of language: its contribution towards expression, articulation and the understanding of science.

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e) Addressing Learner-diversity: gender issues, special need-learners, contextual factors.

Unit III: The science curriculum

The nature and underlying criteria for a science curriculum and content organization. Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinary.

a. A critical review of Science Curriculum at the National Level i.e. NCERT curriculum, at the State Level i.e. SCERT curriculum, Hoshangabad Science Teaching Programme (HSTP) ; An awareness about science curricula at International level such as Nuffield Science, Harvard Science, project 2061 etc .

b. Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, etc.)

Suggested Reading List

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

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

3. Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers.

4. Cobern, W. W. (1998). *Socio-Cultural Perspectives on Science Education.*London: kluwer Academic Publisher.

5. Deo, M.G. & Pawar, P.V. (2011), General Article: Nurturing Science Talent in Villages, In *Current Science*, Vol. 101, No. 12, pp1538-1543.

6. Hines, S. M. (Ed.). (2005). Multicultural science Education: Theory, Practice, and Promise (Vol. 120). New York, U.S.A: Peter Lang.

7. Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. *International Journal of Science Education* 30(10), 1343-1363(21),

8. Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education.*Teachers College Record, 105* (3), pp 465-489.

9. Lynch, S. J. (2000). *Equity and Science Education Reform.*Mahwah, NJ: LawrenceErlbaum Associates, Inc.

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

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

12. Newsome, J. G. & Lederman, N. G. (Eds.) (1999), *Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education.* Kluwer Academic Publishers, The Netherlands

13. Parkinson, J. (2002). Chapter-1.Learning to Become an Effective Science Teacher. In *Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory*. New York: Continuum. pp. 1-12.

14. Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. International Educational Studies , 2 (1), pp 76-88.

15. *Rashtriya Madhyamik Shiksha Abhiyan* (2005), MHRD: New Delhi

16. Rivet, A.E. & Krajick, J.S. (2008), Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experiences to Foster Understanding of Middle School Science, In *Journal of Research in Science Teaching*, Vol. 45, No. 1, pp 79-100.

17. Sears, J. and Sorensen, P. (Eds.). (2000) *Issues in Science Teaching*. Routledge Falmer, The Netherlands.

18. Tobin, K. (Ed.). (1993). The Practice of Constructivism Science Education . Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.

19. Van Driel, J.H.V., Beijaard, D. & Verloop, N. (2001), Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. *Journal of Research in Science Teaching*, 38(2), 137-158, February

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

21. Wang, H. A and Schmidt, W. H. (2001). - History, Philosophy and Sociology of Science in Science Education: Results from the Third International Mathematics and Science Study. In F. Bevilacqua, E. Giannetto, and M.R. Mathews, (eds.). *Science Education and Culture: The Contribution of History and Philosophy of Science*. The Netherlands: Kluwer Academic Publishers. pp.83-102. 1

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Understanding Discipline and Pedagogy: Mathematics

Contact Hours: 30

Marks: 50

2 Credits

UNIT 1: Introduction to Mathematical Thinking

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

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

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

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

UNIT 2: Learning Mathematics

(i) Developmental progression in the learning of mathematical concepts- Piaget, Skemp, Bruner and Vygotsky; Fischbein on intuitive thinking

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

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

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

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

UNIT 3: Mathematics for Equity and Social Justice

(i) Why teach 'mathematics to all'? –Concerns and challenges

(ii) Issues of gender, class and culture in mathematics learning and achievement - Expectations, attitudes and stereotypes; access to highermathematics; interrogating the notion of 'achievement gap'; construction of learners' identity in a mathematics classroom

(iii) Addressing the concerns of societal as well as mathematical equity

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Readings and resources

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

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

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

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

Gutstein, E. (2007). "And that's just how it starts": Teaching mathematics and developing student agency. *Teachers College Record*, *109*(2), 420–448.

Kazemi, E., &Stipek, D. (2001).Promoting conceptual thinking in four mathematics classrooms.*The Elementary School Journal*, *102*(1), 59–80.

MESE -001(2003).Teaching and Learning Mathematics. IGNOU series

Newman, J. (2003). The World of Mathematics: A Four-Volume Series. Washington Tempus

Sautoy, M. du. (2008). The Story of Maths. UK: BBC Four Documentary. (Also available as a book)

Timothy Gowers (2002). Mathematics: A Very Short Introduction. Oxford University Press

Wheeler D (1983). Mathematisation matters. *For the Learning of Mathematics*, *3*(1).

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

Boaler, J. & Staples, M. (2005).Transforming students'lives through an equitable mathematics approach: The case of Railsideschool. Available for download on: www.stanford.edu/~joboaler/

Boaler, J. (2013, March). Ability and Mathematics: The mindset revolution that is reshaping education. In *Forum* (Vol. 55, No. 1, pp. 143-52).Symposium Journals.

Burns, M. (2007).*About teaching mathematics: A K–8 resource*, Third Ed. Math Solutions Publications.

Gray, E, &Tall, D (1994). Duality, ambiguity, and flexibility: A "Proceptual" view of simple arithmetic. *Journal for Research in Mathematics Education*, *25*(2), 116-140.

Jackson, K. J., Shahan, E., Gibbons, L., & Cobb, P. (2012).Setting up complex tasks.*Mathematics Teaching in the Middle School*, (January), 1–15.

Skemp, R. (1978). Relational understanding and instrumental understanding.*Arithmetic Teacher26* (3), 1-16.

Ball, D. L., & Bass, H. (2003). Making mathematics reasonable in school.In *A research companion to principles and standards for school mathematics* (pp. 27–44).

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Ball. D.L, Hill H.C. & Bass, H.(2005). Knowing mathematics for teaching.*American Educator.*Fall 2005.

Boaler, J. & Humphreys, C. (2005).Connecting mathematical ideas: Middle school video cases to support teaching and learning (Portsmouth, NH, Heinemann).

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

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

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

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TIMSS Videos of mathematics classrooms available at: http://www.timssvideo.com/videos/Mathematics

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

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Understanding Discipline and Pedagogy: Commerce

Contact Hours: 30 **Marks: 50**

2 Credits

Objectives:

This paper is aimed at encouraging

1. Commerce students to re-engage with their discipline and revisit prevalent conceptualizations and practices.

2. Place of commerce education in society and the potential role that it can play in developing commercially conscientious citizens

Unit 1 Nature of Commerce

a) Commerce Education: Evolution and Foundations of Historical and Socio-Political Context of Commerce Education

b) Relationship of Commerce with business, trade, industry and economy: A Macro Perspective

Unit 2 Understanding Knowledge in Commerce

a) Interrelationships within Commerce (Accountancy and Business Studies/ Management)

b) Commerce and Social Sciences (linkages with Economics, Sociology, Geography and Law.

Unit 3 Commerce and Society

a) Understanding Ethics and Values

b) Contemporary Business Environment and Commerce Education

Suggested Readings

1. Afzal, M. (2005). Analytical Study of Commerce Education at Intermediate Level in Pakistan.Doctoral Thesis. University of Punjab, Lahore

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

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

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

5. Lal, J. (2002). Accounting Theory. (2nded.). New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory.

6. Wadhwa, T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. *MERI Journal of Education.*III (2), 52-59

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

UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

Total Hours: 30 hours **Total Marks: 50**
Total Credits: 2

Objectives:

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

Unit 1: Basics of Academic disciplines (4 lectures)

a) Meaning and characteristics of academic disciplines

b) Emergence of academic disciplines

c) Relationship between academic disciplines and subjects

Unit 2: Teaching across disciplines

a) Classification of academic disciplines: Becher -Biglan typology (pure-hard, puresoft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.

b) Interdisciplinary and multidisciplinary teaching and learning: meaning , significance and role of the institution

c) Strategies/ approaches for interdisciplinary learning (team teaching, experiential learning)

Unit 3: Humanities and Social Sciences in the Curriculum

a) Place of Humanities and Social Sciences in present school curriculum

c) Role of Humanities and Social Sciences with respect to the following global issues :promoting peace and respecting diversity

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Unit 4: Natural Sciences and Mathematics in the Curriculum

a. Place of the disciplines Science and Mathematics in present school curriculum

b. Issues and challenges in teaching the disciplines Science and Mathematics

c. Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues

Tasks and Assignments:

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

References:

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

Websites: - www.ivorgoodson.com/curriculum-studies
- http://serc.carleton.edu/econ/interdisciplinary/index.html
- http://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf
- http://journals.akoaotearoa.ac.nz/index.php/JOFDL/article/viewFile/42/41
- http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195504_mccuskey.pdf
- http://www.thirteen.org/edonline/concept2class/interdisciplinary/

PAPER VII: GUIDANCE AND COUNSELLING

Contact Hours: 60 **Marks: 100**

Objectives **4 Credits**

To enable the teacher trainees:

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

Unit - I: Fundamentals of Guidance and Counseling

Nature & Need of Guidance and Counseling with special reference to modern Indian Society; Scope of Guidance- Educational, Vocational and Personal,

Aims & Principles ofGuidance and Counseling, Group Dynamics & Group Guidance,

Methods of Counseling: Directive, Non-Directive, Eclectic

Unit - II: Personnel Associated with Guidance and Counseling

School Counselor; Psychologist, Social Worker, Rehabilitation worker, Career Master

Guidance Teacher; Teacher as Guidance worker; Organizing Guidance and Counseling Services in Secondary School

Unit - III: Tools and Techniques in Guidance and Counseling

Testing Techniques - Intelligence, Aptitude, Achievement Tests; Personality,

Adjustment, Interest, Non-Testing Techniques: Case Study, Cumulative Records;

Questionnaire, Anecdotal record, Autobiography, observation, Selection of Tests for Placement in Educational and Professional Institutions

Unit - IV: Career Guidance in Secondary Schools

Career Awareness Skills, Career Information; Career Decision Making Skills – Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference.

Unit - V: Guidance and Counseling for Children with Special Needs

Meaning, Definition and Characteristics of Exceptional Children, Gifted Children;

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Children with Disabilities; Disadvantaged Children

Assignment: (Any two of the following.)

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

References:

1.Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984.

2.Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.

4.Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.

5.Geldard, K. and Geldard, D.: Counselling Children: A Practical Introduction. New Delhi: Sage Publications, 1997.

6.Gibson, R.L. and Mitchell, M.H.: Introduction to Counselling and Guidance. New Jersey: Merill Prentice Hall, 1995.

7.Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques.Jaipur: Mangal Deep Publication, 2003.

8.Jaiswal, S.R.: Guidance and Counselling. Lucknow : Lucknow Prakashan, 1985.

9.Kochhar, S.K.: Guidance in Indian Education. New Delhi: Sterling Publishers, 1984.

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11.Mittal, M.L.: Kariyar Nirdeshan Avem Rojgar Suchana. Meerut: International Publication House, 2004.

12.Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw Hill Book Company, 1941.

13.Nayak, A.K.: Guidance and Counselling. New Delhi: APH Publishing Corporation,1997.

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15. Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.

16. Pal, H.R. and Pal,A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.

17.Rao, S. Narayana: Counselling and Guidance and Elementary School. New Delhi: Anmol Prakashn, 2002.

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20.Shrivastava, K.K.: Principles of Guidance and Counselling. New Delhi: Kaniska Publication, 2003.

21.Singh, Raj: Educational and Vocational Guidance. New Delhi: Common Wealth Publishers, 1994.

22.Taneja, V.R.: First Course in Guidance and Counselling. Chandigarh: Mohindra Capital, 1972.

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VALUE EDUCATION

Contact Hours: 60 **Marks: 100**

Credits: 04

Objectives:

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

1. Understand the concept and types of values.
2. Get and insight into the strategies of inculcation of values among children.
3. Develop awareness about the different agencies working in the sphere of value education.
4. Develop skills and techniques needed to teach value education.
5. Give reasons for role of the teacher in value education.

UNIT I- INTRODUCTION TO VALUES 10 Hours

1.1 Values: Concept, Nature and significance.

1.2 Classification of values: Personal and social, Intrinsic and instrumental

1.3 Different types of values- Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural.

1.4 Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.

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

UNIT II – SOURCES OF VALUES 10 Hours

2.1 Meaning and importance of value education.

2.2 Sources of value education-Autobiography and biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.

2.3 Role of teachers in value education.

UNIT III- ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION

3.1 Family

3.2 Religion

3.3 Educational Institutions

3.4 Communities

3.5 Mass Media (print and Electronic)

3.6 Information and communication technology (Computer and internet)

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UNIT IV- APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS

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

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

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

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

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

4.6 Prevention and Rehabilitation measures to eradicate evil practices.

PRACTICUM/ACTIVITY:

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
2. Organize educational exhibition on any of the following topics:

I. Cultural Heritage,

II. National Integration

III. Secularism

IV. Family

V. Religion

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1. Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co.
2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; UniversityBook House (P) Ltd.
3. George, J. Andrepoulous and Richard, Pierre Claude (1997). Human Rights Education for the Twenty First Century, Philadelphia; University of Pennysylvania Press Havighurst, R. J. (1953).
4. Kohlberg, L. (1963). A Moral Development and Identification in Human Welfare
5. Stevenson (ed.), Child Psychology, Chicago; University of Chicago Press
6. Singh Y. K., RuchikaNath, (2005). Value Education, Delhi: APH Publishing Co.
7. Maslow, A. H. (1968). Motivation and Personality, (2ndEd.), New York; Harper

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8. Meyer, J. R. (1976) Reflections on Value Education Waterloo, Canada; Wilfrid Laurier, University Press

9. Fundamental duties of citizen Government of India, New Delhil; Ministryof Human Resource Development

10. Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE

11. Piajet, J. (1948). The Moral Development of the Child, New York; Free Press

12. Raths, L. E., Harmin, M., & Simon, S. B. (1966). Values and Teaching: Working with Values in the Classroom, Columbus Ohio; Charles E. Merill

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Health and Physical Education

Contact Hours: 60 **Marks: 100**

Credits : 04

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

- Develop awareness towards health and physical education.
- Understand general health, personal health and public health.
- Assist teacher for good conduct of physical education programme
- Contribute for good overall personality development.
- Understand the meaning and importance of yoga and pranayama
- Acquire the knowledge of first aid.
- Develop leadership qualities.
- Understand meaning and importance of recreation.

Unit 1: Health Education & First Aid

- Health Education: Meaning, Definitions,Importance,aims & Objectives
- Communicable Diseases: Mode of Transmission & Control
- First Aid: Meaning, Principles of First Aid, qualities of first aider.
- First Aid:
- Fracture,
- Dislocation
- Ankle sprain

Unit 2: Physical Education and Safety Education

- Physical Education: Meaning, Definitions,Importance, Aims & Objectives
- Methodology of teaching Physical Education, steps in Cass Management. General Lesson Plan, Specific Lesson Plan
- Yoga & Pranayama: Meaning & Importance
- Safety education: Home, School, Playground, Road

Unit 3: Camp & Recreation

- Recreation: Meaning, Aims & Objectives
- Need & Importance of recreation in the modern society
- Camping: Meaning, Importance & Organization
- Recreational Activities: Indoor and Outdoor

Unit 4: Tournaments

- Tournament: Meaning, Intramurals and Extramural
- Drawing Fixture: Single Knockout and League
- Olympics: Ancient and modern
- Marking of play field: Volleyball, Throwball, Kabaddi

Suggested list of topics/ questions / activities to organize tutorials:

- Giving first aid
- Organizing Intramural activities
- Marking play ground
- Flag hoisting and de-hoisting

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- First aid for
  - Fracture
  - Dislocate
  - Sprain
- Component of Physical Fitness
- Benefits of Physical Fitness
- Importance of Camping.
- Indoor recreational activities
- Outdoor recreational activities
- Olympics
- Advantages of yoga, Pranayama
- Safety measures in home, School and playground
- Drawing fixtures

References:

1. Voltmer and Esslinger: Organization and administration of physical education. Times of India. Press.
2. Vannier Fait: Teaching physical education in secondary schools, Sanders.
3. J.P.Thomas: Organization of physical education: Gnanodya Press, Madras.
4. Chales A Buchor Eviyn M.Reade: Physical education and Health Education in the Elementary School, MacMillan.
5. Charles A Boucher: Foundation of Physical Education, St.Louis, The C.Y.Mosby Company.
6. N.C.E.R.T: Physical Education, a Draft Curriculam for classes 1 to 10.
7. L.K.Govindarajulu and Daily Joseph: Camping and Education, Y.M.C.A.
8. Y.M.C.A: Rules of Games and Sports.
9. Lal D., Padiwala: Manual of Athletic competitions Tardeo, Tardeo Apartments, Bombay.
10. St.John's ambulance: Association Manual of First Aid.
11. Ministry of Education, Government of India: Hand book of Physical Education.
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WOMEN'S EDUCATION

Contact Hours: 60 **Marks: 100**

4 Credits

Objectives :

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

- Recognizes the social-cultural factors affecting women's education in India.
- Identifies the problems related to women's education with regard to social customs prevailing in India.
- Recognizes the need to reform the curriculum to promote women's education.
- Develops an awareness for the need for inclusive education of women.
- Develops positive attitude towards women empowerment.
- Actively involves in the women empowerment programmes and campaign.

Content :

Unit 1 : Perspectives of women's Education in India **(12 Hours)**

1.1 Need for women's Education in Indian context.

1.2 Status of women in Indian Society – Changing, perspectives.

1.3 A brief account of women's education in India (till independence).

1.4 Progress of women's education after independence.

Unit 2 : Education and Women Empowerment **(18 Hours)**

2.1 Women Empowerment – meaning and need.

2.2 Measures for women's empowerment.

2.3 Constitutional Provisions.

2.4 Government Policies : State/Centre.

2.5 Acts safeguarding women's interests.

2.6 Government programmes for women empowerment.

2.7 Role of non-profit organizations in women's education.

2.8 Role of schools/colleges in women's empowerment.

Unit 3 : Inclusive approach to women education **(16 Hours)**

3.1 Encouragement of women's studies.

3.2 Role of Universalization of Education in women's educations.

3.3 Education of girls in rural and tribal areas.

3.4

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3.5 Maintaining gender equality in curricular transaction.

Unit 4 : Problems and challenges (facing women's education) **(14 Hours)**

4.1 Gender sensitization.

4.2 Socio-economic insecurity.

4.3 Religious traditions/customs.

4.4 Gender related sterio types and prejudices.

4.5 Personal security.

4.6 Media and women.

Suggested list of topics/questions/activities to organise tutorials :

- Women empowerment is possible only by enacting laws for women's reservation (Debate).
- Lectures by women entrepreneurs on opportunity open for them.
- Group discussion on various women issues.
- Skit to develop awareness on the misconception about girls.
- Undertake a survey on literacy among women.
- Inviting successful women in different fields in society to share their experiences.
- Arranging discussion on the role of Modern women with regard to her contribution to the society.
- Economic independence and adjustment in women do not go together – debate.
- Women empowerment is possible only by women (debate).
- Do you think women empowerment is possible only by constitutional remedies? Why?
- Men have a Major role to play in women empowerment? Is it true? Why?

References :

1. Ram Sharma S. (1996) Education and Modernization of Women, Discovery publishing House, New Delhi.
2. Ram Sharma S. (1996) women's Education. Publishing House, New Delhi.
3. Ashok Kumar (2004) current trends in Indian Education, Ashish publishing House, New Delhi.
4. Aikava J. (1980) Schedule Caste and Higher Education, Dastana Ramachandra and Co. Poona.
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PEDAGOGY OF SCHOOL SUBJECT: KANNADA

Contact Hours: 30

Marks 50
Credits: 2

ಗುರಿಗಳು:

ಬಿ.ಇಡಿ ಅಧ್ಯಯನವು ಮುಗಿಯುವಷ್ಟರಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬ ಶಿಕ್ಷಕ –ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಕಂಡ ನಡಾವಳಿಗಳನ್ನು ತೋರುತ್ತಾನೆ/ಳೆ:

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

ಘಟಕ 1 ಸಾಹಿತ್ಯ ಭೋಧನೆ

1.|. ಸಾಹಿತ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

1.2 ಬಿ ಗದ್ಯ ಬೋಧನೆ

1.2.1. ಗದ್ಯದ ಪರಿಕಲ್ಪನೆ, ಗದ್ಯ ಬೊಧನಾ ಉದ್ದೇಶಗಳು

1.2.2. ಗದ್ಯ ಪಾಠದಲಿಯ ಐತಿಹಾಸಿಕ, ಭೂಗೋಳ, ವಿಜ್ಞಾನ, ಕಥಾ ವಿಷಯಗಳ ಬೊಧನೆ

1.2.3. ಗದ್ಯ ಪಾಠ ಪ್ರಶಂಸೆ

1.3 (ಬ) ಪದ್ಯ ಬೋಧನೆ

1.3.1 ಪದ್ಯದ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ

1.3.2 ಪದ್ಯದ ಬೊಧನಾ ಉದ್ದೇಶಗಳು

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

1.3.4 ಪದ್ಯದ ಕಂಠಪಾಠ, ಹಾಡುಗಾರಿಕೆ, ಪ್ರಶಂಸೆ

1.3.5. ಪದ್ಯ ಬೋಧನೆಯಲ್ಲಿ ಭಾವಾನುವಾದ

1.3.6.ಸೃಜನಾತ್ಮಕ ಕಾರ್ಯ ಮತ್ತು ಪದ್ಯ ರಚನೆ

1.4 (ಕ) ವ್ಯಾಕರಣ ಬೊಧನೆ

1.4.1. ವ್ಯಾಕರಣದ ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಬೊಧನಾ ಉದ್ದೇಶಗಳು

1.4.2. ವ್ಯಾಕರಣದ ಪ್ರಕಾರಗಳು: ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ

1.4.2.1 ಸಾಂಪ್ರದಾಯಿಕ ವ್ಯಾಕರಣ (Traditional Grammar)

1.4.2.2 ಪ್ರಾಯೋಗಿಕ /ವ್ಯವಹಾರಿಕ ವ್ಯಾಕರಣ (Functional Grammar)

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1.4.3 ವ್ಯಾಕರಣದ ಬೋಧನಾ ಪದ್ಧತಿಗಳು : ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ
1.4.3.1 ಅನುಗಮನ ಪದ್ಧತಿ(ಐಟಿಜಣಛಿಣುತಜ ಒಜಣುಠಜ)
1.4.3.2.ನಿಗಮನ ಪದ್ಧತಿ (ಅಜಜಣಛಿಣುತಜ ಒಜಣುಠಜ)
1.4.3.3. ಸಂಪೂರ್ಣ ಪದ್ಧತಿ / ಸಮನ್ವಯ ಪದ್ಧತಿ
1.4.3.4 ಪಠ್ಯಪುಸ್ತಕದಲ್ಲಿ ವ್ಯಾಕರಣ ಅಳವಡಿಕೆ.

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

ಘಟಕ 2 ಯೋಜನೆ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ
2.1 ಯೋಜನೆ – ಪಾಠಯೋಜನೆ, ಘಟಕ ಯೋಜನೆ, ವಾರ್ಷಿಕ ಯೋಜನೆ, ಸಂಪನ್ಮೂಲ ಘಟಕ ಯೋಜನೆ,
2.2 ಪರಿಕಲ್ಪನೆ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಮಹತ್ವ /ಪ್ರಯೋಜನಗಳು
2.3 ಮೌಲ್ಯಮಾಪನದ ಕಾರ್ಯವಿಧಾನದ ಲಕ್ಷಣಗಳು: ನಿರಂತರ, ವ್ಯಾಪಕ ಮತ್ತು ಅಖಂಡವಾದ ಕಾರ್ಯವಿಧಾನ
2.4 ಮೌಲ್ಯಮಾಪನದ ಸಾಮಾನ್ಯ ತತ್ವಗಳು ಮತ್ತು ಪರಿಣಾಮಗಳು
2.5 ಸಾಧನಾ ಪರೀಕ್ಷೆ ಮತ್ತು ವಿಧಗಳು: ಆದರ್ಶೀಕೃತ ಪರೀಕ್ಷೆ ಮತ್ತು ಶಿಕ್ಷಕ ನಿರ್ಮಿತ ಪರೀಕ್ಷೇಗಳೂ
2.5.1 ಮೌಖಿಕ ಪರೀಕ್ಷೆ, ಲಿಖಿತ ಪರೀಕ್ಷೆ ಮತ್ತು ಕಾರ್ಯ ನಿರ್ವಹಣಾ ಪರೀಕ್ಷೆ.
2.5.2 ಘಟಕ ಪರೀಕ್ಷಣಗಳು: ಪ್ರಬಂಧ ಪರೀಕ್ಷೆ, ವಸ್ತುನಿಷ್ಠ ಪರೀಕ್ಷೆ ಮತ್ತು ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರ ಪರೀಕ್ಷೆ
2.5.3 ನೀಲನಕ್ಷೆ ತಯಾರಿಕೆ (3 ಆಯಾಮಗಳು) : ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ತಯಾರಿಕೆ ಮತ್ತು ಉತ್ತರ ಕೀ ರಚನೆ
2.6.ನೈದಾನಿಕ ಪರೀಕ್ಷೆ : ಪರಿಕಲ್ಪನೆ, ಮಹತ್ವ ಮತ್ತು ಸ್ವರೂಪ
2.6.1 ನೈದಾನಿಕ ಪರೀಕ್ಷೆಯ ರಚನಾಹಂತಗಳು

ಘಟಕ 3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕ ಮತ್ತು ಸಹಪಠ್ಯಚಟುವಟಿಕೆಗಳು
3.1 ಬಿ ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನ ಸಾಮಾನ್ಯ, ಶೈಕ್ಷಣಿಕ ಮತ್ತು ವೃತ್ತಿ ಅರ್ಹತೆಗಳು.
3.2 ಸಹೋದ್ಯೋಗಿಗಳೊಡನೆ ಸಂಬಂಧ, ಸೃಜನಾತ್ಮಕ ಮತ್ತು ಸಂಶೋಧನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ವಿಶೇಷ ಆಸಕ್ತಿ
3.3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧಕನಿಗೆ ಇತರ ಭಾಷೆಗಳ ಪರಿಚಯದ ಅಗತ್ಯತೆ ಮತ್ತು ಸಂಪನ್ಮೂಲವ್ಯಕ್ತಿಯಾಗಿ ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕ.
3.4(ಬ) ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು/ ಪಠ್ಯಪೂರಕ ಚಟುವಟಿಕೆಗಳು.
3.4.1 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಮಹತ್ವ
3.5 ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಪ್ರೌಢಶಾಲೆಯಲ್ಲಿ ಅವುಗಳ ಕಾರ್ಯಾಚರಣೆ
3.5.1 ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ
3.5.2 ಕವಿಗೋಷ್ಠಿಯ ಉದ್ದೇಶಗಳು ಮತ್ತು ಕಾರ್ಯಾಚರಣೆಯ ವಿಧಾನ
3.5.3 ಸಾಹಿತ್ಯ ಸಂಘಗಳು ಮತ್ತು ಬಳಗಗಳು: ಇವುಗಳ ಸಾಹಿತ್ತಿಕ ಕಾರ್ಯಗಳು
3.5.4 ಸ್ಪರ್ಧೆಗಳು: ಚರ್ಚಾಸ್ಪರ್ಧೆ, ಸಿದ್ಧಪಡಿಸಿದ ಭಾಷಣ ಸ್ಪರ್ಧೆ, ಆಶುಭಾಷಣ ಸ್ಪರ್ಧೆ, ವಾಚನ ಸ್ಪರ್ಧೆ, ಕವಸವಾಚನ ಸ್ಪರ್ಧೆ, ಪ್ರಬಂಧಸ್ಪರ್ಧೆ ಮತ್ತು ಸಂಗೀತ / ಹಾಡುವ ಸ್ಪರ್ಧೆ ಇತ್ಯಾದಿಗಳು.

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3.5.5. ಏಕಪಾತ್ರಾಭಿನಯ , ಭಾವಾಭಿನಯ ಮತ್ತು ಮೂಕಾಭಿನಯ

3.5.6 ಕರ್ನಾಟಕ ಸಂಘ / ಕನ್ನಡ ಸಂಘದ ಸ್ಥಾಪನೆ

ಬೋಧನಾ ಕಾರ್ಯ ವಿಧಾನಗಳು(ಒಂಜಜ ಅಜಿ ಖಿಡಿಚಿಛಿಚಿಛಿಣಿಟಿಟಿ) 11 ಅವಧಿಗಳು.

ಉಪನ್ಯಾಸ, ಸೆಮಿನಾರ್, ಟ್ಯುಟೋರಿಯಲ್, ಚರ್ಚೆ

ಪ್ರಾಯೋಗಿಕ ಕಾರ್ಯಗಳು (ಕಡಿಚಿಛಿಣಿಛಿಣಿಟಿ)ದತ್ತ ಕಾರ್ಯಗಳು(ಥಿಂಟಿಟಜಟಿಣ)

1. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಗದ್ಯಪಾಠಕ್ಕೆ ಪ್ರಶಂಸಾ ಪಾಠ ಬೋಧನೆಯ ಯೋಜನೆಯನ್ನು ರಚಿಸಿ ಅದಕ್ಕೆ ಘಟಕ ಪರೀಕ್ಷಣಗಳನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
2. ಪದ್ಯ ಬೋಧನೆಯು ಸಹೃದಯನ ಎದೆ ತೆರೆಯುವ ಬೀಗದ ಕೈ ಎಂಬ ಹೇಳಿಕೆಯನ್ನು "ಪದ್ಯ ಪಾಠ ಬೋಧನೆಯ ಯೋಜನೆ' ಯ ರಚನೆ, ಘಟಕ ಪರೀಕ್ಷಣಗಳ ರಚನೆಯನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ.
3. ಸಂಧಿ ಪ್ರಕರಣದ ಎಲ್ಲ ಸಂಧಿಗಳನ್ನು ಸಾಂಪ್ರದಾಯಿಕ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ವ್ಯಾಕರಣ ಪ್ರಕಾರಗಳನ್ನು ಅನ್ವಯಿಸಿ ಯೋಜನೆ ರಚಿಸಿ.
4. ಉತ್ತಮ ಪಠ್ಯಮಸ್ತಕದ ರಚನಾ ತತ್ವಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪ್ರಸ್ತುತ 8 ನೇ ತರಗತಿ ಅಥವಾ 9 ನೇ ತರಗತಿ ಅಥವಾ 0 ನೇ ತರಗತಿಯ ಕನ್ನಡ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ವಿಮರ್ಶಿಸಿರಿ.
5. ನಿಮ್ಮ ಆಯಕೆಯ ಘಟಕಕ್ಕೆ ಸಾಧನಾ ಪರೀಕ್ಷಣಗಳನ್ನು ನೀಲನಕ್ಷೆ ಮತ್ತು ಉತ್ತರ ಕೀ ಸಹಿತ ಬರೆಯಿರಿ
6. ನಿಮ್ಮ ಆಯ್ಕೆಯ ಕವಿಯೊಬ್ಬರ ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ಉದ್ದೇಶಗಳನ್ನು ಮತ್ತು ಕವಿ ಜಯಂತಿಯ ಆಚರಣೆಯ ವಿಧಾನವನ್ನು ಬರೆಯಿರಿ.
7. ನಿಮ್ಮ ಆಯ್ಕೆಯ ವಿಷಯದ ಚರ್ಚಾಸ್ಪರ್ಧೆಯ ಯೋಜನೆ ತಯಾರಿಸಿ, ಚರ್ಚಾಸ್ಪರ್ಧೆ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.
8 ನಿಮ್ಮ ಆಯಕೆಯ ವಿಷಯದ ಏಕಪಾತ್ರಾಭಿನಯ ಯೋಜನೆ ರಚಿಸಿ, ಸ್ಪರ್ಧೆ ಜರುಗಿಸಿ ವರದಿ ಬರೆಯಿರಿ.

9 8 ಅಥವಾ 9 ನೇ ತರಗತಿಯ ಗದ್ಯ ಮತ್ತು ಪಾಠ ಬೋಧನೆಯಲ್ಲಿ ಬಳಸಬಹುದಾದ ದೃಕ್, ಶ್ರವಣ ಮತ್ತು ದೃಕ್ ಶ್ರವಣೋಪಕರಣಗಳ ಕಲಿಕಾ ಪ್ರಯೋಜನಗಳನ್ನು ಸಚಿತ್ರವಾಗಿ ವರದಿ ರೂಪದಲ್ಲಿ ಬರೆಯಿರಿ.

10 ನಿಮ್ಮ ಆಯ್ಕೆಯ 8 ಅಥವಾ 9 ನೇ ಯ ತರಗತಿಯ ಪಾಠಕ್ಕೆ ಸಂಪನ್ಮೂಲ ಘಟಕಯೋಜನೆ ತಯಾರಿಸಿ.

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PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Contact Hours: 30

Marks 50
Credits: 2

Objectives:

1. On completion of this course the students will be able to
2. Acquires knowledge of the nature, structure and components of English language.
3. Appreciates the role of English in India as a second language and library language.
4. Develops an awareness of concern for listening, speaking, reading and writing skills
5. Learns responsibilities of an English teacher in school community
6. Designs lessons plans for teaching of prose, poetry of vocabulary
7. Employs different approaches and methods for teaching prose, poetry grammar and vocabulary etc.,

UNIT – I: ACQUISITION OF LANGUAGE SKILLS

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

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

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

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

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

2.1 Bilingual approach, meaning, principle and procedure.

2.2 Structural approach- meaning and principles, selection and gradation of structures, ways of teaching structures.

2.3 Situational approach - Meaning and principles, ways of creating situation.

2.4 Communicative approach- meaning and principles, procedures followed in communicative approach.

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2.5 Constructive approach its meaning and procedure.

2.6 Direct method-meaning and procedure

UNIT – 3: METHODS AND WAYS AND DIFFERENT ASPECTS OF TEACHING ENGLISH 10 HOURS

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

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

3.3 Teaching of vocabulary- Types of vocabulary selection and gradation, ways of enrichment of vocabulary.

3.4 Teaching of Grammar: Objectives, Types and approaches of teaching grammar, steps Involved in teaching Grammar.

3.5 TRANSACTIONAL STRATEGIES. 10 HOURS

3.5.1 Lesson planning: - Concept, construction and administration.

3.5.2 Unit plan & Unit test – concept construction & administration.

3.5.3 Resource Unit.

PRACTICUM/FIELD WORK :(ANY ONE) 10 HOURS

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

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PEDAGOGY: HISTORY AND POLITICAL SCIENCE

Total Hours: 30 hours

Total Marks: 50
Total Credits: 2

Objectives :

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

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

Unit I – Understanding the Nature of History and Political Science:

Historical thinking concepts(big six historical thinking conceptsPeter Sexias & Morton), Objectives of teaching History & Political Science at secondary level (General and Instructional).

Correlation of History & Political ScienceArt : Internal and external.(literature, Science, Mathematics, Geography, Economics, Craft)

Unit II: Constructing History and planning of History and political Science

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

Planning-Annual plan,Unit Plan, Lesson Plan and Resource unit.

Unit III- Pedagogies of teaching History and Political Science

Process, merits and limitations

Conventional pedagogies- Story-telling lecture-cum-discussion, Interactive, constructivist and critical pedagogies underpinning teaching of History: project based learning, social enquiry. Cooperative learning strategies (think pair share, round robin, buzz,)

Learning resources [uses and importance] Audio-visual Resources: TV, Films, Documentary Visual: Maps, Models, Timeline, Artifacts Print Media: Magazine, news papers, archives On line resources: websites, virtual tour.

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http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf
https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_building_blocks_Learning_to_teach_historical_concepts http://www.educ.ualberta.ca/css/Css_38_2/ARhistorical_imagination_collingwood.html Multi perceptivity and Mono perceptivity - the question of the truth in history?

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SPECIFIC PEADGOGY: GEOGRAPHY

Total Hours: 30 hours **Total Marks: 50**

Total Credits: 2

OBJECTIVES:

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

UNIT I: GEOGRAPHY AS A SUBJECT

Epistemological framework (Evolution and major contributors)

Nature, scope and importance of Geography

Aims of Teaching Geography

Geo-literacy: concept, need and ways to create awareness

UNIT II: CONSTRUCTING AND PLANNING OF GEOGRAPHY

Correlation with other School Subjects —History, Language, science, Mathematics

Approaches of curriculum construction: Concentric, Topical

Planning-Annual plan, Unit Plan, Lesson Plan and Resource unit.

UNIT III: LEARNING RESOURCES

Importance & uses: Maps, travelogues, globe, atlas, models, computer based online and offline resources in Geography teaching

Current events (importance and use)

Geography Club & Geography room (importance and organization)

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Characteristics of a Geography textbook

Specific Approaches of pedagogy in Geography:Regional method, Project method, Journey method, Field visit, Cooperative learning strategies: Gallery walk, Jigsaw method

Practical:

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

Choose any one from the following:

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

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

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PEDAGOGY OF SCHOOL SUBJECT:PHYSICS

Contact Hours :30 **Marks 50**

Credits:2

Objectives:

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

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

UNIT I- APPROACHES AND METHODS OF TEACHING PHYSICS

1.1 Teacher centred and learner centered approach.

1.2 Teacher centred approach: Lecture method, Lecture cum Demonstration.

1.3 Learner centered approach: Project methods heuristic method, inductive method and deductive method, programmed instruction

1.4 Laboratory method (All the methods to be dealt with reference to characteristics, steps merits and demerits).

1.5 Models of teaching: Suchmann's inquiry training model and Bruner's concept attainment model.

UNIT II- PHYSICS CURRICULUM STUDY

2.1 Curriculum: Meaning and principles.

2.2 Different approaches of curriculum construction: NCERT, CBSE, ICSE, and PSSC.

2.3 Recommendations made by NPE - 1986, NCF - 2005.

2.4 Organisation of curriculum

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

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UNIT III- RESOURCES TO TEACH PHYSICAL SCIENCE

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

3.2 Transactional Strategies.

3.2.1 Lesson planning: - Concept, construction and administration.

3.2.2 Unit plan & Unit test – concept construction & administration.

3.2.3 Resource Unit

PRACTICUM/FIELD WORK

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

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PEDAGOGY OF SCHOOL SUBJECT: CHEMISTRY

Contact Hours : 30

Marks 50
Credits: 2

Objectives:

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

1. Acquire knowledge about the nature & scope of chemistry

2. know the basic branches and their inter- relationship with other science subjects, 3. Acquire the knowledge of modern trends in chemistry

4. Understand the objectives & values of teaching chemistry in secondary schools.

5. Development skills in :Analyzing the content in terms of concepts and learning experience, Planning lessons, Selecting appropriate media and materials, Preparation of resource units & unit plan, Improving teaching aids,

6. Maintaining laboratory.

7.Applying the knowledge of chemistry to develop scientific thinking and scientific outlook.

8. Appreciate the contribution of chemistry in serving the community in the fields of agriculture, industry, health and environment.

UNIT: I- CURRICULUM STUDY IN CHEMISTRY

1.1 Study of Curriculum projects- Chemical Bond Approach, IAC, CHEM-Study, Chemistry Curriculum, NCF-2005.

1.2 Study of the Karnataka state secondary school science curriculum with special reference to chemistry and organization of the curriculum.

1.3 Review of the present Chemistry Textbooks.

UNIT: II- PLANNING AND ORGANIZATION OF THE LESSON IN CHEMISTRY 10 HOURS

2.1 Need and importance of planning, lesson plan format.

2.2 Study of chemistry content of VIII, IX and X in Karnataka secondary level and identify the concepts and principles.

2.3 Unit plan and Resource unit: Meaning, Components, Steps & importance

2.4 Planning and use of multimedia materials

UNIT: III-METHODS AND APPROACHES OF TEACHING CHEMISTRY 12 HOURS

3.1 Learner centered and activity centered approaches – difference

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

3.3 Models of teaching- Concept Attainment model.

PRACTICUM/ACTIVITIES: (ANY ONE) 10 HOURS

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

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PEDAGOGY OF SCHOOL SUBJECT: BIOLOGY

Contact Hours :30

Marks 50
Credits:2

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

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

UNIT I- PLANNING FOR TEACHING BIOLOGICAL SCIENCE 12 Hours

1.1 Lesson Planning and Evaluation on the basis of CCE.

1.2 Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation and Assignments Meaning, Importance format and steps in the preparation).

1.3 Unit test -concept construction & administration

1.4 Resource Unit Plan (Approaches, Methods, TLM, Evaluation system, Recapitulation, and Assignments): Meaning, Importance format and steps in the preparation

1.4 Biological Science Curriculum:

1.4.1 Principles of curriculum construction

1.4.2 Historical perspectives of biology curriculum.

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

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

UNIT II: METHODS AND APPROACHES OF TEACHING OF BIOLOGY 12 Hours

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

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

2.3 Methods

2.3.1 Teacher centred - Lecture cum demonstration.

2.3.2 Learner centred - Laboratory, Project and Problem solving.

2.4 Technique: Specimen method.

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

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

UNIT III- RESOURCES TO TEACH BIOLOGICAL SCIENCE 10 Hours

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

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

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

3.4 Transactional Strategies.

4.4.1 Lesson planning: - Concept, construction and administration.

4.4.2 Unit plan– concept construction & administration.

4.4.3 Resource Unit-– concept construction & administration.

PRACTICUM/FIELD WORK :(ANY ONE)

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

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PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS

Contact Hours :30

Marks: 50
Credits: 02

Objectives:

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

1. Understand the aims and objectives of Mathematics
2. Understand the various curriculums of Mathematics.
3. Understand the Approaches and methods ofof Mathematics
4. Identify the learning experiences appropriate to the objectives of teaching secondary school mathematics.
5. Prepare the year plan, unit plan, activity oriented lesson plans for effective classroom teaching.

UNIT I- Aims objectives and curriculum of Mathematics 10 HOURS

1.1 Aims objectives of teaching Mathematics-Meaning,Importance and formulation.

1.2 Curriculum: Meaning and principles.

1.3 Organization of curriculum

1.4 Different approaches of curriculum construction: NCERT, CBSE, ICSE.

1.5 Recommendations made by NPE - 1986, NCF - 2005.

UNIT-II:- INSTRUCTIONAL DESIGN FOR MATHEMATICS. 10 HOURS

2.1 Lesson plan- meaning definitions, importance steps, format

2.2 Unit plan- steps, format

2.3 Resource unit- steps, format

2.4 Year plan- meaning, principles, and format.

UNIT-III:- METHODS AND APPROACHES OF TEACHING MATHEMATICS

10 HOURS

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

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3.2 Activity centered approaches – Heuristic approach, project method, programmed instruction

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

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

PRACTICUM/ACTIVITIES: (ANY ONE) 10 HOURS

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

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SPECIFIC PEDAGOGY SUBJECT:-COMMERCE

Total Hours: 30 hours **Total Marks: 50**
Credits: 2

Objectives:

To enable the student teachers-

1. To develop an understanding of the meaning, nature and scope of commerce education.
2. To develop an understanding of the maxims and principles of teaching commerce.
3. To develop understanding the bases of the commerce education and its relation with other.
4. Disciplines.
5. To develop understanding of the objectives of teaching commerce at higher secondary level (NCF 2005).
6. To understand various methods used in teaching of commerce.
7. To develop an understanding of the importance of latest trends in teaching of commerce.

Unit I:: Concept and scope of Commerce Education

(a) Meaning, nature, need and scope of commerce education.

(b) Commerce education in India (relevance in life and curriculum).

(c) Objectives of teaching of commerce at Higher Secondary level(as per NCF 2005)

Assignment:

Study and compare the commerce education at higher secondary level in India with any one developed country.

Unit II: Bases of Commerce Education

(a) Interdisciplinary linkage in the curriculum,Intra-correlation with book keeping, organization of commerce and secretarial practice.

b) Inter correlation of commerce with maths, economics and geography.

Principles of Teaching of Commerce:

-Principle of flexibility,Principle of activity,Principle of individual differences

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Principle of learner centeredness,Principle of community centeredness

Assignment:

Critically analyse any one textbook of commerce with reference to intra and inter correlation. Select any contemporary issue related to commerce field and present a paper using seminar method.

Unit III Latest trend in Teaching of Commerce

(a) Co-operative learning (meaning, importance and types)

(b) Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)

(c) Simulation (role play, games CAM- organization and execution in teaching of Commerce)

Assignment:

Prepare and execute a lesson plan by using any one of the following:

a. e-resources

b. Simulation techniques

References:

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e-business-meaning

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

Benefits of e business

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1.2.1 QNM DE

4 Day Wise Calendar for Pedagogy and Electives

Sarada Vilas Teachers College

DAY WISE CALENDAR FOR THE ACADEMIC YEAR: 2022-23

SEMESTER- III: FEBRUARY 2023

Sl No.	Date	Working Days	Day	Events
1	01-02-23	26	WED	Regular Classes
2	02-02-23	27	THU	Regular Classes
3	03-02-23	28	FRI	Regular Classes
4	04-02-23	29	SAT	Regular Classes
5	05-02-23	-----	SUN	--
6	06-02-23	30	MON	Regular Classes
7	07-02-23	31	TUE	Regular Classes
8	08-02-23	32	WED	Regular Classes
9	09-02-23	33	THU	Regular Classes
10	10-02-23	34	FRI	Regular Classes
11	11-02-23	35	SAT	Regular Classes
12	12-02-23	-----	SUN	--
13	13-02-23	36	MON	Regular Classes
14	14-02-23	37	TUE	Regular Classes
15	15-02-23	38	WED	Regular Classes
16	16-02-23	39	THU	Regular Classes
17	17-02-23	40	FRI	Regular Classes
18	18-02-23	-----	Shivarathri	--
19	19-02-23	-----	SUN	--
20	20-02-23	41	MON	Regular Classes
21	21-02-23	42	TUE	Regular Classes/Mathru Bhasha Divas Celebration
22	22-02-23	43	WED	Regular Classes
23	23-02-23	44	THU	Regular Classes
24	24-02-23	45	FRI	Inauguration of Cultural Committee
25	25-02-23	46	SAT	Allotment of Assignment topics Perspectives, Pedagogy and Electives
26	26-02-23	-----	SUN	--
27	27-02-23	47	MON	Regular Classes
28	28-02-23	48	TUE	Regular Classes

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Sarada Vilas Teachers College

DAY WISE CALENDAR FOR THE ACADEMIC YEAR: 2022-23

SEMESTER- III: APRIL 2023

Sl No.	Date	Working Days	Day	Events
1	01-04-23	75	SAT	Regular Classes
2	02-04-23	-----	SUN	--
3	03-04-23	-----	Mahaveer Jayanthi	--
4	04-04-23	76	TUE	Regular Classes
5	05-04-23	77	WED	Regular Classes
6	06-04-23	78	THU	Regular Classes
7	07-04-23	-----	Good Friday	--
8	08-04-23	79	SAT	Regular Classes
9	09-04-23	-----	SUN	--
10	10-04-23	80	MON	Regular Classes
11	11-04-23	81	TUE	Regular Classes
12	12-04-23	82	WED	Regular Classes
13	13-04-23	83	THU	Regular Classes
14	14-04-23	-----	Ambedkar Jayanthi	Ambedker Jayanthi
15	15-04-23	85	SAT	Regular Classes
16	16-04-23	-----	SUN	--
17	17-04-23	86	MON	Drama Presentation
18	18-04-23	87	TUE	
19	19-04-23	88	WED	
20	20-04-23	89	THU	Regular Classes
21	21-04-23	90	FRI	Regular Classes
22	22-04-23	-----	Ramjan	--
23	23-04-23	-----	SUN	--
24	24-04-23	91	MON	Regular Classes
25	25-04-23	92	TUE	Regular Classes
26	26-04-23	93	WED	Regular Classes
27	27-04-23	94	THU	Regular Classes
28	28-04-23	95	FRI	Submission of Assignment topics Perspectives and Pedagogy Subjects
29	29-04-23	96	SAT	Submission of Assignment topics in Electives Subjects
30	30-04-23	-----	SUN	--

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Timetable - I and III- Semester 2023

TIME DAY	I III	10.00-11.00	11.00-12.00	12.00-1.00	1.00 2.00	2.00-3.00	3.00-4.00	4.00-5.00
MONDAY	I	C&A- KSL(E) C&A-AKM(K)	PSBE- KPS(E) PSBE CKS (K)	ICT THEORY U-1HMM U-2 KCG	LUNCH BREAK	ET-KPS(E) ET-HMM(K)	UDP SS/SCI AKM/HNV	COMM/Library VC
	III	EE-BS(E) EE-CSS(K)	HIS/CHEM/PHY/COM AKM/SU/ZA/VC	IE-ZA(E) IE-BS(K)		TUTORIAL IE/EE	GEO-CSS SPORTS/SD	RES. PRO ALL STAFF
TUESDAY	I	PSBE- ZA(E) PSBE CKS(K)	ET-KPS(E) ET-HMM(K)	UDP SS/SCI AKM/HNV		TUTORIAL C&A, PSBE, ET	MAT/KAN/ENG HMM/KCG/BS	COMM/SPORTS VC/SD
	III	GC/VE/HPE/WE KPS/SU/SD/KCG	EE-BS(E) EE-CSS(K)	TP &CET - ZA		GEO-CSS LIBRARY	HIS/CHEM/PHY/COM AKM/SU/ZA/VC	RES. PRO ALL STAFF
WEDNESDAY	I	C&A – HNV(E) C&A –KSL(K)	ICT PRAC- U1 KCG U2 LIB	MATH/KAN/ENG HMM/KCG/BS		PSBE- KPS(E) PSBE CKS(K)	PSTT PRAC U-1 HNV, U-2 SU	PSTT PRAC U-1 HNV U-2 SU
	III	EE-BS (E) EE-CSS(K)	ART & DRAMA AKM	TUTORIALS IE/EE		IE-BS(E) IE-ZA(K)	VALUE ADDED COURSE	RRW-B1CSS B2-CKS B3-KCG
THURSDAY	I	C&A- HNV(E) C&A-SU(K)	PSBE- BS(E) PSBE ZA(K)	ICT PRAC U-2 KCG LIBRARY U-1		MENTOR ALL STAFF	TUTORIAL C&A, PSBE, ET	ICT PRAC U-1 HMM, U-2 LIB
	III	EE-BS(E) EE-CSS(K)	GC/VE/HPE/WE HNV/SU/SD/KCG	KA/EN/BI/MA CKS/KSL/HNV/HMM		SPORTS- SD	TP &CET - ZA	RRW-B1CSS B2CKS B3KCG
FRIDAY	I	ET-KPS(E) ET-HMM(K)	LAC B1-BS,B-2 CKS B3-CSS B4-KPS	ICT - PRAC U-1HMM U-2 LIB		C&A- SU(E) C&A-AKM(K)	CCA CKS/KCG/BS	CCA CKS/KCG/BS
	III	IE-ZA(E) IE-AKM(K)	GC/VE/HPE/WE KPS/SU/CKS/KCG	ART & DRAMA AKM		KAN/ENG/BI/MATH CKS/KSL/HNV/HMM	CCA CKS/KCG/BS	CCA CKS/KCG/BS
SATURDAY	I	ET-KPS(E) ET-HMM(K)	LAC B1-BS,B-2 CKS B3-CSS B4-KPS	SPORTS SD		--	--	--
	III	IE-ZA(E) IE- AKM(K)	GC/VE/HPE/WE HNV/SU/SD/KCG	MENTOR ALL STAFF		--	Leela.K.S	--

Coordinator

Principal
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